

THE STUDENTS' PERCEPTION OF EXTENSIVE READING IN ONLINE LEARNING AT FLSP CLASS.

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ABSTRACT

The purpose of this research aimed to know the students' perception on their online Extensive reading learning. Survey design was used to conduct this study, and therefore, the questioner was constructed as the instruments of the study besides the researcher himself. The participants of this research were 44 students of first semester in the Accounting Department at FLSP class of University of Muhammadiyah Malang (Class A). The researcher adopted the questionnaire from a previous study conducted by Yogurtcu (2013), Tseng (2015), and Torres (2017), and the questionnaire showed the students' perceptions of their online learning. The questionnaire consists of 20 statements and each statement has five alternative responses from 1 to 5: Strongly disagree, disagree, neutral, agree, and strongly agree. Google Form is the media to distribute the questionnaire due to the global pandemic of Covid 19. The results of the study indicate that students show positive response towards the use of Extensive reading in online learning. The students perceived that benefits of the activities had substantial effect on increasing their vocabularies, and students focused on educational evaluation they read during the semester. Based on the data, there are advantages, they are: we can complete to read the whole text, we can determine mind idea and supporting idea of the texts, The online reading activities helped me to get more interested in reading text, we can easily understand the text from online reading activities, and there is disadvantage, they are: distraction (Tools and Signal).

INTRODUCTION

Most university students are struggling in learning English for Specific Purposes. FLSP is one of the compulsory courses for all students of the University of Muhammadiyah Malang (UMM), which is given in the first two semesters of lectures. For the moment, FLSP is centered on two languages, English and Chinese. In this FLSP class, students will be invited to focus on learning English.

Through the FLSP course, you are expected not only to be proficient in using English in your daily life, but also to be ready to face the English test made in UMM, namely TAEPTM. Therefore, FLSP learning focuses on strengthening the main skills of English, such as Speaking, Grammar, and Reading. FLSP also prioritizes communicative, flexible, and semi-formal learning so that all of you can more enjoy dealing with all the materials.

The advantage of reading ability is to increase vocabulary and to get new information which is the foundation of developing other skills, such as speaking, and writing. (Krashen, Lee, & La, 2017), from reading, readers develop their better writing ability, high vocabulary, and good language structure grammatically. Reading is divided into 2 types: intensive and extensive reading, (Waring, R; McLean, S;, 2015)ER would not work well unless some forms of accountability measures are put in place. On the other side, extensive reading is free to read any books and read for pleasure. Its effectiveness in language learning has been widely noted, with improvements in reading comprehension being one example (Takase, 2012)

It is projected to build positive attitude toward reading, to develop good reading habits, to construct vocabulary and structure knowledge (Richards & Schmidt, 2013) stated that Extensive reading is an approach of teaching and learning a foreign language by reading texts or books which are selected personally by students. According to (Iftanti, A SURVEY OF THE ENGLISH READING HABITS OF EFL STUDENTS IN INDONESIA, 2012), Extensive can be pedagogically implemented by EFL teachers who would like to help their students nurture good reading habits in English. Furthermore, students will get their desire for reading happily, and they can get new experiences for reading some books.

The previous research finding of Extensive reading and the result finding shows that the effectiveness of ER can make a positive effect for students' thinking, and their ability. Furthermore, ER can change students consideration for reading that is from bored and uninterested activities to be fun and enjoyable moment, that is related from the research finding, (Iftanti, 2012)showed that EFL students IAIN Tulungagung claimed that for those who do not establish good habits in love of reading in English, and Those who have already developed a love of reading in their mother tongue- Indonesian language-will find it easier to develop a love of reading in both Indonesian and English.

Online learning has become a good solution in the modern era, and the technology always develops every year. These situations are not surprising again because students and teachers can access the platform of online learning easily, such as whatsApp, Canvas, Edmodo, Google meet or classroom.

The students learn independently and can interact with teachers by using them, and the platform is free to access, (Cakrawati, 2017) revealed that the majority of participants considered the use of Edmodo or Quipper in English teaching and learning is effective and efficient in terms of time.

