

IMPLEMENTATION OF EXTENSIVE READING THROUGH A DIGITAL INSTRUCTIONAL MEDIA

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ABSTRACT

This study explored the implementation of extensive reading through a digital instructional media. In this case, it was Padlet. Moreover, the students' difficulties in conducting the extensive reading through Padlet was investigated. The extensive reading implemented in this research referred to the ten principles of the extensive reading programme proposed by Day and Bamford (2002). This research was conducted at a private university in West Java by applying a case study and involving thirty college students. Moreover, observations and questionnaire were used as data collection techniques. The findings show that students are excited during the extensive reading processes by using their smart phones because they are allowed to select reading material freely. During the extensive reading process, they practiced recalling the text they had read by using Padlet application. Having implementing the extensive reading through Padlet, they feel that extensive reading has made them accustomed to reading everyday subconsciously. Thus, they are able to comprehend the reading material more easily. It can be seen from their development in stating the generic structure of certain genre in the recall session. However, some students got troubles during the extensive reading processes, such as less capability of digital literacy and low motivation. *Keywords:* Extensive Reading, Digital Instructional Media.

A. INTRODUCTION

In digital era, students were bombarded by many digital devices presenting digital information to fulfill their need in their daily life. By using their smartphone, they are able to access all information they need easily and quickly. However, not all students use the digital devices to enlarge their knowledge. Most of them use it for communication purposes in social media only. They have less motivation in spending time for reading. Reading has not become their habit yet especially in Indonesian students context. Moreover, generally most students do not enjoy reading. They are not interested in reading. They always say that reading is boring and spending much time for comprehending (Niati, 2017). Therefore, they have less capability to absorb the digital information easily and less reading experiences.

Referring to the phenomena, the implementation of extensive reading is the best solution. Many studies investigating extensive reading were conducted to find out the deep findings concerning the extensive reading, such as the study investigating extensive reading and vocabulary (Pigada & Schmitt, 2006), extensive reading and reading development (Bell,

2001; Sheu, 2004; Iwahori, 2008), extensive reading through technology (Cote & Milliner, 2014; Niati, 2017).

According to Iftanti & Shofiya (2018), extensive reading can be pedagogically implemented by EFL teachers who would like to help their students nurturing good reading habits in English. However, the study about exploring the extensive reading through Padlet application is still rare. Thus, this research investigates the implementation of extensive reading through Padlet application and it also explores the students' difficulties in conducting the extensive reading by using padlet application.

The findings of this research is expected to contribute to the development of the theory concerning the extensive reading for teachers, instructors, lecturers, or educators in teaching and supporting their students to make reading as their habit.

B. LITERATURE REVIEW

Reading is a lifelong skill to be implemented not only at school but also anywhere throughout life (Kucukoglu, 2013). Moreover, reading is one of the most important language learning goals for many foreign language students (Grabe, 1991). The definitions of reading have been proposed by the experts in different perspectives. Reading is generally perceived as the process of recognition and comprehension of written or printed materials (Heriyawati, Saukah, & Widiati, 2018).

The concept of extensive reading is exposing students to an input-rich and enjoyable environment, with the intention that their enthusiasm to learn will develop and their language knowledge will improve naturally (Hedge, 1985; in Sheu, 2004). In EFL context, extensive Reading (ER) is an approach for teaching reading whose goal is to get students reading in the English language and enjoying it (Day, 2011:10). Moreover, during the extensive reading, students should be interested in reading material, reading process and should be reading with their attention on the meaning of the text rather than on learning the language features of the text (Notion, 2005). Besides, the extensive reading is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and encourage a liking for reading (Richards and Schmidt, 2002). In addition, in the process of extensive reading, students might be free to choose their own reading material and even bring it from outside the classroom, and that the teacher might abandon formal questioning on the texts (Anderson & Bachman, 2000). The characterize extensive reading as involving a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed (Day and Bamford, 1998).

In carrying out the extensive reading, Day and Bamford (2002) propose ten principles of an extensive reading programme.

