

## Students' Perspectives in Using *XReading* as an Extensive Reading Platform for Higher Education Students

### Perspektif Mahasiswa dalam Menggunakan *XReading* sebagai Platform *Extensive Reading* untuk Mahasiswa Perguruan Tinggi

Keke Febrian Harimurti, Nunung Suryati\*, Utari Praba Astuti

Universitas Negeri Malang, Jl. Semarang No. 5 Malang, Jawa Timur, Indonesia

\*Penulis korespondensi, Surel: nunung.suryati.fs@um.ac.id

Paper received: 03-11-2021; revised: 11-12-2021; accepted: 13-12-2021

#### Abstract

This study investigated students' perspectives in using *XReading* website in an Extensive Reading course during the pandemic era of Covid-19. The method employed in the study was a mixed method research design used to describe the quantitative and qualitative data integrated in a single survey of students' perspective on the use of *XReading* as an Extensive Reading platform for higher education students. A questionnaire and an interview guide were utilized as the instrument of this study. The results of the questionnaire were calculated in the form of frequency distribution and percentages which were then combined with the result of the interview and being elaborated into sentences in the form of narrative. The participants showed positive responses toward the use of *XReading* in an Extensive Reading course. They also claimed that the website is an adequate online source that is not only providing reading materials, but also allowing students with opportunities to develop their English language skills such as reading ability as well as vocabulary acquisition and listening skills.

**Keywords:** students' perspective, *XReading*, extensive reading

#### Abstrak

Penelitian ini meneliti perspektif mahasiswa dalam menggunakan situs web *XReading* untuk program Extensive Reading yang mereka lakukan di era pandemi Covid-19. Metode yang digunakan dalam penelitian ini adalah desain penelitian metode campuran yang didefinisikan untuk menggambarkan data kuantitatif dan kualitatif yang tergabung dalam sebuah survei mengenai perspektif mahasiswa tentang penggunaan *XReading* sebagai platform Membaca untuk mahasiswa pendidikan tinggi. Kuesioner dan wawancara digunakan sebagai instrumen pada penelitian ini. Hasil angket dihitung dalam bentuk distribusi frekuensi dan persentase yang dijabarkan ke dalam kalimat dalam bentuk format naratif. Peserta yang mengikuti penelitian ini menunjukkan respon positif terhadap penggunaan program *XReading* for Extensive Reading. Mereka juga berpendapat bahwa situs web tersebut merupakan sumber online yang memadai yang tidak hanya menyediakan bahan bacaan, tetapi juga memberikan banyak kesempatan kepada siswa untuk mengembangkan kemampuan bahasa Inggris mereka seperti kemampuan membaca serta penguasaan kosa kata dan keterampilan mendengarkan.

**Kata kunci:** perspektif mahasiswa, *XReading*, extensive reading

## 1. Introduction

Extensive Reading is one of the approaches utilized in language teaching for EFL (English Foreign Language) learners. Kelly (cited in Day & Bamford, 1998) claimed that Extensive Reading is firstly used by Harold Palmer and in his point of view, students read a great deal and quickly for both language study and real experiences (i.e., pleasure and information). Moreover, based on Day and Bamford (1998), Extensive Reading is a reading activity where

students read the second language and like it. In reading extensively, students can freely choose kinds of reading materials that they enjoy reading with a suitable reading level. However, not all students will have the same level of interest in their reading activity. According to a study in Indonesia, it is stated that with a proportion of 70%, instructors have the greatest influence on learners' reading habit (Erdem, 2015). Furthermore, Renandya & Jacobs (2016) stated that enjoyable and easy materials are also needed in order to encourage students to read. Hence, providing a reading program will engage students in having kinds of reading activity which is beneficial for them in having a language input by gather the information they need as well as strengthen their English language proficiency.

Different kinds of reading activities have a diverse focus on its implementation. As we know that reading approaches are categorized into two types which are intensive and extensive, the major focus on those two activities is different. Ghanbari and Marzban (2014) stated that intensive reading focuses on students' practice in specific reading abilities, whereas extensive reading focuses on the number of reading materials that students read. During the implementation of intensive reading, students will be guided by the teacher to focus and understand a certain context of materials in the classroom. Muni (cited in Hedge, 1985: 7) defined an intensive reading activity as a "skill training". In other words, students' attention is drawn to nearly every grammatical structure, word, cultural fact, and other reading components. In order to comprehend the reading text, students enhance their reading skills by having lots of reading practices. Meanwhile, Extensive Reading focuses on the reading activity for pleasure or enjoyment. Students was provided with an Extensive Reading course where they can explore their ability in reading independently and it emphasizes the number of reading materials.

