

STUDENTS' PERCEPTIONS TOWARD THE IMPLEMENTATION OF EXTENSIVE READING PROGRAM USING XREADING

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Abstrak

Sebagai program studi bahasa asing, jurusan bahasa Inggris salah satu Universitas di kota Surabaya melaksanakan kegiatan yang ditujukan untuk mendorong siswa dalam mengembangkan kemampuan berbahasa mereka. *Extensive reading* sudah menjadi salah satu kegiatan yang sudah dilaksanakan di jurusan bahasa Inggris untuk mendorong siswa dalam mengembangkan kemampuan berbahasa mereka. Pada semester ganjil tahun 2019, program *extensive reading* di jurusan bahasa Inggris sudah beralih dari *extensive reading* berbasis buku ke *extensive reading* berbasis online menggunakan platform XReading. Penelitian kualitatif ini bertujuan untuk menginvestigasi tentang bagaimana siswa melaksanakan *extensive reading* berbasis online dan juga untuk mencari tahu bagaimana persepsi mereka tentang platform tersebut serta kemanfaatannya dalam membantu siswa dalam mengembangkan kemampuan berbahasa Inggris. 68 siswa jurusan Pendidikan Bahasa Inggris menjadi partisipan dalam penelitian ini. Data penelitian diambil menggunakan kuisioner dan interview. Kuisioner didistribusikan kepada siswa yang kemudian diikuti dengan pelaksanaan interview dengan siswa yang tidak memberikan jawaban jelas pada kuisioner. Penelitian deskriptif kualitatif digunakan untuk menganalisis data sehubungan dengan tujuan penelitian yakni untuk memahami suatu fenomena dari sudut pandang subjek penelitian. Hasil dari penelitian ini menunjukkan bawasannya implementasi dari *extensive reading* program kebanyakan dilakukan di rumah dengan memanfaatkan fitur-fitur yang disediakan oleh platform dan respon positif tentang platform XReading juga diberikan oleh siswa serta peningkatan mereka dalam beberapa aspek kemampuan berbahasa Inggris. Saran pasca penelitian ditujukan pada kegiatan lebih lanjut di dalam kelas lebih baik apabila dilaksanakan sebagai kegiatan lanjutan dari apa yang sudah dilakukan siswa di rumah. Selain itu, pengawasan rutin oleh supervisor juga lebih baik apabila diperketat.

Kata Kunci: *Extensive reading*, XReading, persepsi siswa.

Abstract

As the foreign language department, English department of one of the Universities in Surabaya always conducted the activity for the students intended to encourage them to develop their language skills. Extensive reading has been one of the activities that have been carried out to support the students in developing their English skills. By the odd semester of 2019, extensive reading program at English department had shifted from paper-based extensive reading to online-based extensive reading program using XReading platform. It is a qualitative study since it aims to investigate how the students conduct the online-based extensive reading as well as examine their perceptions of the platform as well as its effectiveness in helping the students to improve their English skills. 68 students of English Education students were participated in the study. The data was taken using questionnaire and interview. The questionnaire was distributed to the students followed by the interview aimed at the students who did not give clear explanation in the questionnaire. The result of the study showed that the implementation of extensive reading program were mostly done at home with utilizing some features offered by the platform and positive responses about the XReading platform also given by the students as well as their improvement in some aspects of English ability. Suggestion are made on the further activity in the classroom that would be better to be carried out as the continued activity of what was done by the students at home as well as the routine surveillance by the supervisor should be tightened up.

Keywords: Extensive reading, XReading, students' perception.