Moreover, (ARIFUDDIN, 2018) found that the students' perception of ER is based on three data sources, interview, document analysis and observational notes, First, Autonomous & Self-Selected Reading "Reading is my hobby, and when I took this class, it helps me to boost my hobby, it also helped me to analyze and deeply understanding on what we read, so we could get more information clearly", second students' Engagement & Reading Beyond Classroom "I am using English E-reader for read and unconsciously I have read more than 30.000 words but I still wanted to read, so I did not including those reading but just for my needed for reading", third, Build Students' awareness and become their habits "I have read 15 books this semester. I don't believe that I can read all those book, because in recent years I never read that much"

There are many definitions of reading from the experts in different perspectives. Reading is a lifetime skill that can be practiced not only in school but also in one's life (Küçükoglu, 2013). Moreover, reading is generally perceived as the process of recognition and comprehension of written or printed (Heriyawati, Saukah, & Widiati, 2018).

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, Bassett, Bowler, & Parminter, 2011), and in Short, Grabe as cited in (Wilkinson, 2012) discusses some of the benefits of Extensive reading that are to build vocabulary and structural awareness, enhance background knowledge, develop automaticity, improve comprehension skills, and promote confidence and motivation.

In carrying out the Extensive reading, (Day R., 2015) propose ten principles of an extensive reading program. They are:

1. Reading as much as possible in and definitely out of the classroom
2. a variety of materials on a wide range of topics that can encourage reading for different reasons and in different ways.
3. Selecting what students want to read and have the freedom to stop reading material that fails to interest them, and;
4. Reading purposes which are generally related to pleasure, information, and general understanding. These goals are dictated by the essence of the subject as well as the student's interests;

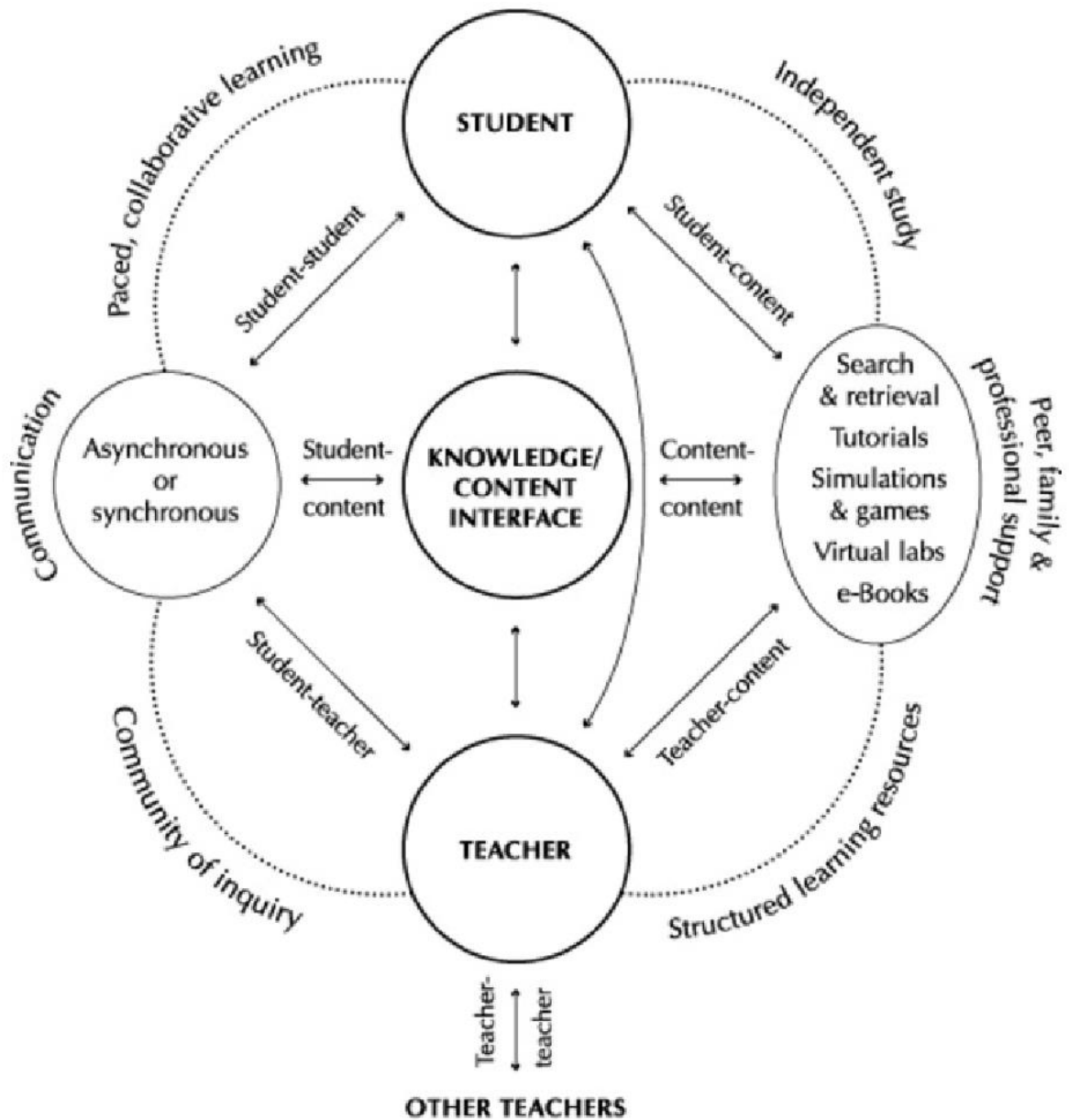
Nurviyani and Vina, however, implementation of Extensive Reading was;

