ENGAGING EXTENSIVE READING PRACTICE MEDIATED BY LET'S READ ASIA IN ONLINE CLASSROOM

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ABSTRACT

This research aims to find out the process of students' engagement during extensive reading practice mediated by Let's Read Asia and students' responses during extensive reading practice mediated by Let's Read Asia at the eleventh grade in one of the Senior High School at Karawang. This research used the qualitative approach and a basic interpretive research as the research design. The data were collected by observation checklist based on guidelines from the Extensive Reading Foundation, online interview by using Whatsapp application, online documentation, and written artifact of students. This research included 4 participants of eleventh grade of senior high school. The result of this research showed that the teacher can engage students, it because students actively followed teacher instructions during the process of extensive reading practice that mediated by Let's Read Asia. During the extensive reading practice that mediated by Let's Read Asia students could make their interest to read with books that have self selected by students. The students also give the positive responses in the process of extensive reading practice that mediated by Let's Read Asia as a media of students reading activity.

INTRODUCTION

Teaching English in Indonesia, especially reading, has been focused on how students can finish their assignments, or it has prepared to face the student final exam that expected have good results. This phenomenon affects those who do not understand

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what students read correctly because from the beginning, they read-only to accomplish the task given, not trying to like and understand what books they are pleased with to read. Without built-in early their habit to read, they could face the struggle to like this reading habit again and can be ensured that affects their future badly. Perhaps extensive reading is an excellent way to help the learners to read (for two recent overviews, see Day and Bamford, 1998; Horst, 2005). Learners need to read extensively as much as possible, gain pleasure, and some information is an objective than learning particular features and is normally self-selected (see Day and Bamford, 1998: 7-8).

There any study in Taiwanese University Freshmen about two groups that one group was used to extensive reading than the other group was used to skill-based reading. Afterall group that used extensive reading have a good result in reading comprehension and read protocols rather than the other group (Sims, 1996). Likewise, Hitosugi and Day (2004) Proved in 10 weeks studied about extensive reading with their participants has been increased, with regular reading classes that did not have extra extensive treatment, and one extensive reading class. Then

after the result of the reading test has been shared. The study discovered that the extensive reading class surpasses the other regular reading class. And the further study in japan found that extensive reading class has a good achievement on a 100-item cloze test than traditionally-taught groups (Mason and Krashen, 1997).

Empirical discoveries have supported many studies. The extensive reading approach has a more concern by many educators and researchers from second and foreign language over recent decades. Learners who involved in an extensive reading approach can improve their various learning aspects, such as reading comprehension and reading rate, and this is has been evident in many studies (the sample is Beglar and Hunt, 2014). And then Pigada and Schmit (2006) to vocabulary and spelling. Learners also could have a positive effect such as attitude and motivation by an extensive reading approach that intended from this study (judge, 2011). In primary and secondary school extensive reading approach has been familiar, and it has been less familiar in higher Education or English for Academic Purposes (EAP) contexts because it has several problems of practicality (Macalister, 2008).

Usually, two factors have the potential to be a significant constraint. The first is the lack of availability of varied materials/reading materials, and the second is the role of teachers as good examples that students can emulate. We can conclude from the study that the lack of reading material becomes one of the factors that can cause harm to the implementation of ER (A.Deddy, 2013). So, this research focused to resolve the problem from the lack of reading material in extensive reading practice mediated by Let's Read Asia as a reading resource. Teachers or students can use the reading resource Let's Read Asia to look for various types of English books that are preferred by students, with many interesting features, and also students can choose the level of their reading skills from the level one until five. Helsper and Eynon (2010) described that we were now living in the young internet culture, which means the young generation read the internet and use gadgets more frequently than physical books. Robb (2018) also emphasizes that online sources for teachers and students to download and read are now available. This is good news, in this digital era we can access a lot of various reading resources online easily and free of charge.