INTRODUCTION

Reading as one of the receptive skills takes a big role in the success of language learning. By reading, the learners are exposed to numerous information which they probably have never known before. As the students got the information, their language learning will be easier, meaningful, and successful. Lack of reading habit is believed it can prevent learners from successful language learning (Renandya, 2014). In order to avoid this, the role of the teachers in creating the environment, providing good input as well as constructing students' habit is extremely important. What means by creating the environment, providing the good input and constructing students' habit here is making available a large number of books in the students' environment and making reading as the student habitual action. By completing these actions, the goal of mastering a second or foreign language will be achieved properly. In order to develop students' reading habit, an English Department of a university in Surabaya always implements the action that requires the students to read. Then, extensive reading is implemented in order to make the students read books as many as possible.

Bamford & Day (2004) define extensive reading as the approach in language teaching that require the students to read various books written in the target language with easy language. The students can choose the reading material by themselves and read it for general and overall meaning with enjoyment. Besides, Mikulecky & Jeffries (2007) defines extensive reading as the activity of reading a lot or at least one book every two or three weeks with choosing the books that the students like with no test on comprehension or vocabulary. Enjoyable and easy materials are also needed in order to encourage the students to read from many sources regularly (Renandya, 2017). This is in line with the aim of extensive reading according to Extensive Reading Foundation (2011) in their publication 'Guide to Extensive Reading' that is "to help the students become better at the skill of reading rather than reading to study the language itself" which lead to the main aim of extensive reading itself which is to make the students to **R E A D**: Read quickly and Enjoyably with Adequate comprehension so they **Don't** need a dictionary. To make the concept of extensive reading clearer, the basic principle is needed. There are ten principles of extensive reading proposed by Day & Bamford (2002) includes:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information, and general understanding.

6. Reading is its own reward.
7. Reading speed is usually faster rather than slower.
8. Reading is individual and silent.
9. Teachers orient and guide their students.
10. The teacher is a role model of a reader.

These ten principles can be used as the basic element to conduct an extensive reading program. By following these principles, Day and Bamford hoped that the teachers could consider about the best way to help their students become proficient foreign language readers.

By conducting extensive reading, besides it will help the students to be a proficient foreign language reader, some studies also have proven that extensive reading have some positive effects in improving students' foreign language skills. Nhapulo, Simon, & Herreweghe (2017) on their study in African context shows that extensive reading have the positive effects on students' reading speed and reading comprehension. In addition, Huffman (2014); Nakanishi (2014); Suk (2016) in their study also proven that extensive reading enables students to develop reading fluency. Moreover, in the study conducted by Huang (2015) showed that extensive reading activity does help the students expanding their vocabulary acquisition as well as enhancing reading skills and proficiency. However, Huang (2015) also stated that the challenges in his study is on the limitation of the materials in extensive reading. While in Nhapulo, Simon, & Herreweghe (2017), they added that the use of graded readers is recommended in extensive reading. Another studies conducted by Suk (2016) and Webb & Chang (2014) have also confirmed that extensive reading has a positive effect on vocabulary acquisition. Besides improving reading fluency, reading comprehension, as well as vocabulary acquisition of the students, extensive reading also has the positive effect in developing students' writing (Mermelstein, 2015; Park, 2016) and listening skill (Milliner, 2019) when extensive reading is advanced as extensive reading-while-listening.

Based on some studies that have been mentioned above, besides been proven could help the students in improving their English skills, positive perception from the students toward extensive reading also verified by some studies. Perception itself refers to the ability of a person to have ideas about something that is obtained through the sensory and intellectual capability (Marrin, 2006). Similarly, Robbins & Judge (2017) also defines perception as the process of how human being organize and interpret something so that they can give meaning about what happened in their environment. A study by Lien (2010) which it aims to investigate the perceptions of EFL college learners about self-selection materials for extensive reading gave the result in which the majority of the participants enjoyed extensive reading and found it helpful. In addition, a study by Morgado (2009) also

showed that the perception of the students regarding to extensive reading was very positive. They thought that extensive reading was enjoyable and it also helped them to develop their vocabulary, reading ability, and reading confidence. Moreover, a study conducted by Howarth & Bollen (2019) also revealed that most of the students were have positive respond toward extensive reading. Thus, according to the value of extensive reading, English department of one of the universities in Surabaya continuously conducting extensive reading in order to help the students to develop their English skills.

