Online extensive reading practical effect in higher education: A lecturer's practices

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Abstract: Extensive Reading (ER) is known for its practices in Higher education around the world, Particularly in Indonesia. Extensive Reading (ER) can be defined as reading in detail with no Limitations to gain the point in reading, Extensive Reading is an Approach that contains multiple ways to approach learning objectives. This study applies a Qualitative with descriptive research method with Braun and Clarke's (2016) thematic analysis As the analyzing tools in this study the researcher conducted the research because of an interest In Extensive Reading, but with a focus on the brand-new teaching method caused by the Infamous covid-19, which is (OER) Online Extensive Reading, the focus is to dig deeper into The lecture's practices in the (OER) class. In the study, five parameters from Tomlinson and Moon were used to dig deeper about the OER which is: content, process, product, affect, and learning environment, and the result was amazingly proven that ER is a Supreme method that can influence higher students to read more and more without limitation and to learn while having fun, not only influence but motivate the students without compreng each student progress to another. Online Extensive Reading can be defined as a fun and adaptable method or a flexible method that can be used and reached at any time and in any place.

Keywords : *Extensive Reading, Online Extensive Reading, Engaging & adaptable Method, Lecturer's practice*

INTRODUCTION

Students at higher education can't be separated from reading because reading is one of the academic activities that students need to do. Among many requirements that involve reading, students should read the course materials for their study at the least. In addition, to be successful for their exams (both midterm exam and final examination), students need to read. For this purpose, Aldridge (2018) points out that students read for the purpose of attaining the qualification.

As reading is very important skills that students need to acquire, reading is designed in the higher curriculum as courses. One of the courses that is offered in many universities, one of which is in islamic University of Indonesia and in SAMPOERNA University in Indonesia the name is extensive reading (ER) course. Before the COVID19 pandemic spread to the entire world, this course was conducted face-to-face in the classroom. Back in 2019 to 2021, the extensive reading course is taught online; therefore, it is called an online extensive reading course.

Extensive reading has been an interesting topic investigated by academics (e.g., Aldridge, 2018; Li, Majumdar, Chen, Yang & Ogata, 2021) and (Nhapullo, 2017). Aldridge (2018) explores the close association between higher education and reading. He draws on the resources of literary studies to illuminate the phenomenon of educational engagement. The results of his study show that students engage in almost all of the domain of studies such as engage in the motivation, with the environment, with reading, with the technique, and with the method. Meanwhile, Li et. al., (2021) investigated the relations between self-directed learning (SDL)

ability, SDL behaviors, and reading outcomes and further explored the process of planning behaviors in SDL. This study examined the context of SDL for extensive reading using a goal-oriented active learning (GOAL) system. They found that students with the high SDL ability have significantly better reading outcomes in terms of books completed and the number of days read compared to students with low SDL ability. In addition, students with the high SDL ability engaged significantly in planning behaviors compared to students with the low SDL ability. In addition, Nhapullo (2017) focuses his study on exploring the feasibility of ER method to his subject in the Mozambican EFL context. The results of this study show that ER has a great impact on academic reading in university context. Students' reading speed and ability improved after the implementation of ER. The students also demonstrated that they could increase their reading speed, reading comprehension, and it really synchronizes to academic reading.

Considering the empirical evidence above, it seems that study that focuses on online extensive reading courses is still rare because Online Extensive Reading is a brand new teaching method as a result of covid-19. The aim of this study is to investigate an online extensive reading course in one private university in Indonesia. The focus is on exploring teachers' practices in teaching online extensive reading (OER).

METHODS

Research design

This study applies a qualitative with descriptive research method because it explores a phenomenon of extensive reading in an online classroom from an EFL teacher's point of view. Sheman and Webb (1988) assume that qualitative research is concerned with meaning as they appear to, It means the data from qualitative methods have to explore the thing that becomes the point or construct of the study as we explore and are concerned with the meaning who appears backward. Meanwhile, qualitative research means descriptive, which is due to which the data is collected whether from the form of words or image rather than numbers (Bogdan and Biklen, 1982).

Berg (2001) classifies qualitative descriptive study into descriptive, exploratory, and explanatory. In this study, exploratory research is employed as this study explores the new term of learning and collects teacher's perception about the implementation of extensive reading in online classroom by exploring further with several questions until the objective of this study has been fulfilled. so, this study is qualitative descriptive research that uses exploratory as the main approach to gain the information.

Data preparation and Data Source

The setting of this study is at the English Language Department in a national private university located in Yogyakarta. This location was chosen due to the online extensive reading (OER) class being run in this domain and it has the same characteristic of the data that is needed. Meanwhile, the participant of this study is a lecturer who has been teaching in OER class in the English Language Department for three years in English Language Education.