This source is certainly very good at seeing from adolescent conditions in this current era that tend not to use technological advances to develop a culture of literation or reading them. This can be one of the main factors why students in Indonesia

categorized as one of the lowest. And to assist and help the running of GLN (Gerakan Literasi Nasional) activities carried by the Kemendikbud, learning programs extensive reading using online reading resources such as Lets Read Asia is expected to succeed in the Kemendikbud program.

Therefore, the extensive reading approaches it's not just read and then finished the task that has given. This focused on how the learners can enjoy their reading activities selected by themself. And this study would give do the best to try an extensive reading approach and practice on High school learners with an online source such as Lets Read Asia, especially to motivate the student in learning English. Then the learners can make their good habit to read every book they want to read (Day.R, 2004).

Base on previous studies, this will be important to know how the process of extensive reading activity through Lets Read Asia in online classroom and investigate the responses of the students about extensive reading practice through Lets Read Asia.

LITERATURE REVIEW
The Nature of Reading

Richards in Grabe (2009) state that " A person's future opportunities for success and prosperity will be even more entwined with skilled reading abilities (P.6). Grabe (2009) also described that " citizens of modern societies must be a good reader to successful. Reading skills do not guarantee success for anyone, but success is much harder to come by without being a skilled reader. The advent of the computer and the internet does anything to change this fact about reading. If anything, electronic communication only increases the need for effective reading skills and strategies as we try to cope with the large quantities of information made available to us". These two research findings are proved that reading in this modern era is crucial for us because we need more skilled in reading if we are want to obtain much information.

Reading can be characterized as a procedure to comprehend the importance of a written text (Richards and Schmidt, 2010). Alyousef (2006) stated that in a reading process, the reader would remove the significance from a book by collaborates powerfully with utilizing different sorts of information since "reading is a complex, multi-faceted action, including a mix of both lexical and text-advancing abilities that broadly perceived as being intuitive" (Loucky, 2005, p.1).

Reading gets an exceptional focus in many second and unknown dialect showing circumstances (Richard and Renandya, 2002). In any case, many students are not used to reading English material since reading as foreign language setting isn't simple. This issue has been one reason why understudies are probably going to be reluctant perusers (Kweldju, 2000, refered to in Cahyono and Widiawati, 2006).

Extensive Reading

Day and Bamford (1998) acknowledged Harold Palmer as the first to utilize the term extensive in alluding to much perusing with an emphasis on the significance of the content. For Palmer, perusing has the benefit of being both instructive and pleasurable widely. As it were, ER has genuine purposes in perusing. Day and Bamford (2002, pp. 137–140) placed ten standards of ER: The perusing material is simple; an assortment of perusing the material on a wide scope of points must be accessible; students pick what they need to peruse; students read however much as could be expected; the reason for perusing typically identified with delight, data, and general comprehension; perusing is its prize; perusing speed is normally quicker instead of slower; perusing is individual

and quiet; educators situate and control their understudies, and; the teacher is a good example of a reader.

The hypothetical structures supporting ER incorporate info theory (Krashen, 1985, pp. 2–3) and joy theory (Krashen, 2004). As indicated by Krashen (1982, 1985, 1989), language students procure dialects by understanding messages in a low nervousness setting. In particular, Krashen (1989) clarified the theory along these lines: "fathomable information is the fundamental natural fixing—luxuriously determined interior language obtaining gadget likewise makes a noteworthy commitment to language procurement" (p. 440). Following the expectations of the theory, when the language securing gadget included, students subliminally obtain target dialects (Krashen, 1989). By concentrating on significance instead of structure, students are less aware of language securing and accomplish what called accidental realizing (Krashen, 1989, p. 440). If the speculation is right, the more conceivable aural and composed information given, the more language obtaining happens. Various ER examines yielded results that help this theory (see Table 1). In ER programs, L2 students can pick perusing writings whose levels are suitable for them. Accordingly, they get a purported surge of understandable info. Since the English capability among members in these examinations is heterogeneous, it is very evident that intelligible information is successful on any degree of language students.