1. Students read as much as possible, perhaps in and definitely out of the classroom;
2. A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways
3. Students select what they want to read and have the freedom to stop reading material that fails to interest them;
4. The purposes of reading are generally related to pleasure, information, and general understanding. These purposes are determined by the nature of the material and the interests of the student;

5. Reading is its own reward. There are few or no follow-up exercises after reading;
6. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult;
7. Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses;
8. Reading speed is usually faster rather than slower as students read books and material they find easily understandable;
9. Teachers orient students to the goals of the programme, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the programme; and
10. The teacher is a role model of a reader for students – an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

In digital era, most educators integrate some digital instructional media in reading processes. Furthermore, Tileston (2003) adds that media can give effect on students' modalities, motivation behavior management, reaching higher levels of thought, and real world applications. In this study investigating the implementation of extensive reading, Padlet application as digital instructional media was orchestrated in the process of extensive reading.

In this case, Padlet is a website for creating a bulletin board that can be used for any kinds of learning. It is a digital application providing a free, multimedia wall which can be used to encourage students to take part and get assessment in teaching-learning process. The mode can be text, visual, sound, etc. On the wall the students can read something and post their ideas or share the ideas with their friends from the whole class. It provides online learning experiences (Nurviyani, 2018). Awaludin, Abd Karim & Mohd Saad (2017) found that public university students achieved better grades in English writing after the integration of Padlet in their classroom. In addition, Munirah, Yunus & Badusah (2017) revealed that the use of Padlet is effective in enhancing students' performance in language learning.

However, there are many challenges found by the teachers in integrating digital media for teaching. Cox, Preston and Cox (1999) mention several drawbacks of using ICTs in classrooms as follows:

1. difficulties in using software/hardware, need more technical support,
2. not enough time to use ICT,
3. too expensive to use regularly,
4. insufficient access to the resources,
5. restrictions the content of the lessons,
6. counter-productive due to insufficient technical resources.

C. RESEARCH METHODOLOGY

This study investigated the implementation of extensive reading through a digital instructional media, it was Padlet. Besides, the students' difficulties in conducting the

extensive reading through Padlet was explored. This research employed qualitative. The research design is explained in detail below.

1. Research Design

This research applied a qualitative design by focusing on case study to explore specific phenomena of a certain group. It investigated the implementation of extensive reading by using Padlet application as digital instructional media and students' difficulties in conducting the extensive reading through Padlet application. The data of this study were gained through observations and questionnaire, then the data obtained were analyzed by using non statistical methods (see Thomas, 2003; Silverman, 2005; Dornyei, 2007; Creswell & Clerk, 2007; Dawson, 2010).

2. Description of Setting

This qualitative research was conducted at a private university in West Java. Thirty students studying at English department in a private university in West Java took part as the participants purposively. In this case, the purposive sampling means that the readiness of the students at the university to be the participants of this study. The procedures of purposive sampling of this study is relevant to the statement recommended by the experts (Dawson, 2010).

Regarding the sample size, the limitation of the participants is based on the purpose of study and the needed time in conducting this research. It is relevant to the theory of sampling recommended by Dawson (2010). A limitation to number of the participants is regarding the efficiency of time in analysing the data obtained. Since there were so many items that had to be analysed and it needed time and hard work. Furthermore, the data gained from the observations, and questionnaire were compared and contrasted to enhance the validity of this study.

3. Data Collection

This study applied the qualitative design to gain the detail information from participants (see Dawson, 2010: 15; Dornyei, 2007). Referring to the statement, this research collected and analysed data gained through participant observations and questionnaire. Each data collection technique is explained in detail below.

The observation session of this study involved the researcher as the participant observer. In this case, the observer watched and or listened to students' performance then recorded what occurred (Thomas, 2003:60). The students derived from one class were videotaped and the data were categorized into "what was said and done" during the extensive reading session. In this study, the researcher acted as participant observer. The observations were conducted eight times for the whole participants. As a whole, the observations were administered in 2019. It took two months because the researcher adjusted the schedule of the participants. The data from observations were transcribed, categorized and interpreted by relating them to the relevant theories to answer the first and the second research questions.

Meanwhile, the questionnaire was conducted after completing the observation sessions. Brown (2001: 6 cited from Dornyei, 2003: 6) states that questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or by selecting from among existing answers. Relevant to the statements, this research implemented open-ended questionnaires. The open-ended questionnaires were used to investigate the answer of the first research question.