Extensive Reading, according to Day and Bamford (1998), offers students with a large number of easily intelligible English literature of diverse genres which allows them to enjoy the learning process while simultaneously enhancing their competencies. In a certain period of the implementation of the Extensive Reading, it will give considerable benefits to the students. According to Stoller (2015), Extensive Reading enhances reading fluency because students read a large number of books at an appropriate level of difficulty, resulting in few interferences in reading and the development of fluency. After reading a lot of books or reading materials, students will adapt how to perceive the information that is contained in reading materials, and they will be accustomed to the repetition of words within the books. Liu and Zhang (2018) stated that Extensive Reading can help students develop their reading habits, expand their vocabulary, and improve their reading attitudes. This, in many ways, could be valuable components which encourage students to participate in the Extensive Reading program.

Learners could readily access numerous online sources for doing Extensive Reading. One of the well-known sources is *XReading* website. *XReading* website is an online library that has been used by people around the world since 2014. This website provides some aspects that beneficial for users. E-book, audiobook, Learner Management System (LMS), and quizzes are some features that are offered by *XReading*. Students can easily subscribe to the website and have access to it. Institutional discount up to 80% are available for subscriptions starting at \$5.00 per month (about *XReading*). There are many benefits that could be gained by using *XReading*. For students, they can access the website as a learning tool to support their learning process. Meanwhile, the benefits given for teacher are more likely to monitor students' progress for the extensive reading activity.

*XReading* website offers excellent deals and benefits to students. As the primary purpose of this website is to provide a large number of reading materials as well as several interesting features, it can be a good recommendation source to encourage students in doing Extensive Reading. After having the registered and subscribed *XReading* account, they are not restricted to choose what kinds of reading materials that they want to read. Based on *XReading*, it provides 1366 books ranging from beginner to advanced levels. As it has already been provided on the website, it is easier for students to find the kind of reading materials that they find interesting. By having an accessible website like *XReading*, students can simply access the website anytime by using their personal devices. And, they can utilize the features maximally in order to make the reading session enjoyable while still performing well in their Extensive Reading program. One of the features that helps students enjoy reading is the audio-book feature. Milliner (2019) stated that Reading While Listening (RWL) can help students improve both reading and listening fluency and it may be useful for students in the first year of university level who are in the pre-intermediate or intermediate level. Moreover, it also provides a kind of option that is used to change the audio speed that allows students to choose at what level of speed is appropriate for them.

In the past few years, some studies are conducted based on the implementation of Extensive Reading by utilizing online-based learning activities. Cote and Milliner (2014) conducted research entitled “Extensive reading on mobile devices: is it a worthwhile strategy?”. This study aims to discover about the learners’ attitude and their reading ability in learning digitally. The result showed that 70% of the learners would rather read a paperback book rather than an E-book. Moreover, since it was the first time they used a mobile-based learning activity, the researcher found the difference in their reading speed of the learners when they read a printed book and an e-book. Even though the result of students’ reading test has a slight difference in their average reading time, having a kind of mobile based Extensive Reading is proven in helping students to reduce their reading time. Furthermore, Cote and Milliner (2015) also conducted another research entitled “Mobile-based Extensive Reading: An investigation into reluctant readers”. This study investigates the challenges faced by learners while they use mobile-based features for their Extensive Reading. The results of this study revealed that the challenges faced by learners are insufficient software training, technical problems with the software, and a lack of understanding about Extensive Reading principles including the practice of reading extensively which affect students who could not achieve the words target. Due to those factors, the implementation of the Extensive Reading program was being less effective.

Following up on the previous study, the researcher attempts to conduct research that aims to investigate students’ perspectives toward the implementation of *XReading* website as an Extensive Reading platform in higher education, particularly in the pandemic era of Covid-19 when students are required to complete an Extensive Reading course that can only be done online. This research is undertaken as the preference in choosing an appropriate source from students’ point of view in doing an online-based Extensive Reading course, especially for freshman students of English Education of Universitas Negeri Malang. This research is conducted to collect the data related to the following research question “What are the perspectives of ELT UM students in using *XReading* as an Extensive Reading platform?” and it focused on students’ perspectives regarding the use, how is the students’ performance, and the improvement of their English proficiency by having an online Extensive Reading program

using *XReading*. Furthermore, this study only perceived students' perspectives on *XReading* and other aspects, such writing skills, were not analyzed in this study.