5. reading is its own reward. There are few or no follow-up exercises after reading ;
6. reading material that is well within the linguistic competence of the students in terms of Vocabulary (rarely used dictionaries when reading because of students' attention being distracted) and grammar (the ability uses of phrase/sentence structure).
7. reading that is individual and silent, at the student's own pace, and outside class, done, when, and where the students choose.
8. reading speed that is usually faster rather than slower as students read books and materials they find easily understandable.
9. teachers who orient students to goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program, and
10. the teacher who is a role model is a reader for student, demonstrating what it means to be a reader and the rewards of being a reader.

In submission, ER gives the easy ways for learners and teachers to learn how to read some books happily and enjoyable, and the learners also can elect the books that they like. ER is one of the strategies that have any positive impacts for learning.

(Archambault, Wetzel, & Foulge, 2010)stated that the use of social networking tools accommodates feedback between instructors and students and it makes them communicate more efficiently and effectively. The online platforms promote the effectiveness of learning activity, and they are implemented by teachers for integrating technology in the teaching and learning process. Moreover, many universities develop their online learning progressively,The wide range of various technology advancement used by universities' online programs may enhance the interaction between students and instructors, and among students at large (Bell, Federman, & E, E-learning in postsecondary education, 2013). It turns out to be dangerous to comprehend the regulating talks give shape to how we comprehend flexibility in this circumstance.Moreover, The improved technology and software can allow teachers, students, and university administrators to collect data, reviews, and evaluations about their online experiences. (Bell, Federman, & E, E-learning in postsecondary education., 2013).

Self-paced teaching styles, on the other hand, are intended for individual study with no contact between students and teachers.



The picture is Anderson's Online Learning Model. Reprinted with permission by (Anderson T. , 2011),the theory and practice of online learning, (Second Edition), Edmonton, AB: AU Press.

The two main human actors, learners and instructors, and their experiences with one another and with material Learners will, of course, communicate directly with content that is available in a variety of formats, and especially on the Web; however many choose to have their learning sequenced, directed, and evaluated with the assistance of a teacher. This exchange will take place within a community of

investigation, using a combination of synchronous and asynchronous Net-based operations. These environments are particularly rich, and allow for learning of social skills, the collaborative learning of content, and the development of personal relationships among participants. However, the community binds learners in time, forcing regular session or at least group-paced learning. The second model of learning (on the right illustrates the structured learning tools associated with independent learning. Common tools used in this mode include computer-assisted tutorials, drills, and simulations (Anderson T. , *The Theory and Practice*, 2011, pp. 61-62). Anderson also mentioned the internet's capacity for education distribution, claiming that an online learning-based philosophy or paradigm might supplant all other modes with the exception of face-to-face instruction of the “In a formal school, there is a lot of face-to-face conversation” (Anderson T. , *The Theory and Practice*, 2011, p. 67).