Data Collection Technique

The data collection techniques for this research are interviewed as the primary instrument of the study. A semi-structured interview is employed in this study. The participant is interviewed in place and face-to-face. The entire process of interview is recorded utilizing voice recording via handphone. The instrument for this research by the researcher is an interview

protocol. Bahasa Indonesia is used as the main language for conducting the data interview for a better understanding and accomplishing the research objectives smoothly.

t	Conceptual Definition	Parameter	Practical Component	Question
Extensive Reading	ER is an approach that contains multiple ways to approach the objectives in learning, it depends on the teacher itself (Waring, 2011).	Five components are worth teachers' attention and thinking: content, process, product, affect, and learning environment (Tomlinson and Moon 2013).	**Content** The instructional material should be engaging and adaptable to the various needs of students.	● What factors do you consider when creating engaging materials/content for online ER classes? ● What factors do you consider when creating material/content that is adaptable to the various needs of students enrolled in online ER classes? ● How do you structure engaging content in online ER classes? ● How do you structure content in online ER classes to be adaptable to the diverse needs of students in OER class?
			Process Learning, both the acquisition of new information and the development of one's abilities, is adapted to each individual student's unique profile of how they learn best and fastest.	● How do you align the learning process that allows students with unique individual profiles to obtain new information in the OER class? ● How do you align the student's ability development process to enable them with each unique individual profile in the OER class? ● How do you align your learning process so that students with various unique profiles can learn in the way that suits them best? ● How do you align your learning process so that students with unique profiles can

t	Conceptual Definition	Parameter	Practical Component	Question
				learn quickly?
			Product linked to summative assessment evaluation, thus justifies a wide range of options for showcasing acquired skills and knowledge.	• How do you monitor and assess students' reading progress in the OER class? • Do you believe in the success of your students in taking the OER class in this way? Why is that? • How do you determine student success in taking this OER class?
			Affect In order to establish a sense of empathy and dynamic relationships, interpersonal activities such as collaboration, involvement, and communication are necessary.	• How do you build a sense of empathy with students in the OER class? • How do you build dynamic relationships with students in OER classes? • How do you do interpersonal communication with students in the OER class? • How do you do collaborative activities in the OER class? • How do you increase student engagement in OER classes? • How do you communicate effectively in the OER class? • What do you do to motivate students to read in the OER class?
			Learning environment The learning environment should be inclusive and learner-friendly to	• Do you think the learning environment influences students' development in extensive reading? Why is that?

t	Conceptual Definition	Parameter	Practical Component	Question
			members with diverse preferences and behavioral patterns.	• How do you build a learning environment that supports students' motivation to read extensively in OER classes? • How do you build an inclusive learning environment for students in the OER class? • How do you create a learner-friendly learning environment for OER students?

Technique of Analyzing Data

Braun and Clarke's (2016) thematic analysis are used to analyze the data. This method is to be employed, determined, analyzed to present the theme and to describe the data in complete detail, furthermore. Braun and Clarke (2006) have written six steps of thematic analysis: (1) Step 1: Familiarizing initial codes; (2) Step 2 : Generating initial codes; (3) Step 3: Searching for themes; (4) Step 4: reviewing themes; (5) Step 5: Defining and naming themes; and (6) Step 6: Producing the reports

Trushworthiness

Guba and Lincoln (1994) have stated four references namely credibility, dependability, confirmability and authenticity. The credibility of this study is to make sure of the legitimacy and the quality of the data: (1) Dependabilit, dependability is done through the researcher double checking, analyzing, providing and interpreting; (2) Confirmability the confirmability is done through discussing each data that has been conducted with the expert related to the context; and (3) Authenticity The authenticity is done through member checking to make sure of the authenticity of the data.

RESULTS AND DISCUSSION

This study has the objectives to gather lecturer perception of online extensive reading (OER) in terms of practices. Five parameters were used to implement OER practices, which is a brand-new form of teaching Extensive reading that was created as a result of Covid 19. These parameters were content creation, process, product, affect, and learning environment.

Content

The findings revealed that the content in OER refers to engaging, motivational, and adaptable nature that were used to teach extensive reading to students via online application, Engaging is considered as if the material or activities are not boring. That is the only way to make students learn while having fun as stated by the lecturer Content will be considered adaptable under several circumstances one of which is the material should be easy, depending on the situation, depend on the learning objectives, a lot of modification and adaptation, Low

achiever students are used as main references for making the material in OER class rather than high motivation students. This finding from the first parameters is on the same page with Huang (2015), whose research showed that high grades students are not the main objective in Extensive Reading. However, there are various obstacles that lecturers confront in OER classes. The first is students with great achievement and students with poor motivation to read. However, the most difficult problem is motivating low motivation students to read and then maintaining the motivation that the teacher has generated in the interview. This challenge has already been mentioned in a previous study by Martina, et al., (2020), who discovered that while most of them are familiar with the ER concept of reading, students still struggle when faced with the ER method in class, and the students are classified as low achievers.