## 2. Methods

The research design that is utilized in this study is mixed methods research design. According to Greene and Caracelli (1997) mixed methods are defined to describe the quantitative and qualitative data integrated in a single survey which complement each other by combining their strength. The researcher combined quantitative and qualitative data by employing an explanatory sequential technique, in which the data is added after the other. The first data that is used by the researcher is a questionnaire, which was counted in percentages and frequencies. Furthermore, the researcher employed an interview session as the second data to find out the reason underlying their choices in the questionnaire. The respondents of this study were college students who learned in the English Department of Universitas Negeri Malang, especially ELT students who had passed their Extensive Reading course. In this case, there are 4 classes in ELT of cohort 2020. According to Suharsimi Arikunto (2010), the large group about which generalization is made is called population and the small group that is observed is called sample. Based on her point of view, if the respondents are less than 100 people, the researcher should take all the respondents and the research conducted is a population study. Based on Arikunto's theory, the researcher used a quota sampling and took half of the overall population, or 60 subjects, as the respondents of this study from a total of 112 students.

The researcher used an online survey through google forms questionnaire and an interview to get the data from the respondents. The questionnaire and the interview guide were adapted from Kartika's (2020) study entitled "Students' perceptions toward the implementation of Extensive Reading program using *XReading*". The changes that the researcher did in the questionnaire is accustomed to the course profile that is used in this Extensive Reading course. The questionnaire is used to gather students' perspectives regarding the use of *XReading* website as an extensive reading platform and it consists of 21 statements. The variables that are used in the questionnaire are the practical usage of *XReading*, students' perspective in using *XReading*, students' preferences of the length of the reading materials, and students' perspective of the skills improvement. The researcher used the likert scale and provided four options; strongly disagree, disagree, agree, and strongly agree in the questionnaire. Before distributing the final form of the questionnaire, the researcher did the try-out stage to know whether the questionnaire includes all the aspects that are needed in this study or not. The researcher distributed the questionnaire to the 7th semester of ELT 2017 of Universitas Negeri Malang. After having a try-out stage, the researcher asked the students who filled the questionnaire whether they found difficulties or inappropriate parts in the questionnaire. Afterwards, the final version of the questionnaire was distributed through Whatsapp and students responded based on their experience in using *XReading* as their platform in the Extensive Reading program.

In the interview section, the researcher used 9 follow-up questions that focus on the reason underlying their answer in the questionnaire. The results of the interview allowed the researcher to have clear and further explanation or information from the respondents based on their experience in using *XReading* website. The respondents that were being interviewed were the representative respondent. Based on the intensity of the use of *XReading* website, it will be divided into three parts which are high, middle, and low. As it revealed in the result of

the questionnaire, the high group accessed the website for more than twice a week, the middle group accessed the website for twice a week, and the low group accessed the website once a week. The researcher chose 3 respondents for each part to be interviewed. The total number of the respondents that were being interviewed are 9 students and the interview section was conducted through google meet.

From the data acquired, the researcher compiled all the responses from students who filled the questionnaire and coding students' answers in the interview session. The result of the questionnaire was counted in the form frequencies and percentages. By having those data, the findings are also being supported by the result of the interview which is followed up by doing content analysis. By combining those two data, the explanation of the result in this study could be better understood by the readers.

### 3. Findings and Discussions

The data analysis and interpretation discussed in this study are described in this section. Some variables are used in the instrument of this study. The variables are students' practical usage in using *XReading* website, students' perspective, and skill improvement after using *XReading* website. Those three variables were divided into several indicators.

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#### 3.1 Frequency of *XReading* Use

**Table 1a. Result of Students' Intensity in Using *XReading***

Item Description	Attitude					
	Once	%	Twice	%	>Twice	%
I read any kind of English reading material on <i>XReading</i> ... in a week.	23	38.3	12	20.0	25	41.7

The first indicator that is used is the students' frequency in using the *XReading* website in a week. As Table 1 shows, nearly half of all students for this statement (41.7%) indicated that they read any kind of reading materials through the *XReading* website more than twice a week. This finding was supported by the result of the interview which revealed that the respondents were reading extensively through *XReading* more than twice in a week.

I used it twice or three times a week. I use it for academic purposes at first, but at the end of the semester I often use it for my personal needs. (Students 8)

**Table 1b. Result of Students' Intensity in Using *XReading***

Item Description	Attitude					
	One	%	Two	%	>Two	%
I read for ... hour(s) every time I use <i>XReading</i> .	27	45.3	19	31,7	14	23.3

The following point was used to know how many hours the students spent when they were doing Extensive Reading through *XReading*. As Table 1 showed, around 23.3% of the respondents spent more than two hours in a week to complete their Extensive Reading course.

This finding was also supported by the students’ response in the interview session which claimed that they spent several hours when they were accessing the website.