Thus, in the modern and pandemic era, online learning is one of the important alternative media that can be implicated for learners and educators, and unlikely, they must learn theories and practices about how to use the online media. Positively, they get experiences for operating that, but negatively, they must spend more money to buy pulse and make them bored about online activities.

Perception is the identification, interpretation, and presentation of specific information, according to. (Démuth, 2013), perception as the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information. Besides that, perception is a cognitive process that is done by everyone for choosing, organization, interpretation, listening to information.

Thus, the study look for achieving aforementioned purposes and the issues to be discussed in this paper will be summarized in the following research questions:

1. How do students perceive the use of Extensive reading by online learning?
2. What are the benefits of using Extensive reading by online learning?

METHOD

The purpose of this research aimed to know the students' perception on their online Extensive reading learning. Survey design was used to conduct this study, and therefore, the questioner was constructed as the instruments of the study besides the researcher himself. The participants of this research were 44 students of first semester in the Accounting Department at FLSP class of University

of Muhammadiyah Malang (Class A). Exploring deeply is the target of researchers, whether the students' perceptions of online Extensive reading are positive or not.

The researcher adopted the questionnaire from a previous study conducted by (Yoğurtçu, 2013), (Tseng, 2010), and (Torres, 2017) and the questionnaire showed the students' perceptions of their online learning. The questionnaire consists of 20 statements and each statement has five alternative responses from 1 to 5: Strongly disagree, disagree, neutral, agree, and strongly agree.

One class was taken as the sample, and then the researcher distributed the questionnaire to the participants to prove their perception about online Extensive reading learning. Google Form is the media to distribute the questionnaire due to the global pandemic of Covid 19. The researcher also gave the explanation how to answer the questionnaire. To make sure that all participants understood the questionnaire, the participant can ask some questions about the questionnaire by WhatsApp group chat. After the participants filled out the questionnaire, the researcher analyzed the data from the questionnaire. The data was analyzed by the researcher from questionnaire, the data from Google form responses. Thus, the result of the responses was in the form of percentage that is used by the researcher to describe the participant's answer from the questionnaire.

FINDINGS AND DISCUSSION

Students' learning outside the classroom

Learning activities are not only performed inside the class but also outside of the class. In this research, most of the students' Extensive Reading activities were carried out outside the class. The researcher divided into two sub themes, they are (1) selecting and reading the literary works based on student's interest and abilities, (2) making written report.

- **Selecting and reading the literary works based on students' interest and abilities.**

The students were allowed choose the title of the text based on their interest and abilities. Moreover, the lecturer encouraged them to stop the reading if the text was so difficult to understand by students, and they can look for another text that is easier to understand.

Extensive reading is an interesting activity because students can be free to choose what they want to read on their interest and abilities. The activity is pleasure. It means that students should enjoy and feel happy when they read the text.

- **Making written report**

The data showed that students should write the summary from their reading, and send the report to Google form every day. The figure below was the example of written report.

Name *	MOCHAMAD AGUNG SETYABUDI
Student numbers *	202010170311202
Title and Writer	A Wolf and A Dog
Summary (Min, 1 sentence) *	Once upon a time there was a wolf who almost died of starvation. He was so thin, that the outline of his bones could be seen clearly under his thinning hair. as the dog walked, he saw the wolf was hungry again and lay on the tree. Then the dog invited him to come with him. the right to eat regularly like the dog. but the wolf saw the hair on the dog's thin neck. Then the dog sets the conditions for joining him, by being bound by his master. but he refused and left because he thought he could not walk freely.

Figure: 1.2 Student's summary by Google form

The figure above showed that the student's activity of summary. The report showed that students can enjoy and understand about his reading. Moreover, they can practice to write English indirectly.