Moving forward in certain years, Criper (1986) noticed the lack of volume of study hall language input, and the constrained level thereof, rather offering broad perusing as a way to give properly leveled massed L2 input. Yu (1993) refers to Nuttall's (1982) position that broad perusing is the following best thing to an investigation abroad inundation period as far as language input. Starting instructive cases for the viability of ER have gotten from convictions in the estimation of language input, outstandingly crafted by Stephen Krashen - the 'input theory's (Krashen, 1982, 1985, 1989), and the 'understanding speculation's (Krashen, 1993). While banter into dependence on specific parts of language arrangement and of training and use is continuous (for example 2008; Swain, 1985), the need for conceivable contribution, at volume, stays a key core value for language course arranging, as most outstandingly prompted in Nation's (2007) 'Four Strands' article, for a reasonable educational plan. While accentuations undoubtedly vary among specialists, and between promoters of contrasting methodologies of ER with the varying individual, the requirement for language input stays as a broadly perceived methodology, one that is compelling and is presently generally unproblematic to actualize (Ellis, 2005; Yamashita, 2013).

Day and Bamford's (1998) rundown of ten standards became something of a go-to set of qualities (Waring and McLean, 2015). Yet, questions have remained, and this is no all-around concurred worldview (Judge, 2011). In their outline of the field, inspecting the numerous endeavors to describe and to characterize, Waring and McLean (2015) discovered four normally noted components of ER: familiar perception, high understanding pace, a huge volume of content perused, and a high understanding pace (p. 162). In any case, troubles are noted in this outline in arriving at a worthy definition, as they inquiry various viewpoints inside these four trademarks shared characteristics, for instance addressing what speed is required to be 'familiar', and how much content is a 'sufficiently enormous' supply. Unmistakably, questions stay here, and without clear concession to what ER 'is' (and, to be sure, isn't) there remains worried that various analysts likely could be exploring and displaying discoveries on some different

instructive issues, while talking about the equivalent. This may bring about a certain slanting of research understanding in Extensive Reading.

Extensive reading is a process of students reading activity for general that gains some meaning and some information with their pleasure, in their level of language knowledge; the teacher used it as a technique in teaching reading (Day and Bamford, 2004). It aims to build their reading habits, to develop their positive attitude against reading, to establish their structure knowledge and vocabulary (Richards and Schmidt, 2010).

Extensive reading naturally will build student's enthusiasm to learn. It will develop their language knowledge in their intention that demonstrated students to an input-rich and enjoyable environment, there is a concept of extensive reading (Hedge, 1985, cited in Sheu, 2004). " to develop students a life-long interest in reading and its application to their daily lives" it is the teacher's role in an extensive reading process (Sach, 2001.p.10). Therefore, in teaching the English process, teachers should give students motivation and create motivation in students gradually if nobody should not, because teachers are role models for their students.

Teaching Extensive Reading

As previously stated in extensive reading, teachers should provide follow-up activities after reading to assess and keep track of the reading progress of students (Day and Bamford, 2004).

Reading is the key aspect of extensive reading (Day and Bamford, 2004), meaning that students are assigned to read. Teachers should allow them to report back their reading in such ways in order to maintain contact with students reading (Harmer, 2007) by for example, using written artifact.

The next practice which can be used is to read a favorite section aloud.Harmer (2007) asserts that it can be highly inspiring and funfor a class to read an especially thrilling or fascinating excerpt aloud (p.117).

The next practice which can be used to reading aloud and then drawing a main character or having a conversation with their peer students while pretending to be one of the characters in the story (Song, M, 2020) the students can gain more understanding to read in fun ways.

Some alternative activities for the implementation of extensive reading in a classroom are the activities explained above. Therefore if teachers construct extensive reading in a meaningful way, have enticing reading materials that reach the level of students, and help students in doing extensive reading, students will enjoy reading and add incentives to language learning (Day and Bamford, 2004).

ICT in Teaching

The term "information and communication technologies (ICT) is kinds of technology that are implemented to transmit, process, store, create, display, share, or exchange information by electronic implies. Another definition of ICT refers to technologies as radio, television, video, DVD, telephone (mobile phone), satellite system, computer and network hardware and software, as well as the tools and services related to these technologies, such as videoconferencing, email, and blogs is called the term of ICT.