I can spend several hours reading the stories on it. My main purpose of using this website is for academic purposes because I have to achieve the goals that the lecturer gives. (Students 2)

### 3.2 Students’ Opinion on the Accessibility of XReading

**Table 2a. Result of Students’ Accessibility in Using XReading**

Item Description	Attitude			
	Positive		Negative	
	f	%	f	%
I can easily sign in to my own XReading account.	53	88.4	7	11.6
I like to use my mobile phone to access the XReading website.	35	58.4	15	41.6
I feel more comfortable using my PC or laptop to access the XReading website.	42	70.0	18	30.0

Table 2 showed the result of students’ accessibility in using XReading. This section was related to the appliances that were used while they were assessing XReading websites such as mobile devices, dictionaries, and internet data. This finding was supported by the students’ response in the interview session which revealed that they could easily access the website using both mobile phone and PC.

I think both are easy to use. I am comfortable using either a mobile phone or PC. (Students 5)

**Table 2b. Result of Students’ Accessibility in Using XReading**

Item Description	Attitude			
	Positive		Negative	
	f	%	f	%
I feel it is more convenient to use a dictionary while reading on the XReading Website.	36	60.0	24	40.0

Around 60% of the students claimed that it was convenient to use the dictionary while accessing the website. This finding was also supported by the student’s answer in the interview session.

I tend to look up the meaning of words I don’t know on google or the dictionary. But after reading many times in XReading, I am accustomed to the words of the reading materials itself. (Student 2)

**Table 2c. Result of Students’ Accessibility in Using XReading**

Item Description	Attitude			
	Positive		Negative	
	f	%	f	%
I enjoy reading on XReading website for my personal satisfaction	53	88.3	7	11.7
I only use the XReading website for doing my weekly Extensive Reading program.	51	85.0	9	15.0

This finding showed that students did not only use the website for completing their Extensive Reading course, but also for their personal needs. The interviewees also claimed the same point related to those statements.

I use website *XReading* for academic purposes and personal needs. I can complete the target words and do my hobby as well. (Student 4)

**Table 2d. Result of Students’ Accessibility in Using *XReading***

Item Description	Attitude			
	Positive		Negative	
	f	%	f	%
I often missed the Extensive Reading program due to the internet connection.	28	46.7	32	53.3
I do not like to use the <i>XReading</i> website because it consumes a lot of internet data.	58	96.6	2	3.3

The use of internet data is the important part in accessing the website. Students claimed that they did not need to provide a big amount of internet data, but they needed to provide a stable internet connection to access it.

The problem I encountered when using *XReading* was poor internet connection, so it took a long time to access the website. (Student 5)

### 3.3 Students’ Perspective on the Features of *XReading*

**Table 3a. Students’ opinion about *XReading*.**

Item Description	Attitude			
	Positive		Negative	
	f	%	f	%
I never find any internet or programming problem due to the use of <i>XReading</i> website	36	60.0	24	40.0
I think it is easier to have an Extensive Reading program through the <i>XReading</i> website.	59	99.3	1	1.7
The <i>XReading</i> website helps me to learn English virtually.	60	100	0	0
I like an online Extensive Reading program rather than a face-to-face program.	36	76.7	14	23.3

The next part showed the data analysis of students' perspectives after experiencing the *XReading* website for their Extensive Reading course. As it is shown in table 3, this finding revealed that it is easier for students to have an online-based Extensive Reading course through *XReading*. Students also explained further through the interview session.

I think *XReading* was so effective and enjoyable. It is suitable for extensive reading program, because we don’t need to bring some books when we want to read. It helps me to keep reading wherever and whenever I want. (Student 3)

**Table 3b. Students' opinion about XReading.**

Item Description	Attitude			
	Positive		Negative	
	f	%	f	%
The audio-book feature in XReading website helps me to understand the reading materials better.	55	91.6	5	8.4

This finding revealed that the feature in XReading, which is audiobook, assisted them in understanding the reading materials better. In the interview session, four students also confirmed their answer related to the statement in the questionnaire.

I like to use the listening section. It's a complete package for improving my vocabulary, reading comprehension and my listening skills. (Student 7)

**Table 3c. Students' opinion about XReading.**

Item Description	Attitude			
	Positive		Negative	
	f	%	f	%
The LMS (Learning Management System) in XReading website makes the Extensive Reading program more effective and efficient.	59	99.3	1	1.7

The system used in XReading allowed students to have effective Extensive Reading activity. Since the students could monitor their own progress, it helped them in finding which part of their performance needed additional support.