By the odd semester in 2019, the freshmen students got the chance to do extensive reading differently. They got a chance to perform an extensive reading in a more sophisticated way using online technology. English Department provides the students with the access to online-based extensive reading using XReading. XReading has been developed to facilitate both learners and instructors to get the suitable reading materials and accessible learning platform. Students will be able to access the book easily, anywhere, and everywhere for twenty four hours through smartphone or PC, it also costs lower expenses because people do not need to buy books (Collett, 2018; Cote & Milliner, 2015). Initiated in 2014, XReading provides over than 500 books in which it can be accessed twenty four hours everywhere and anywhere with one-year licence. XReading also provides the tracker for students so that the instructor can monitor the activity of the students, whether they read the books or not. Moreover, post-reading quiz is also provided. Thus, XReading is suggested as the platform to conduct extensive reading (XLearning System, LLC, & Enisin International, 2014). Some institutions have implemented XReading as the platform for the extensive reading program, one of them is Himeji Dokkyo University in Japan. Cooper (2019) as the instructor at Himeji Dokkyo University reported the implementation of an online graded reader activity using XReading. Three 90-minutes lesson per week over two 15-week semesters was conducted with some activities which involved the process of selecting an online graded reader, reading the selected book, and taking ten-minutes discussion about what they have read. The students were given the opportunity to choose the book that they were interested in individually and in group. Right away after the book selection, the students had ten minutes to read the book they have chosen in the class every week. For the rest of the book, the students were asked to read it by the following week at home. Then, the students conducted a discussion in the classroom. Group discussion were made to discuss about the story that each member has read. The discussion involved describing the plot, themes and characters from the book that they have read.

Furthermore, some researchers also have conducted a study related to XReading to support the extensive reading activity. Collett (2018) conducted a study to compare two online based extensive reading; MReading and XReading in terms of assessment of reading outcomes. The result of the study showed that both MReading and XReading had similar patterns of quiz, but XReading had better reading outcomes. Besides, study by Cote & Milliner (2015) which aimed to evaluate whether XReading is worthwhile to be implemented as a platform for extensive reading showed that most students have a positive perception towards the use of XReading in extensive reading in which it helps them increasing their reading performance. The students also preferred this platform rather than hardcopy books because it is easier to access the books from XReading since they always bring their smartphone with them. Similarly, Milliner (2017) also stated that XReading does help him in monitoring the record of students reading. In addition, Milliner also able to monitor the post-reading quiz results and reading times in order to diminish the possibilities of the students cheating. Moreover, Tagane, Naganuma, & Dougherty (2018) study aimed to examine the different perception toward extensive reading using XReading and paper-based extensive reading showed that participants in paper-based group had more positive thought about their extensive reading experiences compared to those in XReading group because of the technical problems of the platform also the question of the quiz that is too detailed to pass. However, they still had a positive thought that XReading is enjoyable. Howarth & Bollen (2019) in their study conducted at Sojo University, Japan aimed to examine the students' perceptions of the implementation of XReading as well as to what extent do the students feel that XReading improved their English ability got the result of the study that showed mostly positive respond from the students in which XReading is a beneficial, accessible, and interesting platform for extensive reading program. The students also felt that the activities they did in online extensive reading helped them to improve their English ability.

Understanding from these previous studies, the researcher elicit to conduct another research with the same topic that is about XReading, yet conducted in Indonesian context. The researcher in this study will only focus on how the students conduct the XReading activity as well as their perceptions of their experience in using XReading as the combination of what have been done by Howarth & Bollen (2019) and Cooper (2019).