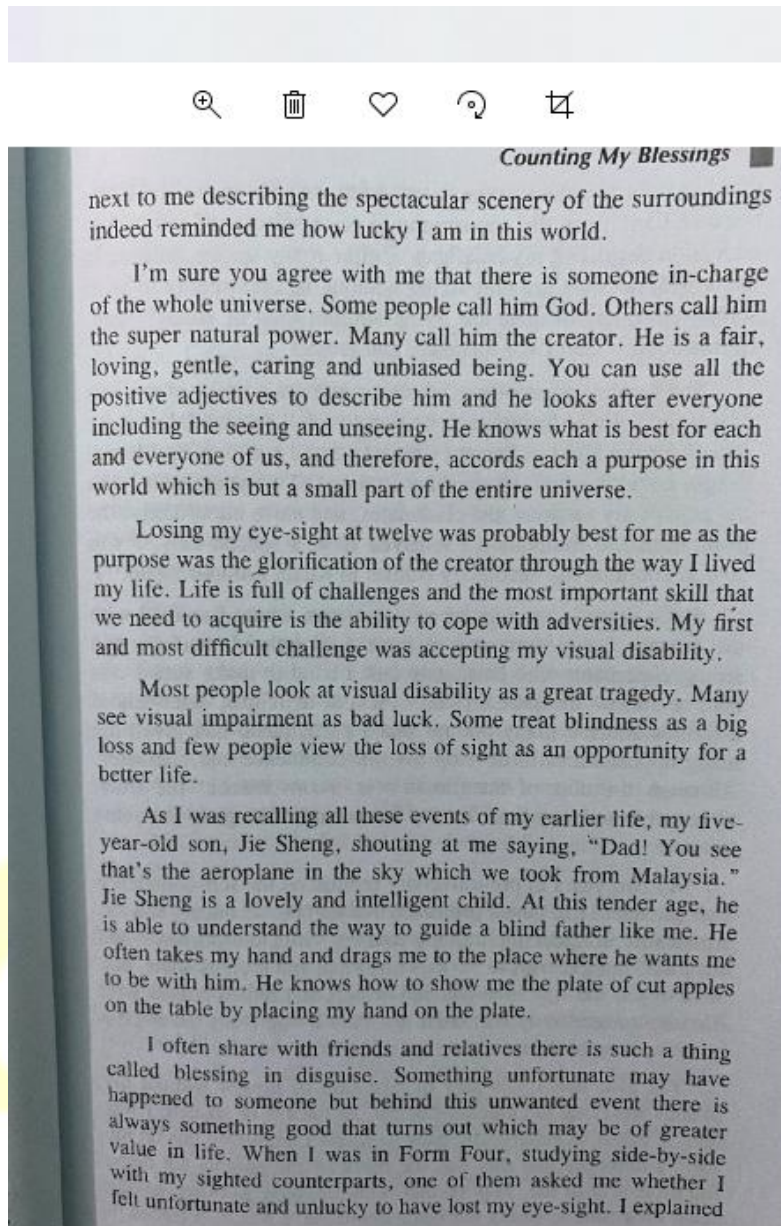


Figure: 1.2 student's book

In the picture above, a student showed their reading in that day, because every student should read one page-one day. He chose Novel as their recourse for Extensive reading.

This section shows and discusses the finding related to research questions on students' perception of Extensive Reading in online learning at FLSP class. The discussion shows that the interpretation of the results shown in the tables.

The results of study were obtained from 45 first semester accounting students at University of Muhammadiyah Malang. The students have applied Extensive reading at least one semester by Canvas,

Google form, and WhatsApp platform. Besides, the teacher or lecturer usually utilizes and learning platform to assign some task and test.

In order to answer research questions, the finding from student's questionnaire is shown.