In the data of UNESCO, the ICT has described the broader perspective of importance and nature of use, especially in the field of Education: "Information and

Communications Technologies (ICTs) are a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. Communication and the information are at the very heart of the educational process, consequently ICT-use in education has a long history. ICT has played an educational role informal and non-formal settings, in programs provided by governmental agencies, public and private educational institutions, for profit-corporations and non-profit groups, and secular and religious communities" (unesco.org).

ICT incorporates the utilization of computer innovation, including equipment, fringe gadgets, media, conveyance frameworks and programming. This term is utilized in the ISTE NETS guidelines and is utilized by UNESCO concerning the combination of innovation into instructing (UNESCO, 2002). However, Information and Communication Technology (ICT) is an acknowledged component for our entire lives and has a focal task to carry out in Education. Since the presence of the primary Government policy on ICT in instruction in 1997, generous speculation has been made in ICT offices and preparing in Irish schools. In numerous nations, the discussion about ICT in training focuses on the possible effect of ICT on educating and learning and on the measures that should be received to guarantee that the capability of ICT to improve understudies' learning experience is figured it out.

Let's Read Asia

Relating to reading materials using an online classroom program during this pandemic situation, one of the reading source through web based, which is called Let's Read! Provides collections of graded reading materials that can accessed through any students' mobile phones and computers under adult supervisions. Overcoming book scarcity in Asia, Let's Read! Established by The Asia Foundation composes and translates children digital books. The collaboration among local authors, illustrators, and editors to produce high quality books containing unsupported languages provides more chances for Asian children to have enough or even more reading exposures using their gadgets. Classroom teacher can use any gadgets, such as smartphones or classroom's PC and projector.

Supporting the core of extensive reading, this application cultivates meaningful reading opportunities, so that children, especially who are learning English as a foreign language, may get their reading level, and the most important is that they can explore the stories, because local stories are presented in Let's Read! collections. It is one of the attempts to let these young readers explore important topics, such as equality, diversity, and environment. Another social goal issued by Let's Read! action is that both children and their families are able to obtain positive impacts from reading stories in Let's Read!, for example, children who love reading are more likely to enjoy learning, succeed in school, and reach developmental milestones on time. Families who read together create rituals and a shared sense of belonging that supports positive behavior. Further, children readers become adult readers who are able to care for themselves and their families, and contribute to thriving societies.

METHOD

This research used qualitative method that was considered as an appropriate method in this research, as this research is favoring the descriptive data instead of numeric one (Frankel & Wallen, 2009). On the other hand, by defining a culture-sharing

group and observing how it developed mutual behavioral schemes over time, a qualitative approach can be used to assess the significance of a social phenomenon from the point of view of the participants (Creswell, 2003).

The research was conducted at one of Senior High School in Karawang. The participants of the study are the eleventh grade students and there are 4 students involved the research. This research used purposive sampling, because the students were chosen as the recommendation from the English teacher based on certain objectives and considerations. To collect data in this research compiled observation checklist, interview & documentation. In this case, observation conducted by observing students by using observation checklist while teaching and learning extensive reading practice through Lets Read Asia as the basic data for the interview step. To support the observation data, online interview were conducted in this research. The indicators of the interview are students' experience, their motivation to read, their opinion and feelings about it, those questions to carry out the research questions. In documentation, researcher collects data by taking representatives screenshot photos of student activities while learning using Lets Read Asia and chat interviews through Whatsapp Application. The data has been obtained will be arranged based on needs which will then be analyzed through the steps of data reduction, data display and data verification (Huberman and Miles, 2014).

FINDINGS AND DISCUSSION

This chapter presents the findings and discussions from the research data. The data were gathered from observation, interview, and students written artifacts. It is intended to answer the research question. The participants of this research is 4 students that selected by the teacher. In this chapter, the researcher describe the process of students engagement in extensive reading practice and students responses toward Lets Read Asia in extensive reading.