Research Question

This study will focus on the following three research questions:

1. How do the students implement XReading?

2. What are the students' perceptions of their experience in using XReading?

METHOD

In order to answer the research questions, the researcher used a qualitative study since the data was taken in the form of words and aimed to understand a process or a phenomenon from the perspective of those who were involved in the study. The subject of the study were the first-year-students of English Education. The number of the subject of this research were 68 students out of the total students of English Education major because some students were absent when the researcher distributed the questionnaire. Questionnaire and interview were used in order to gain the data. Questionnaire was used to collect the students' overall opinion about how do they implement XReading, what are their perception toward the implementation of XReading as well as to what extent do they feel that XReading improved some aspects of their English ability. For the interview, the researcher used semi-structured interview to get the information from the students who did not give clear information.

In collecting the data, the questionnaire were distributed to the students from reading class A to class D. After the students filled the questionnaire, it would be submitted to the researcher. Then, the students' response in the questionnaire was organized in the form of table while the reason of each question given by the students in the questionnaire were described as well in the form description. It took some times for the researcher to analyze and import the data from the questionnaire since the researcher had to check the participants' questionnaire one by one. Then, the result of questionnaire were split into two between the students' response in the questionnaire that have clear and unclear response. Afterward, those students who gave unclear response were asked to be interviewed. The interview was done online since the researcher and the participants of the study could not meet in person due to Covid-19 outbreak. In the interview, the questions that the researcher asked was based on each students' questionnaire result. The result of the interview then were gathered along with result of the questionnaire. Further, the process of collecting the data was about a month. After all the questionnaire had been collected, it would be analyzed.

The data were analyzed qualitatively using three stages (Ary, Jacobs, & Rosensen, 2010): 1) organizing and familiarizing, 2) coding and reducing, and 3) interpreting and representing. First, the data gained from questionnaire were organized in the form of table. The researcher split the result of the questionnaire into two kinds of table, one table for questions that have yes/no type answer and one for multiple type answer. Then, using the code "A,B,C,D"

based on the classes, the researcher input the result of the students' questionnaire based on their classes on the table. When inputting the data, the researcher also analyzed the reason given by the students both from questionnaire and interview that explaining their choice in the questionnaire. The similar reason from one another students were simplified into one conclusion to avoid too varied data. After that, in representing the data, the data grouping based on research questions were made and it was represented in the form of table with the descriptions below it.

RESULT AND DISCUSSION

The Implementation of XReading Conducted by First-Year English Education Students

There are some aspects regarding to the implementation of XReading by first-year English Education students, it included 1) the media that the students use, 2) the implementation time, 3) what activities the students do, 4) further activities conducted at class, 5) consideration in choosing books, and 6) the use of dictionary or translation by the students.

Table-1: The implementation of extensive reading using XReading

No.	Statements	Percentage
1	Media used in accessing XReading	
	Smart phone	88.2
	PC/Laptop	26.4
	Tablet	2.9
2	Implementation time of XReading	
	On spare time at home	77.9
	On spare time at campus	17.6
	Before sleeping at night	14.7
	Other	11.7
	After waking up at morning	2.9
3	Extensive reading activities using XReading	
	Answering questions after reading	100
	Reading only (without listening to the audio)	57.3
	Reading and listening to the audio	42.6

4	Further activity or discussion in classroom	
	No further activity	80.9
	Any further activity	19.1
5	Consideration in choosing books	
	Genre	64.7
	Level of the book	63.2
	Type of the book	51.4
	Words	41.7
	Rating of the book	25.0
	Audio availability	10.2
	Accent	2.9
	Format of the book	2.9
	Writer	1.4
6	The use of dictionary or translation devices	
	Using dictionary/translation	70.5
	Not using dictionary/translation	29.5

About the device used by the students when they are accessing XReading, it can be seen from the table-1 that most of the students (88.2%) preferred to use smart phone than the use PC or tablet. They said that smartphone is the most practical media among the others since they always bring smartphone with them everywhere. Moreover, by using smart phone whenever they wanted to read books at XReading, they only have to turn on their mobile data or Wi-Fi then browse XReading website. This finding is in line with Howarth & Bollen (2019) in which most of the students have the preference to access XReading using smartphone since it is more accessible. However, 26.4% students stated that they access XReading using PC/laptop since it provides bigger screen so they did not need to struggle in reading the books. Whereas for tablet, there were only 2.9% students who access XReading using it since it has precise screen, not too small but also not too big to be carried as well as to read online books. This is also in line with the finding of Howarth & Bollen (2019) that the students who choose PC and tablet preferred bigger screen that makes reading book is effortless.