The XReading website is very suitable for an Extensive Reading program because it shows our progress. XReading tells the speed and time we spend reading materials. So, we could know our own progress that maybe needs to be improved. (Student 8)

**Table 3d. Students' opinion about XReading.**

Item Description	Attitude			
	Positive		Negative	
	f	%	f	%
I think the materials in the XReading website are suitable for early college students.	57	95.0	3	5.0

This finding is related to the reading materials provided by XReading. Almost all of the students claimed that the reading materials are suitable for early college students. It is also supported by the result from the interview.

In my opinion, the XReading website is very suitable as a medium for doing Extensive Reading courses. The books have been grouped according to difficulty level, book genre, publisher, type, and book format. It helps me to find the suitable reading materials based on my reading ability. (Student 4)

### 3.4 Students' Preferences on the Length of the Reading Materials

This section revealed that almost all the participants (93.3%) agreed that they read more than 5000 words in a week through XReading. As they read more than 5000 words in a week, it means that they exceeded their requirement to read a minimum of 75.000 words that is



written in the course profile of their Extensive Reading program. From the data that the researcher got, the average of words that 60 participants read is 150.000 words which indicates that the word target that is appointed in the requirement is successfully achieved by students.

**Table 4. Total words read**

Item Description	Attitude			
	Positive		Negative	
	f	%	f	%
I read more than 5000 words in a week.	56	93.3	4	6.7

As it is stated in the requirement in the course profile of this course, students need to complete a minimum 120.000 target words. This finding showed that 93.3% of the students read more than 5000 words in a week to complete their target words. From the data that the researcher got, the average target words from 60 respondents were 150.000 words.

### 3.5 Students’ Perspectives in the English Language Acquisition Improvement

**Table 5a. Students’ skills improve after using XReading.**

Item Description	Attitude			
	Positive		Negative	
	f	%	f	%
My reading skills (reading comprehension, reading fluency, reading speed, etc) has improved since I have an Extensive Reading program using XReading.	59	99.3	1	1.7

Based on Table 5, around 99.3% of the participants agreed that their reading skills have improved after doing Extensive Reading courses through XReading. The students also claimed that they felt the improvement especially in reading speed and comprehension.

I found my English skill improved especially in my reading comprehension because I am accustomed to reading regularly. (Student 6)

**Table 5b. Students’ skills improve after using XReading.**

Item Description	Attitude			
	Positive		Negative	
	f	%	f	%
My vocabulary acquisition has improved after doing an Extensive Reading program using XReading.	59	99.3	1	1.7

Students also claimed that doing Extensive Reading courses through XReading reinforced their vocabulary acquisition. As revealed in the interview session, students stated that they found the improvement on their vocabulary acquisition as well as their reading comprehension.

What stands out the most or can be seen in my language skills after doing extensive reading using XReading is in my vocabulary acquisition. I try to take notes of unfamiliar words, and it helps me to remember the new vocabulary that I found and can really understand the meaning of each word. So that, indirectly, my reading comprehension also improves. (Student 9)

**Table 5c. Students’ skills improve after using XReading.**

Item Description	Attitude			
	Positive		Negative	
	f	%	f	%
My performance in listening skill has improved after using the audio-book feature in XReading	48	80.0	12	20.0

This finding showed that students also claimed that their performance in listening skill has improved after utilizing the audiobook provided by XReading. Besides, students also claimed that the audio-book feature helped them in understanding the reading materials better.

The feature that I like the most is the text-reading voice feature. I always use this feature to help me get used in reading English books. It helped me improve my reading comprehension as well as listening skill. (Student 3)

### 3.6 Students’ Perspective after Using XReading

The following section is used as the discussion section after having the data analysis above. It consists of three points which are the students’ perspective after using XReading website, students’ perspective toward the features in XReading, and students’ language skill improvement after having an Extensive Reading program using XReading website.

The questionnaire that is distributed to the first year of college students showed positive responses that are being shown in the data analysis session. The first variable of the questionnaire is the students’ practical usage of the XReading website as a platform for the Extensive Reading program. It is divided into two indicators which are the intensity or frequency and the students’ accessibility in using the XReading website. From the data analysis, most of the participants revealed that they completed their Extensive Reading program twice a week with an average time of one to two hours every time they accessed the website.