The Process of Students Engagement in Extensive Reading by Using Lets Read Asia

In this research, the researcher was used observation and students written artifact to answer the first research question that was in what ways does Lets Read Asia engage students in learning English by using extensive reading in online classroom. It were described the extensive reading activities from stories that was selected by teacher and self selected by students through Lets Read Asia.
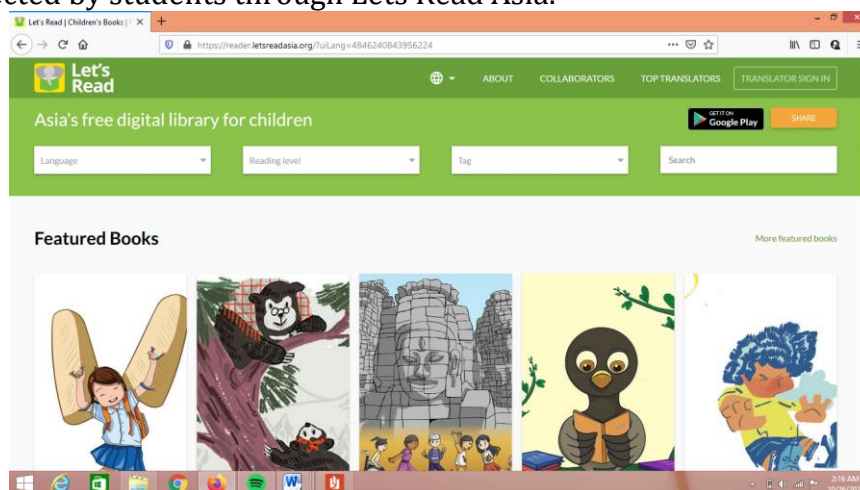

Figure 1

Based on the finding of the data, the researcher investigated the process of extensive reading in student's engagement through Lets Read Asia, and they can give a good result from it. However, after observation to the students, the researcher was found that extensive reading practice through Lets Read Asia could help them in their reading activity. With given some exercise and provide self-selected books method in extensive reading to students, it can affects to build their habit to read and motivate them to learn reading using Lets Read Asia. So it can make them more enthusiast to learn and easier to comprehend the subject based on their interest. According to park (2003), students who engaged in learning process lead theme having better understand, more diligent in learning, stronger memory, able to appreciate any connection they have learned. Similar result found that Extensive reading naturally will build student's enthusiasm to learn and it will develop their language knowledge in their intention that demonstrated students to an input-rich and enjoyable environment, there is a concept of extensive reading (Hedge, 1985, cited in Sheu, 2004).

Some of students faced a trouble with their internet bad connection when practice extensive reading through Lets Read Asia in online classroom, and it made difficult for students to access their source of reading in Lets Read Asia. Then, some of students also had difficulties to understand the story because they lack of vocabulary. But, students taught this problem would be solved if they could do more practice to read.

From the explanation above, it can be concluded that Lets Read Asia could help students in learning reading. Lets Read Asia can be an alternative media in learning English especially in students reading activity. Robb (2018) also emphasizes that online sources for teachers and students to download and read are now available. It means now students can find many source in their reading activity, and they can more easier to build their habit to read.

The students' response through Lets Read Asia in learning to read of extensive reading

Based on the findings of the data, the researcher found that students can comprehend extensive reading practice using Lets Read Asia, and got positive response from them. most of them agreed that extensive reading practice through Lets Read Asia is an interesting method that can be used in learning English especially reading. Based on the findings, students could gain some interest and it can motivate them to read because extensive reading method is a simple and easy method to practice. So it related to Judge (2011) which stated that the learners also could have a positive effect such as attitude and motivation by an extensive reading approach that intended from this study.