Moreover, for the implementation time of extensive reading using XReading, it can be seen that 77.9% students preferred to conduct online-based extensive reading in their leisure time at home since they have more time to spend at home and they feel more relax and focus when they are home. On the other hand, 17.6% students said that they accessed XReading when they have a spare time at campus before the classes begin, when they are waiting for the next class, and at lunch time. Besides, 14.7% students stated they were conducting online-based extensive

reading at night before they sleep while 2.9% were accessing XReading at morning after they wake up. The students who chosen between these two times stated that it was their habit to read books before and after they sleep at night. In addition, 11.7% stated that they read books at XReading only when they remember, they could not give the exact implementation time when usually they were accessing XReading. Another student said that he only accessed XReading when the lecture gave the assignment to cite the story from books, while another one students said that he read books at XReading when he was reminded by the lecture or supervisor.

Another discussion related to the implementation of XReading by the first-year students is the activities of extensive reading using XReading conducted by the students. Besides reading book, XReading also provides other features which are audio book and reading comprehension. From the questionnaire, the result indicated 100% students were answering questions after they read books. They stated that taking the reading comprehension is a must after reading since it holds the authority in which their words read after reading book will increase or not. If the students did not take reading comprehension, the system would not count their words read. The system also determined 75 point as the minimum score for the students to pass in reading comprehension if they want their words read being counted by the system. Whereas 57.3% students chose only to read book because they felt that they got distracted if they listen to the audio while reading. On the other hand, 42.6% students preferred to use the audio feature when they are reading book. They explained that it is more interesting to read book and listen to the audio since the audio offers background music and pleasant narrator with American or British accent that makes the story feel way more realistic. In addition, the students also believed that listening to the audio while reading would help them to develop their pronunciation and listening skills

Besides the extensive reading activities using XReading, another discussion is about the further activities conducted in the classroom. The result of the questionnaire showed that most of the students (80.9%) said that none of further activities of discussion were conducted in the classroom. On the other hand, 19.1% students said that the practice of further activities or discussion in the classroom were only suggesting good books to one another and the checking condition by the supervisor. In the checking condition, the supervisor asked about the students' progress in using XReading and whether they have any difficulties in accessing XReading or not. In addition, some students also claimed that they had an assignment given by the lecture to find difficult words they encounter from reading books at XReading.

The further information regarding to how the students implement XReading is dealing with how they choose the books that they want to read. XReading provides filter features that can be used by the students to get the book that suits best their interest. It can be seen from the table that 64.7% students claimed to use genre filter because it helped them to select the books based on the category of the books such as adventure, biography, fairy tale, fantasy, romance, or etc. On the other hand, 63.2% students stated that they use level of the book filter because it helped them to find the books that suited their ability since each student has a different reading level. They also added that a high level book would not suit those who have a low reading level. Another filter that received most vote compared to the other was the type of the book (51.4%) and words of the book (41.7%). The students said that type of the book filter helped them to select the book in different types such as retold classic books, retold contemporary books, and original books. Meanwhile for words of the book helped the students to sort the book based on how many words that it has. Some students prefer to read books that have more words since the more the words of the book could have, the more words read the participants would get. Besides, some students considering the book with more words because they think that the story of the book would be more satisfying and not causing the reader wondering about the ending of the story if it has more words. On the other hand, some students considering to choose the book with less words because the students would not need much time to read it, they only have to read the book in one shot. Furthermore, 25.0% students used rating of the book filter since it facilitated them to find most popular books while 10.2% students used audio availability filter to help them finding books that have audio feature. On the other hand, only 7.2% students chose accent, format of the book and writer filter in finding books.