The second point about students’ accessibility in using the XReading website also revealed favorable feedback. In fact, leveraging technology is a technique to excite students’ interest in actively participating in the Extensive Reading program. As Hett (2012) said that the usage of technology is an area where there is room for expansion. In a study of Japanese university EFL students who read extensively on mobile devices conducted by Mesureur (2013), more than three-quarters of the students said they would engage in Extensive Reading if they had access to e-book or online libraries. Moreover, according to Cote and Milliner (2015), students do not need to physically visit the library since the online materials are convenient to carry with smartphones. The ease in accessing the website at any time and from any location establishes the participants prefer to use a mobile phone to read extensively through XReading because it is more effective than carrying a hardcopy. Furthermore, some participants stated that the physical form of a mobile phone is smaller and easy to hold. By scrolling up the phone, they may simply read the reading contents. Meanwhile, some of the participants prefer to use a PC or laptop since it has a larger screen which allows them to see the words properly.

In addition to the use of devices, students also use another tool like a dictionary while they were assessing XReading website. As shown in Table 6, around 60% of the participants agreed that it was convenient for them to access XReading website while utilizing a dictionary.

Basically, the students were encouraged to utilize a dictionary less frequently while they were reading extensively through *XReading*. According to Siregar (2019), by reading extensively, students become actively engaged in the discovery of new word meanings and find additional useful reading skills. Students are supposed to use this idea to assist them learn vocabulary and comprehend the text by doing contextual guessing. Contextual guessing is one of the most frequently used technique in Vocabulary Learning Strategy (VLS). In using contextual guessing, according to Clarke and Nation (1980), students must evaluate and interpret the available data, predict the next event, and seek confirmation of the forecast. In this case, students need to comprehend the text without any assistance, including the use of dictionary. The contextual guessing technique did not only assist students in improving their vocabulary size, but also encouraged them in improving their reading efficiency by saving time and allowing students to continue reading without interruptions. Thus overall, the students responded positively to the use of the *XReading* as a Learning Management System (LMS) for an Extensive Reading course.

The next point is discussed about the effect of internet data when the participants access *XReading* website. Based on the data analysis in table 2, the percentages of the participants who showed agreement and disagreement with the ninth statement only has a slight difference. There are 28 participants (46.7%) who revealed that they disagree with the statement. Meanwhile, about the majority of the participants agreed that their internet connection caused them to miss their Extensive Reading program through *XReading*. Since it is an online-based Extensive Reading program, the implementation of the program could be more challenging. According to Zhong (2020), some factors like the insufficient access, the availability of the internet, and the lack of technology can all have a significant impact on the implementation of online learning. The students come from various locations, including distant areas, which could have an impact on the stability of the internet connection. Aside from that, practically the majority of the participants agreed that they do not need to provide a large amount of internet data for assessing *XReading* websites. The good deal of *XReading* is that students do not need to use a large amount of internet data but still can access the website. Students can still access the website even if they only have a limited amount of internet data. Students still can access *XReading* by opening the e-book, but other features such as audiobooks may use up more internet data.

According to the questionnaire, most of the participants agreed that they utilize the *XReading* website for completing their Extensive Reading program. However, several participants also agreed that they use the *XReading* website for their personal satisfaction. In line with Milliner and Cote (2015), offering a reliable online source has the greatest impact on students' preference for reading online is the fact that they have the access and are free to read whenever they want to read. In addition, some participants who were interviewed claimed that they enjoy reading on the *XReading* website in their spare time for entertaining themselves. They have access to explore numerous kinds of reading materials such as based on the specific topics, discover variety of the content, broaden cultural knowledge, and select the reading materials based on their interest. Those advantages encouraged them to keep up the reading habit through *XReading* even when they did not have the schedule for an Extensive Reading program. Students are accustomed to read extensively in order to satisfy their urge to read their favorite reading materials as their hobby or reading habit. This process improves students' vocabulary acquisition and reading comprehension (Whittingham, Huffman, Christensen, & McAllister 2013). From having an Extensive Reading program, students can get

the benefits in terms of improving their English skills as well as having some reading time for personal enjoyment.

### **3.7 Students' perspective of the features in *XReading***

During the implementation of the Extensive Reading program using *XReading*, some of the participants faced some trouble or disturbance while they were accessing the website. Since it is an online-based library, the programming issue is frequently discovered by the participants. Based on the result of data analysis that is gained from the questionnaire, some of the participants (40%) revealed that they encountered issues related to the poor internet connection and from the website itself. According to some of the participants who were interviewed, the most common challenges that they find when they access *XReading* websites are the stability of the internet connection that is used for login to the website (delayed log in) and the website maintenance. To join up with the website, students need to provide reliable internet connection. It not only affects when they are signing up to the website, but sometimes it also interferes with the data when they were taking the quizzes and they need to retake the quizzes again in order to complete their record in LMS. Moreover, students found a kind of announcement about the website maintenance when they were accessing it. It cannot be accessible during particular hours, so that they have to wait until the website maintenance period is through to access it. However, the majority of the participants (60%) agreed that they had no internet and programming concerns while accessing the website.