In the questionnaire session, the students answered ten questions. In the section, they had no options to answer the questions. However, they had to fill the blank space (see Dawson, 2010: 31; Dornyei, 2007). It intended to give them very free answer. Besides, to make the students free in expressing their ideas and comprehend the questions more easily, the questionnaires were presented in Indonesian.

4. Data Analysis

The data analyses were conducted to answer the first and the second research questions. The data obtained from observations and open-ended questionnaires, were analysed, categorized, and then interpreted into two themes based on the research questions.

The data obtained from the observations were analysed to answer both research questions. The data analysis was carried in the following stages.

- a. organizing data of the observations into file folders or computer files;
- b. transcribing data conducted by listening and watching the videotapes and then reading the notes of the observations;
- c. converting data from videotapes into text data;
- d. marking the text data by hand and dividing them into two parts based on the themes of the research questions (hand analysis);
- e. describing data to answer all research questions and form deep understanding of the phenomenon through the description and the thematic development; and
- f. reporting and interpreting the findings.

The stages of analysis described above are relevant to the statement suggested by Creswell (2008).

Meanwhile, the data of the open-ended questionnaires were analyzed by categorizing the answer based on the first and the second research question concerning the implementation of extensive reading through Padlet application and the students' difficulties in the extensive reading process by using the application. Then the data were interpreted as the findings. The procedures coincided with the statement of Dornyei (2003). Finally, all data obtained from the observations and the questionnaires were compared to enhance the validity of the conclusion of this study.

D. FINDINGS AND DISCUSSION

This study investigated the implementation of extensive reading through Padlet application and the students' difficulties in conducting the extensive reading by using the application. The findings of each research question is discussed below.

Regarding the first research question, the data were gained from the observations and questionnaire. They were used to explore the implementation of extensive reading through Padlet application. The data show that the students are excited during the extensive reading processes by using Padlet in their smart phones. It can be seen from the development of students' reading ability in recalling during the extensive reading processes, such as the better achievement in composing the recall in correct generic structure and linguistic features of the texts they read. It is in line with the Munirah, Yunus & Badusah (2017) that the use of Padlet is effective in enhancing students' performance in language learning. their study indicated that the result from survey also showed high preference and participants' positive attitude towards using Padlet as a means for learning grammar.

In the processes of the extensive reading, the students had to read an online reading material everyday out of classroom. In this case, they were allowed to select the reading material as their wish. The reading materials they read were inserted in Padlet application. Having reading, they had to practice recalling based on the text they read. Their recall were written on Padlet application. The reading material and their recalls were discussed in reading sessions in the classroom once a week. In the beginning, most students did the extensive reading to fulfill the reading subject only. However, day by day during the extensive reading processes they got the advantages of the extensive reading. Having implementing the extensive reading through Padlet, they feel that extensive reading has made them accustomed to reading everyday subconsciously. The findings is relevant to the findings of Richards and Schmidt (2002) that the extensive reading is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and encourage a liking for reading. Moreover, they are able to comprehend the reading material more easily. In addition, they are active and creative readers. They practiced being critical readers.

Concerning the second research question, this study explored the students' difficulties in conducting extensive reading by using Padlet application. The findings showed that some students got troubles during the extensive reading processes, such as lack capability of digital literacy and lack of motivation. Regarding the lack of digital literacy, the students have less capability in operating digital devices and implementing Padlet application when conducting extensive reading and recalling. When they got trouble in accessing the application, they made it as excuse not to do the extensive reading by using the Padlet application. Moreover, the data also revealed that the students have low motivation to do extensive reading processes by using padlet. In this case, they read simple reading material only, they did not read the reading material everyday, and they did not want to change their mindset concerning the extensive reading. They focused on the trouble of extensive reading only.

E. CONCLUSION

Extensive reading is implemented to develop students' reading ability and habit. In implementing the extensive reading by using padlet application, most students show enthusiasm during the extensive reading processes by using Padlet in their smart phones. It can be seen from the development of students' reading ability and interest in recalling during the extensive reading processes, such as the progress in creating recall based on the correct generic structure and linguistic features from the texts they read. Therefore, they are able to comprehend the text they read smoothly. However, some of them got trouble during the processes of the extensive reading. They have lack of digital literacy such as syntactic knowledge and digital knowledge, and have low motivation as well. Thus, their development in reading ability has not been significant.

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