Table 1. Student's responses about the importance of reading and extensive reading practice through Lets Read Asia

No	Respondents	Responses
1	Students 1 and 2	"Reading is very important for daily life because the most easiest information that we got is from good reads such as newspaper, magazine, and other sources, and because reading is the bridge of knowledge, as long as what we read is useful so it is not wrong to make reading as a hobby. The benefits of reading is besides gaining knowledge it is also can extends our insight"

2	Students 1 and 2	"Learning English using extensive reading method was new alternative way to obtain reading skills, it could make students more interest to read English texts especially students that is in early stage, and it directly increasing they knowledge about text. This extensive reading method is difference from the other methods, because we can self selected the books based on our interest"
3	All of the students	"This method could increase my interest to read, because with this method we could obtained many new vocabularies, it only needed 10 until 15 minutes to read, so we could be a good reader, then we could be motivated and understand it"
4	All of the students	"Of course, this were our first time practice extensive reading method through Lets Read Asia"

The students felt that she was found a way to read many books with online media such as Lets Read Asia. Although this online media definitely has a bad effect to our eyes health, while if we were not excessive when we used this online media, it was not a big problem for us. So it related to Robb (2018) emphasizes that online sources for teachers and students to download and read are now available. Then, according to Day. R (2004) stated that the learners can make their good habit to read every book they want to read. Students should be aware that reading is very important for them, and of course that this online media such as Lets Read Asia would recommended for teachers at school. So it were proved by respondent one that said Lets Read Asia could increase student's interest to read, and she would recommend this online media to her teacher at school.

According to result of the interview above, it related to Day and Bamford (1998) state that Learners need to read extensively as much as possible, gain pleasure and some information is an objective than learning particular features and is normally self-selected. The students thought that extensive reading method was matched base on their interest to read, they could self selected the books, and it can directly increase their knowledge about text.

Then, students could gain some interest and it could motivate them to read because extensive reading method was a simple and easy method to practice. So it related to Judge (2011) which stated that the learners also could have a positive effect such as attitude and motivation by an extensive reading approach that intended from this study.

Extensive reading through Lets Read Asia provides many opportunities to the students to access many stories for their reading activity. If students told that Lets Read Asia was new to them, this could be a problem if their school were not provided sufficient reading source to the students. Though, Robb (2018) emphasizes that online sources for teachers and students to download and read are now available. And also Helsper and Eynon (2010) described that we were now living in the young internet culture, which means the young generation read the internet and use gadgets more frequently than physical books. In this modern era we can access many source of books and stories with internet access or online media, and Lets Read Asia could help the students to provide many source of book for their reading activity.

CONCLUSION

Base on the result of this research it can be conclude that using extensive reading through Lets Read Asia can engage students. They show positive attitude toward the process of student's in extensive reading. Students were practice extensive reading with stories that selected by teacher and self-selected by students. Seen by the results of their positive results, most of students already understand how to practice extensive reading through Lets Read Asia even though they had difficulties because they were lack of vocabularies, but by doing more practice extensively they could resolve their problem well.

There were 2 main points about student's responses such as student's feelings and opinions about extensive reading practice through Lets Read Asia, the first point were students fe Based on this research result, the researcher concluded that the teacher using extensive reading practice mediated by Let's Read Asia can engage students. First, the teacher should find out the stories that suitable for the students reading activity, and the teacher should choose the stories with the level based on the students reading skill. The students needed to build their reading habit by doing some practice as much as possible and gaining some pleasure from it. Second, the teacher always instructed students to answer the story's simple questions during their reading activity. The teacher asked some simple questions to know the students' understanding of the story. Third, the teacher did not force students to read the students' stories before because the students can reselect the stories if they need it. And the last is, the teacher helped students use Lets Read Asia in extensive reading practice, then the students can read every story every time and everywhere they want it.

There were two main points about students' responses, such as students' feelings and opinions about extensive reading practice through Let's Read Asia. The first point was student's feelings in engaging during extensive reading practice through Let's Read Asia. Although, students had difficulties in understanding the story because they were lack of vocabularies, but most of students felt interested with the extensive reading practice through Let's Read Asia. The second point were students opinions about extensive reading through Lets Read Asia, students argue that 1). Extensive reading could increase student's knowledge about new vocabularies, 2). Extensive reading can measure students understanding, and 3). Extensive reading can build their habit to read. It can conclude that extensive reading practice through Lets Read Asia has a positive response to the students in the online classroom.

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