Process

The findings show that during the process, lecturers frequently take a separate approach to the students. This is done on purpose in order to identify which students are having difficulty in class, and then the lecturer will provide a solution to their problem and choose the solution that makes them comfortable. This leads us to believe that a teacher is only a facilitator, an instructor, an analyzer and a motivator for students. This part of the parameter is consistent with Huang's (2015) research, which found that the roles of parents and teachers are required to make ER a successful method. When generating content, the lecturer becomes a role model for the learners (Maley, 1999).

Profuctivity

The finding of OER in terms of productivity is that the student's productivity in OER class are two components, reading and writing. In order to monitor students, progress the lecture used reading-log as a tool to watch over the students and to assess students' productivity. There are several variables to measure students' productivity, one of which is, how many words, how many books they read, what kind of book they read, and the duration of the book they read (courtesy of the lecturer). This ER component is comparable to Delfi & Yamat (2017) research, which discovered that the more learners read, the more they acquire the language, and the more they acquire the language, the more they develop the language.

Effect

The fourth parameter (effect) discovered that communication is quite crucial and can help students succeed in OER class. Whatever happens, the lecturer encourages students to convey their issue, but many of them are afraid to do so. The function of a teacher and books can also raise students' empathy, and the moral worth of books can also be used as a resource to increase students' empathy. The material of ER is not limited to how many books and it can be used as a tool to explore not only empathy but anything else like motivation, how to work in a team, how to solve a problem and how to find a solution. This shows the researcher that ER is a wide range topic and lecture can use it as a tool to motivate students in terms of empathy, this is similar to the previous study of intanuari (2010) who stated that the variety of material on a wide range topic has to be available and in line with the research of Macalister (2008) which discovered that the application of the ER component is positively received and accepted by the learners, who also have a favorable attitude toward reading in some cases.

Learning Environment

The findings show that the learning environment has an influence on students, which can be positive or negative depending on how the instructor behaved in class. This is likely

consistent with Huang's (2015) study, which said that teacher roles are required to make extensive reading a successful approach. If the teacher is unhappy in class and not pleasant with the students, it will impact the students' courage to talk to the teacher.

CONCLUSION

In conclusion, this study was successful in assessing or addressing the objectives linked to teachers' perspectives and practices in exploring online extensive reading courses in higher education. Perspective and application are the two aspects of the conclusions, which are shown in the conclusion that follows.

The conclusion about the lecture practice is, firstly (1 content) In order to avoid student boredom and to encourage their engagement with adaptable content through a variety of methods before it is implemented, such as through the difficulty level of the students and through a personalized approach, Secondly (2 product) there are two primary keywords, parameters to access OER and parameters to success in OER class, Reading-log can be described as a versatile tool and a tool that genuinely fits to online extensive reading (OER). Thirdly (3 process) The key to creating lessons and content for OER classes that fulfill the needs of students is to approach everyone who is having problems by encouraging them, especially common students or students who lack motivation. Pupils are affected by a wide range of factors, The fundamental tenet is that low-motivated pupils should be used as a benchmark for how instruction and course materials should be organized in the classroom (OER). Fourthly (4 affect) developing good communication and personality involves using the lecture as the model of how it will be done; this is one of the ideas raised by Day and Bamfords (1985) who noted that teachers serve as role models for students. If we want our students to exhibit empathy, the lecture must first define empathy before it can be increased by what the students read. Books and teachers are the two primary factors in creating good communication.

The classroom environment that the instructor creates for the students will be influenced by their personality and behavior. Students will be discouraged from trying to communicate and may even become scared if a teacher has a poor habit, such as being distant or continually looking depressed. The learning environment and students' motivation to study can both be negatively impacted by teachers and other students. Three items in particular can have an adverse impact on a student's motivation to learn.

Researchers' Recommendation

The results of research are relatively restricted, but the outcomes offered by the lecturers are quite inclusive. More extensive research is required to fully grasp inclusive OER in education. This research also needs more components in order to be legitimated and maximized. Exploring Online Extensive Reading Course in Higher Education: A Teacher' Perspectives and Practices is a new study variant of Extensive Reading, and as evidence that online learning is highly capable and deserving of being used as one of the best alternatives in instructing students in 2019–2021, we can only hope that Online Extensive Reading is still relevant to be used in the future study and research.

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