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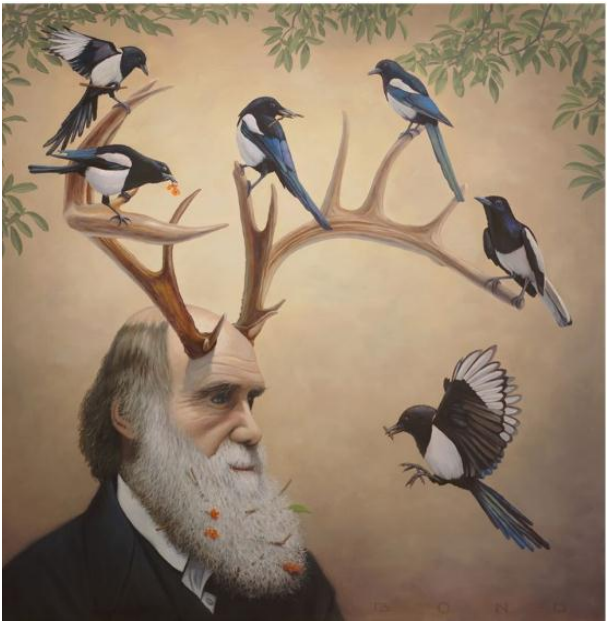

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Learning Development Extensive Online Based Reading in English Students UNTIRTA FKIP

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Abstract

The use of information technology in teaching English as a foreign language is essential and useful as a medium of teaching and learning. Yunus, et.al (2013) states that there are several benefits to using ICT; attracting students ' attention, facilitating student learning, helping to improve students ' vocabulary knowledge and promoting meaningful learning. Related to it will be conducted research development of an extensive reading learning online/web based in the English Department of Sultan Ageng Tirtayasa University. This development study was conducted to see the effectiveness of online-based learning in learning extensive reading (ER) to collect data, researchers use literature review, reading comprehension tests, observations and interviews. Learning Extensive-based Reading online is implemented in learning Extensive reading. Researchers develop online learning by using WordPress as a program used to create learning websites Extensive reading. In the web it is filled with learning content, learning materials, discussion forums, and evaluation. Students are given some text via on line and they are asked to answer a test reading understanding online. The results of this study show the following: (1) Learning to read by using WordPress as a learning medium can be one of the alternative and effective media; (2) WordPress is an online-based application that can be create for learning activities by designing it as a web of learning; (3) Word Press can be used as one of the alternative media in learning Extensive Reading Online (ERO); (4) ERO is effectively used in the extensive of Reading; and lastly (5) ERO motivates students in extensive reading learning.

Keywords: reading comprehension, Extensive Reading online, ICT

Desarrollo del aprendizaje Amplia lectura en línea en inglés Estudiantes UNTIRTA FKIP

Resumen
El uso de la tecnología de la información en la enseñanza del inglés como lengua extranjera es esencial y útil como medio de enseñanza y aprendizaje. Yunus, et.al (2013) afirma que el uso de las TIC tiene varios beneficios; atraer la atención de los estudiantes, facilitar el aprendizaje de los estudiantes, ayudar a mejorar el conocimiento del vocabulario de los estudiantes y promover el aprendizaje significativo. En relación con esto, se llevará a cabo el desarrollo de la investigación de un extenso aprendizaje de lectura en línea / web basado en el Departamento de Inglés de la Universidad Sultán Ageng Tirtayasa. Este estudio de desarrollo se realizó para ver la efectividad del aprendizaje en línea en el aprendizaje de lectura extensiva (ER) para recopilar datos, los investigadores utilizan la revisión de literatura, pruebas de comprensión de lectura, observaciones y entrevistas. Aprendizaje La lectura en línea extensiva se implementa en el aprendizaje de la lectura extensiva. Los investigadores desarrollan el aprendizaje en línea utilizando WordPress como un programa utilizado para crear sitios web de aprendizaje. Lectura extensa. En la web está lleno de contenido de aprendizaje, materiales de aprendizaje, foros de discusión y evaluación. Los estudiantes reciben un texto en línea y se les pide que respondan una prueba de comprensión de lectura en línea. Los resultados de este estudio muestran lo siguiente: (1) Aprender a leer usando WordPress como medio de aprendizaje puede ser uno de los medios alternativos y efectivos; (2) WordPress es una aplicación en línea que se puede crear para actividades de aprendizaje al diseñarla como una red de aprendizaje; (3) Word Press se puede utilizar como uno de los medios alternativos para aprender Extensive Reading Online (ERO); (4) ERO se usa efectivamente en la extensa lectura; y finalmente (5) ERO motiva a los estudiantes en el aprendizaje extensivo de lectura.