Furthermore, in reading the books, the students might encounter unknown words. The result showed that most of the students (70.5%) tend to use dictionary. The students who use dictionary claimed that dictionary gave the benefits for them to find the meaning of the words that they did not know in order to catch the whole story of the book that they read. In this case, the students' statement did not match with the aim of extensive reading which is 'the students do not need dictionary' (Extensive Reading Foundation, 2011). Meanwhile the students who did not use dictionary asserted that it was distracting to turn their eyes off the books to look for the meaning of the unknown words in dictionary or translation. Instead, the students preferred to use guessing meaning strategy when they are reading. In addition, some students stated that glossary that comes after they finish reading did help them to find the meaning of the difficult words. Some students preferred to

write down the vocabulary they don't know and searching for its meaning after they done reading. Furthermore, instead of using dictionary, some students also preferred to write down the vocabulary they don't know and searching for its meaning after they done reading.

From these findings, it can be seen that the implementation of extensive reading using XReading in each institution is different from one another. Cooper (2019) explained on his study in which the implementation of extensive reading at Himeji Dokkyo University is done both at home and classroom. The structured activities such as selecting online grader reader, reading the selected book, and conducting discussion have been done by the students. Meanwhile, the implementation of extensive reading conducted by English Education students of the university in this study is mostly done at home with the full authority given to the students without any structured activities as what have been done at Himeji Dokkyo University. Furthermore, the implementation of extensive reading using XReading by English Education students is somewhat in line with the ten principles proposed by Day & Bamford in the scope of 1) reading material is easy, 2) Variety of reading material on wide range of topics are available since XReading already provided hundred books with various topics, 3) The students were given the freedom to choose the books that they want to read, 4) The students read as much as possible, 5) The purpose of reading is related to pleasure and general understanding since there is no coercion from the English department to the students in doing their extensive reading activity, 6) Reading is its own reward since the students are experiencing extensive reading as they are reading in everyday life. 7) Reading speed is usually faster rather than slower since the students find that they should read faster because XReading provided a time keeper to track their reading speed, 8) Reading is individual and silent since the students are conducting extensive reading at home, 9) Teacher guide their students since the lecture/supervisor keep asking the students' progress in conducting extensive reading using XReading as well as the students personal experience in their reading activity, lastly 10) The teacher is a role model of a reader since the teacher always encourage the students to read as much as possible. However, another point of this principle which is Day & Bamford quoted from Henry (1995:53) that explained "The teacher be better to read what the students read since by reading what the students read, the teacher become a part of the community that forms within the class" has not been followed yet since there is no further activity or discussion conducted in the classroom. Day and Bamford added in which by sharing reading in the classroom, the teacher and students could discuss books, answer the students' and give the recommendations of

books to the students. Thus, both the teacher and students could experience the value and pleasure of the extensive reading activity.

Students' Perception of Their Experience in Using XReading

This discussion examines the students' perception of their experience in using XReading that covered their perception about XReading itself as the platform for conducting extensive reading and their perception about the improvement of their English ability after using XReading.

Table-2: The students' perception of their experience in using XReading

No	Statements	Percentage
1	XReading is an interesting platform	82.3
2	XReading provides good quality of audio book	79.4
3	Easy to find books at XReading	76.4
4	Easy to access and operate XReading in any media	86.7
5	Encountering problems when accessing XReading	35.2

The first discussion is about their perception whether they thought XReading is interesting or not. The result on the table showed that 82.3% students considered XReading as an interesting platform because XReading provided hundred books that can be accessed twenty four hour with audio books available in some books. On the other hand, the rest of the students who thought that XReading was not an interesting platform claimed that they did not like reading online books since reading online book is tiring and causing eye problems. This is supported by Wilkins (2019) study in which some people might not enjoy reading books for long period since reading through screen for long time may cause eye problems. The system error that often occur also made XReading to be less interesting. The students also stated in their personal opinion in which XReading was not exciting because it was hard to find the book that suited their interest in XReading and some of them thought that the books in XReading did not draw their attention to read it. Finding is in line with Collett (2018) in which the students were having the problem due to the limited selection of the books.