Student's Perception of Extensive Reading in Online Learning

No.	Question	1	2	3	4	5
1.	The size of letters on the text defines how I read the text.	2.2%	8.9%	35.6%	46.7%	6.7%
2.	The background color of the text influences the way I read.	0%	17.8%	40%	26%	15.6%
3.	The inability to leave mark or take notes makes it easy for me to understand the text.	0%	8.9%	28.9%	42.2%	20%
4.	I always pass the sentences that difficult to understand when I read the text.	6.7%	26.7%	33.3%	24.4%	8.9%
5.	I can define the parts that I did not understand form the text.	0%	4.4%	46.7%	44.4%	4.4%
6.	I can complete to read the whole text.	2.2%	4.4%	26.7%	40%	26.7%
7.	I understand any text.	4.4%	13.3%	46.7%	26.7%	8.9%
8.	I can grasp the main idea of the reading in the text related to images.	0%	4.4%	37.8%	35.6%	22.2%
9.	I get high marks on reading comprehension.	2.2%	11.1%	57.8%	26.7%	2.2%
10.	I can read without the guidance of my teacher.	2.2%	13.3%	37.8%	35.6%	11.1%
11.	I can determine mind idea and supporting idea of the texts.	0%	4.4%	37.8%	42.2%	15.6%
12.	I can explain and summarize after reading.	2.2%	4.4%	15.6%	53.3%	24.4%
13.	I can complete the reading although the reading is boring.	4.4%	4.4%	37.8%	35.6%	17.8%
14.	The online reading activities helped me to get more interested in reading text.	0%	2.2%	26.7%	40%	31.1%
15.	I can easily understand the text from online reading activities.	0%	4.4%	35.6%	48.9%	11.1%
16.	Improve my online translation.	0%	6.7%	35.6%	31.1%	26.7%
17.	Online learning is helpful to understand information.	0%	6.7%	40%	35.6%	17.8%
18.	Online learning is important to improve reading skills.	2.2%	2.2%	35.6%	22.2%	37.8%
19.	I can make accurate predictions about the text I read.	2.2%	2.2%	51.1%	42.2%	2.2%
20.	Distraction (Tools and Signal)	2.2%	6.7%	42.2%	46.7%	2.2%

After analyzing data, the researcher found about influencing factors contributing Extensive Reading, student's perception of Extensive reading, and students-perceived of Extensive reading.

Finding the most of students or respondents had various perceptions about Extensive reading. Based on the data, questions 1-13 showed mostly highest percentage between neutral and agree. Neutral numbers of questions are the background color of the text influences the way I read (40%), I always pass the sentences that difficult to understand when I read the text (33.3%), I can define the parts that I did not understand form the text (46.7%), I understand any text (46.7%), I can grasp the main idea of the reading in the text related to images (37.8%), I get high marks on reading comprehension (57.8%), I can read without the guidance of my teacher (37.8%), I can complete the reading although the reading is boring (37.8%). Otherwise, agree numbers of questions are the size of letters on the text defines how I read the text (46.7%), The inability to leave mark or take notes makes it easy for me to understand the text (42.2%), I can complete to read the whole text (40%), I can determine mind idea and supporting idea of the texts (42.2%), I can explain and summarize after reading (53.3%).

The questions 14-20 presented frequently highest percentage between neutral and agree in online learning. Neutral numbers of students' perception are Improve my online translation (35.6%), online learning is helpful to understand information (40%), online learning is important to improve reading skills (35.6%), I can make accurate predictions about the text I read (51.1%). Then, the agree numbers are the online reading activities helped me to get more interested in reading text (40%), I can easily understand the text from online reading activities (48.9%), distraction (Tools and Signal) (46.7%)

From the data above, the majority students confirmed that Extensive reading in online learning benefits their reading. The average data reported 35% the students agreed that Extensive reading in online learning. However, the highest percentage is at neutral for 40%. In considering the higher percentage at benefit proportion, the researcher concludes that the activities of Extensive reading in online learning helped the students to understand text easily.

CONCLUSIONS AND SUGGESTIONS

The results of the study indicate that students show positive response towards the use of Extensive reading in online learning. The students perceived that benefits of the activities had substantial effect on increasing their vocabularies, and students focused on educational evaluation they read during the semester. Based on the data, there are advantages, they are: I can complete to read the whole text, I can determine mind idea and supporting idea of the texts, The online reading activities helped me to get more interested in reading text, I can easily understand the text from online reading activities, and there is disadvantage, they are: distraction (Tools and Signal).

The results of the study suggested that lecturer or teacher use Extensive reading in online learning to appraise their progression and follow the modern era. Then, the lecturer also should consider about the facility of online learning that can use for all of students.

For future researchers, the researcher suggested that educators should be prepared well for starting Extensive reading project, don't give up when your activities in Extensive reading that is not running well, and look for other methods to make the activities interesting for students. Moreover, for online learning, educators consider about the platform that can be easy to access for students because it is very important to support future research study.

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