Palabras clave: comprensión lectora, lectura extensiva en línea, TIC

I. INTRODUCTION

Reading is one of the language skills that should be considered as a fundamental ability in speaking. Mastering reading skill for student can encourage other language skills, such as listening, speaking, and writing. Students who have good reading skills, he will be good at language mastery.

However, there are still some students who still have problems in reading comprehension. Such as: lack of vocabulary, low motivation, negative attitudes, lack of reading sources and others.
Reading comprehension of students is still low because they have problems in vocabulary mastery and lack of reading sources. Not only that, their motivation in reading is quite bad (Juniardi: 2012; Juniardi: 2015). In addition, Catts et al. (2005) shows that among the samples of 152 readers are still low in the eighth grade, with the following description (36%) Characterized by adequate word-recognition and listening comprehension, a second general profile (36%) Characterized by the combination of these difficulties, and (15%) Characterized by adequate word reading skills and poor listening comprehension skills.

Hock et al. (2009) identified several different problems among the 202 grade eight students and nine-almost two-thirds (63%) of students shows weaknesses related to reading words and understanding.
Based on the information above, the issue of reading identified students is word recognition and understanding. Word recognition is due to the lack of reading and understanding caused by poor students in vocabulary mastery, the alternative method that can be proposed is by developing online-based extensive reading learning (ERO) can be effective to improve the reading comprehension of Students (Juniardi: 2018). This can improve students ' vocabulary, quick reading and understanding of their readings.

In terms of online use in language learning a study was conducted by Chin-Neng Chen et.al. (2013) This study investigated the effects of reading an extensive e-book on the level of reading English students of EFL. Eighty nine participants were divided into two groups, with 46 students in the experimental group and 43 other students in the control group. A ten-week e-book reading program was conducted for experimental groups by encouraging students to freely read the material from the three collections of e-book libraries categorized by difficulty level. Instead, the control group is not involved in the program reading e-book. Research findings suggest that the experimental group showed a better reading attitude, reading comprehension and vocabulary from the control group. Therefore, integrating extensive reading programs e-books into the EFL teaching program helps improve the reading attitude of EFL students in comprehension reading and learning vocabulary.

Based on the above studies, the development of extensive-based learning lessons online can be a solution to improve students ' reading comprehension. With this learning at least can improve the mastery of vocabulary and word recognition, as well as obtain a source of reading easily.
The specific purpose of this study is: (1) develop a learning device based on ER online. In this learning are all done online, both material presentation, provide feedback, and also evaluation. So learning can be done without limited by space and time. (2) Testing the effectiveness of Online based ER learning devices. During this time, learning has not been online, still classifying face to face. The results of learning are still less satisfactory, students are less motivated, they still lack reading sources, and their reading speed is relatively low. Therefore, by developing the ERO is expected to improve the ability to read students ' understanding. (3) This study was conducted to find out the student response to online-based reading learning.

2. LITERATURE REVIEW

Extensive Reading

Extensive reading, can be interpreted as reading for pleasure (Day & Bamford, 1997; Dungworth, Grimshaw, McKnight, & MoMErris, 2004), silent and ongoing reading (Garan, & DeVoogd, 2008; Kelley, & Clausen-Grace, 2006; Reutzel, Fawson, & Smith, 2008), or reading freely (Krashen, 1996; 2004). It has attracted the attention of ESL and EFL educators as an effective reading teacher in teaching English as a second language (Grabe, 2009, 2010; Lems, 2005; Mason, 2003; Nation, 2009; Yamashita, 2004).
In teaching English, reading teaching must be done by teachers creatively. Reading refers to the four language skills for English as a Foreign language (EFL). It is a skill to get the meaning of the reading text and interpret it information. This means that when someone reads the reading text, it is expected that it can get the meaning of the text. Moreover, Nunan (2003, p. 68) states that reading it combines the process of information from the text of their own background of knowledge to build meaning. In other words, it can be said that teaching reading in class requires students to understand text. That student must master the contents of the text reading to obtain meaning as well as an explicit meaning or explicit meaning. The ability for students to answer questions based on text is crucial in reading activities. According to Klingner (2007, Hal. 8) Reading comprehension involves more than just a reader's response to the text. Reading Comprehension is a

multi-component, very complex process involving many people's interactions between readers and what they bring to the text (previous knowledge, use of strategy) as well as variables associated with the text itself (interest in text, understanding of text types).