Furthermore, concerning about the audio feature of XReading, 79.4% students said that the quality of the audio feature in XReading was good in terms of the clarity of the sound also the speaker's pronunciation and

intonation. This finding is supported by Wilkins (2019) which stated that XReading provided audio files that can be used for extensive listening and pronunciation practice. Yet, the rest of the students stated that the quality of the audio was not good since the speed of the audio was too slow. According to Wilkins, these students is assumed they had the difficulties in adjusting the audio since XReading already provided five different speeds.

Moreover, regarding to the ease to find the book to read which it suited with the students' level and interest, it can be seen on the table that 76.4% students stated that it was easy to find the books that fitted their level and interest since there were lots of books exist in XReading with the help of filter features while the rest of the students claimed that they got the difficulty in finding the books because of their personal taste that did not match with the books available in XReading and the issues regarding to the books that did not match their level. This finding is supported by the finding of Howarth & Bollen (2019) in which they also found that most of the students claimed that it was easy to find books in XReading whereas some students got the difficulty in finding books because of the same issue as the researcher in this study found.

Additionally, since XReading is a new platform for the students, the students were asked about the easiness of the platform to be accessed and operated from some media or not based on the students' perception. Most of the students (86.7%) argued that it was easy to operate and access Xreading from smartphone or PC or tablet since the system of XReading was not complicated in terms of the features and how to find as well as to operate them. Besides, the students also just needed to login using their username and password at the website without downloaded the application for XReading. In addition, XReading also provided them with search button and filter category that helped them to get the book they wanted to read. This finding is aligned with Howarth & Bollen (2019) that the students did not have significant trouble in accessing and operating the platform.

However, since the students were dealing with the online system, there could be some problems that they might encounter when accessing the platform. In terms of the problems that the students experienced during operating XReading, 35.2% students asserted that they encountered some problems when accessing XReading. Most of the problems were caused by the poor internet connection that causing system error. If the system error happened when the students were answering the reading comprehension, it made the reading page automatically went back to the home page and the students have to repeat the quiz once again because the system did not save the students' answer. This finding is in line with Collet (2018) and Cote & Milliner (2015) that the problem happened

while using the platform is caused by the instability of the platform as well as the delay and website freezing. Another problem that the students experienced during reading at XReading was the distraction that came from the notification from social media apps since the students accessed XReading using smartphone.

Table-3: Students' perception about the improvement of their English ability after using XReading

No	Statements	Percentage
	XReading does help in improving:	
1	Vocabulary size	98.5
2	Reading skill	97.0
3	Writing skill	76.4
4	Speaking skill	64.7
5	Listening skill	60.2

From the table, it can be seen that 98.5% students argued that their vocabulary size improved since they got lots of new vocabulary after they read books at XReading for more than one semester. Some of them stated that they often take note of the new vocabulary then search for its meaning after they done reading. It helped them to memorize the meaning of the new vocabulary so that their vocabulary size gained. There have been some studies that also found in which extensive reading can help students in improving their vocabulary acquisition. (Huang, 2015; Suk, 2016; Webb & Chang, 2014)

Then, the second English aspect is students' reading skill. From the table above, it can be seen that 97.0% students stated that their reading skill improved after they read book at XReading. It is because they often read books so the ability to comprehend the text developed as well. In addition, the time reader in XReading did help the students to track their reading time in which it encouraged them to improve their reading speed. This finding is supported by the studies conducted by Nhapulo, Simon, & Herreweghe (2017); Huffman (2014); Nakanishi (2014); Suk (2016) in which that extensive reading enables students to develop reading speed, reading comprehension as well as reading fluency. On the other hand, the students who said that XReading did not help them in improving their reading skill stated that they only considered reading books at XReading just as a fun activity, thus it did not help them to improve their reading skill.