The second point in this section is the students' perceptions toward the *XReading* website as an online source for them to complete their Extensive Reading program. Almost all of the participants (99.3%) agreed that the *XReading* website is adequate for doing the Extensive Reading program. Since it has a wide range of reading materials with different kinds, genres, and graded levels, students can freely choose and focus on what sort of reading materials that they want to read based on their reading interest and personal level. In line with the previous statement concerning the agreeability of students toward *XReading* as the online source for undertaking Extensive Reading, all of the participants believed that *XReading* website assists them in learning English virtually. Because it is an online-based library, it caters to different types of learning styles. The convenience of using an online-based source like *XReading* allows students to access the source whenever and wherever it is needed. Wager (2016) stated that students at diverse skill levels can benefit from customized technology-infused literacy approaches. By having the kind of approaches that used an online website as the source of Extensive Reading program, the students could experience a new method to engage their involvement in the Extensive reading program by utilizing an online library like *XReading*.

The audio-book option on *XReading* is the next feature to be considered. According to the data analysis, it revealed around 91.7% of the participants acknowledged that audiobook that is provided by *XReading* website assists them in better understanding to the reading materials. The pleasure audiobook offers is the feelings of listening obtained by segmented people as audiobook allows people into an improved literacy experience that replaces the clear representation of written words with the auditory understanding of written (spoken) words (Larson, 2015). Some of the participants said that they enjoy listening to help them in understanding the reading material itself and boost their reading comprehension. It also affects both listening and speaking skill in terms of the pronunciation from the audiobook in *XReading*.

Meanwhile, around 8.4% of the participants disagreed that audiobooks on *XReading* helps them to understand the reading materials better. According to Imawan and Ashadi (2019), it is acceptable if people could not enjoy audiobooks since they have their choice of reading books. The issue stems from the fact that they need to be able to focus only on the reading materials without being distracted. So that they do not require any additional features to comprehend the reading materials.

Another significant aspect of the *XReading* website is the Learning Management System (LMS). The LMS that is provided by the *XReading* website records the reading process of the users. Milliner and Cote (2015) stated that the LMS enables for tracking students' progress, covering words-per-minute (wpm), total number of books and words read, total reading time, and the result of reading comprehension through quizzes. The reading comprehension that is shown by the quiz result proved that students did not only read the materials but also grasped the degree of the reading material itself. Furthermore, according to Brown (2012), students can properly track their reading progress by receiving kinds of feedback and identifying individuals who require additional support with their reading growth is concise and prompt. Having a kind of LMS system will provide opportunities for students to monitor their reading progress in terms of achieving their target in completing an Extensive Reading program using *XReading*.

Regarding the reading materials that are provided by *XReading*, 95% of the participants agreed that the reading materials provided by *XReading* are suitable for early college students who are in pre-intermediate or intermediate level. According to Wager (2019), reading multiple types of reading materials or texts is widely acknowledged as a beneficial method in promoting comprehension in second language learning. Students can preserve the primary goal of doing Extensive Reading as reading for pleasure as well as improving their reading comprehension. They can easily access the multiple choices of E-book with specific topics that they like. The website also provides an option as a recommendation tool for students to read the same topic or substance of reading materials that they have already read before. So that they can effortlessly discover other reading materials or needs.

The last point in this part also received positive responses from the respondents. Based on the result of the data analysis, around 77% of the participants prefer to use the *XReading* website for their Extensive Reading program rather than attending a face-to-face class of Extensive Reading session. The flexibility on the use of online-based programs made students focus more on reading extensively at their own pace and time rather than having to go to a conventional class as it should be. In the meantime, around 23% of the participants disagreed with the assertion. The disagreement derives from the fact that they are required to read on electronic screens. According to Mangen, Walgermo, and Brønnick (2013), light-emitting screens, such as those found in mobile technologies, are known to cause visual fatigue and more specifically computer vision syndrome. The uncomfortable condition due to the tired eyes because of having lots of online classes make the participants prefer to have face-to-face Extensive Reading class.

### **3.8 Students' perspective of their English Skill Improvement**

As the Extensive Reading program was implemented using *XReading* website, students who were participating in this study are expected to improve their English skills especially in reading ability, vocabulary size, and listening skill. As it showed in the data analysis, the total

number of words that are being read by the participants exceeded the minimum words that are written in the requirement. By having high total words that are being read by students, the responses of the English skill improvement were also showing positive results.

The first skill that is expected to improve after enrolling in an Extensive Reading program using *XReading* is the participants' reading ability. The reading skill components that are intended to increase are the improvement of reading speed, total number of words that students read, and reading comprehension. According to Cote and Milliner (2015), the success of an Extensive Reading program depends equally both on the students and their commitment to the strategy. As students could monitor their progress through the LMS feature, they could easily determine which part of the reading component needed to be improved. Students' reading skills improved significantly as the result of the implementation of an Extensive Reading program that was undertaken for one semester. Based on the interview session, some participants claimed that their reading speed and reading comprehension have improved. Since they are required to take the quizzes after finishing the reading materials, students must recall or rely on their memory of the text to complete the quizzes. The quizzes are designed to determine their reading comprehension based on the reading materials that they read. The more time students spend interacting with reading materials, the more improvement that they gain in their reading ability.

The second English skill improvement that is being discussed is students' vocabulary acquisition. Alqahtani (2015) states vocabulary is frequently seen as a crucial part for second language learners. This theory is due to the fact that vocabulary is employed as a tool for communicating with others. The fluency in learning languages would be affected by a lack of vocabulary size. Moreover, Extensive Reading is believed to be the way that is used to promote vocabulary skill in English language acquisition.

As the data analysis revealed, around 98% of the participants agreed that their vocabulary size has increased after doing the Extensive Reading program using *XReading*. As Suk (2016) stated that extensive reading is believed as a way to help students' vocabulary acquisition. When students read a lot, it assists them in gaining the improvement on their vocabulary acquisition by understanding new words which in turn helps them to improve their reading comprehension and expand their vocabulary size. Furthermore, students will not obtain a complete sense of the meaning and the value of words until they understand the rhythm and necessary expressiveness of the text (Bakhtiari, Greenberg, Patton-Terry, & Nightingale, 2015). The frequency of having a kind of Extensive Reading program made them read a great amount of commonly used words in every reading material or book. According to their claims in the interview session, some participants used to look up at the dictionary to find the meaning of words that they are not familiar with. After having some exercises and weekly extensive reading, they are accustomed to the words on the reading materials that they read. As a result, they considered that their vocabulary size has increased since they completed the Extensive Reading program through *XReading*. Moreover, some students also stated that they frequently took notes of difficult words that they discovered while they were reading the materials. It is necessary that they keep a vocabulary notebook to help them in memorizing new words (Hidayat & Rohati, 2020). By taking notes on words, they are not familiar with, students can easily look up to their notebooks and strengthen their vocabulary knowledge.

The last English skill improvement that is being discussed in this study is students' listening skill. As previously stated, that *XReading* website provides a feature named audiobook, students are able to use it while reading on *XReading*. Students can use the feature to assist them both in understanding the reading materials better and as a form of practice for strengthening their listening skills. Based on the result of the survey, around 80% of the participants agreed that they got the improvement in listening skill after undertaking an Extensive Reading program utilizing *XReading*. Hett (2012) found that audiobooks provide more time for students to read, model language or oral fluency, and encourage reluctant readers. However, it could be enjoyable for students by listening to the audio book. They also can develop a strong understanding of the reading materials and the pronunciation of every word by listening to the audio in the text that they find interesting.

In addition, the *XReading* website is one of the best options for learners in doing their Extensive Reading independently. Aside from being used as an English reading source, there are an abundance of researchers who conducted their research in order to prove that the *XReading* website is one of the effective techniques for encouraging students' motivation in reading and enhancing their English language skills. According to Cote and Milliner (2014), the anytime or anywhere features of mobile devices combined with a virtual system enabled students to read significantly more than those who are reading hardcopies. The ease in using the *XReading* website assisted them to have a chance to read more books. Moreover, it also helps them to be independent and autonomous readers to read extensively through online based sources.

#### 4. Conclusion

From students' point of view, *XReading* is an appropriate source for an Extensive Reading course. The ease of accessing the website motivated students to read as many as they can. The implementation of an online-based Extensive Reading course through *XReading* is effective to be implemented since it provides numerous types of reading materials with different levels that can be chosen based on the students' preferences and abilities. It is also equipped with various appealing and useful features that grant good benefits for the students to get the finest result after reading extensively. By combining mobile devices and a virtual system for reading that is provided by *XReading*, students' reading desire is raised and it is clearly shown by the total number of words read by students. Almost all of the students who participated in this study read 150.000 words instead of the 120.000 words required by the program. By using *XReading* as the Extensive Reading platform, around 90% of the students including the interviewees claimed that *XReading* website assisted them to enhance their reading ability as well as vocabulary acquisition and listening skills.

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