Furthermore, for writing skill, 76.4% students claimed that their writing skill got better since by reading books at XReading, they learned the structure of the sentence, grammar, and writers' writing style from some books that they read. In addition, since their vocabulary size improved, it also helped them in their writing as well. They

added, XReading also helped them in gaining references for their writing. On the other hand, the students who claimed that their writing did not improve stated that even they already gained new vocabulary by reading books at XReading, their writing skill was not got better. It happened because sometimes they forgot the new vocabulary and they found the difficulties to apply new vocabularies and the sentence structures they gained through reading at XReading into their writing. Other students claimed that they considered reading at XReading just as a leisure activity and they needed more practice rather than just by reading from XReading for improving their writing skill. This finding is in line with studies conducted by Mermelstein (2015) and Park (2016) that have been proven that extensive reading has positive effect in improving students' writing skill.

Moreover, for the speaking skill, 64.7% students asserted that XReading helped them to improve their speaking skill since they gained new vocabulary from reading so it helped them in their speaking skill in terms of fluency. Moreover, their pronunciation in speaking also got better since they utilize the audio provided by XReading. Besides, they also stated that XReading helped them to improve their speaking skill because they were practicing their speaking skill by retelling the story that they read from XReading. On the other hand, the rest of the students who said that their speaking skill did not improve even after using XReading claimed that they still losing the new vocabulary when they are speaking. Besides, their pronunciation when speaking did not improve since they did not utilize the audio books. Moreover, some students also stated that for speaking, they need more practice rather than just by reading books at XReading.

Lastly, since there is an audio feature in XReading, the students were asked if XReading could improve their listening skill. The result showed that 60.2% students stated that XReading did help them in improving their listening skill. The audio helped the students in learning or getting used with American & British accent. In contrast, the rest of the students said that XReading did not help them in improving their listening skill since they did not use the audio feature. This finding is in line with Milliner (2019) in which extensive reading-while-listening appeared to be more effective in improving students' receptive skills including reading and listening skills.

CONCLUSION

In brief, the result of the research shows that the implementation of online-based extensive reading by first-year English Education students is somewhat in line with the principles proposed by Day & Bamford. However, for the principle of the teacher role seem to be weak since the

lecture/supervisor only gave the encouragement without conducting any further activity or discussion in the classroom. In addition, some students also still need more reinforcement to read since they only read books at XReading when they are reminded by the lecture/supervisor.

Besides, the result of the research in terms of students' perception is somewhat positive in which they thought that XReading was an interesting platform to conduct extensive reading since they could read book while listen to the narrator. Moreover, the ease to access and operate the platform also the easiness to find interesting books at XReading are also encouraging the students read at XReading even though some of them did not have a strong preference for reading digital books.

Moreover, most of the students also felt that the activities they did at XReading helped them to develop their English ability in some aspects. The aspects that most students felt their ability was developed were vocabulary and reading aspects. Whereas, for writing, listening and speaking, there were 30% - 40% students in each aspect who thought that their skill was not improved even after conducting extensive reading using XReading. Still, this finding may be uncertain since it based only on the perception of the students without any test proven.

SUGESSTION

Based on the research, it would be better if further activity can be conducted in the classroom as the advanced action of what they students did at home since there is no follow up activities after the students conducted the extensive reading using XReading on their own. In addition, since this study is only based on the perception of the students without any test proven, thus it would be better if the future study can conduct the further research aimed to test the students' ability in order to prove the accuracy of their perception.

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