Extensive Reading is relaxed, informal, and allows students to choose reading materials based on their degree of severity and interest in it Extensive Reading is reading large amounts of text for general understanding with the purpose of having fun, and done individually and independently, so giving students the opportunity to choose material based on their own interests (Bamford & Day, 2004; Brown, 2009; Chun, Choi, & Kim, 2012; Green, 2005; Hashimoto, & Okazaki, 2012; Kirin, Poolsap, & Plongthong, 2012; Lituanas, Jacobs, & Renandya, 2001; Safaeia, & Bulca, 2013; Susser & Robb, 1990; Takase, 2007; Yamashita, 2008).

Thus, introducing the e-book into the Extensive Reading program proved to be beneficial for supporting literacy and language development (De Jong & Bus, 2003; LeFever-Davis & Pearman, 2005). An extensively reading e-book effect (ER) for first and second language learners on skills/skills such as vocabulary development and writing skills have also been reported (Adamson, 1995; Day & Bamford, 1997; Elley, 2000; Krashen, 1993).

Extensive Reading enhances reading and vocabulary comprehension

In addition to the influence on the students ' reading attitudes, extensive reading has been recognized as one of the most effective ways to improve understanding and vocabulary because of the influence of the number of the unattractive L1/L2 reading material exposure and meaning (Asraf & Ahmad, 2003; Davis, 1995; Ellis, 1995; Elley, 2000; Elley & Mangubhai, 1983; Hitosugi & Day, 2004; Kirin, Poolsap, & Plongthong, 2012; Mason & Krashen, 1997; Yamashita, 2008).For example, Lefever-Davis and Pearman (2005) stated that "e-books can indeed be an effective tool for teaching reading " (page. 453). e-books can facilitate student learning by reading more actively with simultaneous audio and visual input (McFall, 2005).. In short, extensive readings in many effective quantities help to improve reading comprehension and vocabulary ability. This corresponds to Krashen (1985) "In the hypothesis Input more and more comprehensive inputs are obtained, the more language acquisitions are growing, the vocabulary of learners can be enhanced with a wide reading, which is emphasized in reading for enjoyment without any compulsion.

Utilization of Web/Blog in learning Extensive Reading

Blogs are media that can be used to develop listening/reading skills along with the means to introduce new ideas, new vocabulary or difficult con-

cepts. Blogs can have embedded text and video or a brief talk podcast. This can be supplemented with a set of guide questions and vocabulary lists, another video from a short talk that explains the difficult points, or the video or podcast steps you want students to take in completing the task of understanding (thereby adding an oral dimension of instruction as an authentic form of verbal language).

Blogs can be created as a virtual classroom where students can learn anytime and anywhere on a condition connected to the Internet network. The Blog contains learning content, learning resources, discussion forums, and evaluation. In learning extensive reading students can read as much as possible a very reading that is given by online lecturers in the blog. They can also do discussions and work on tasks done online. Blogs help in the frequency of learning and the number of readings that students can read.

Using a blog helps students in browsing the English website (Campell, 2004), it can improve their English knowledge by chatting and interacting with other bloggers, students or even teachers, and making them able to read more articles online that builds their language skills.

3. RESEARCH METHODS

This method of research using the Borg and Gall version Development research method, in general, can be divided into three development procedures, namely product development procedures, learning design development procedures, and multimedia development procedures.

This study was conducted on the course extensive Reading English students of FKIP Untirta for a semester. Data collection was done through observations, interviews, documentation, and questionnaires. The collected data was analyzed qualitatively by means of data, recording, and interpreting using Nvivo 11 tools.

4. RESULTS AND DISCUSSION

Designing website Reading online

WordPress was an ideal choice for the first time creating a website. This CMS has enough scalability and works well for low or medium traffic websites. Some websites that use WordPress are TIME Magazine, CNN, TED, Techcrunch, NBC, and many more.

A. Preparing text

The first stage of the researcher on development was preparing the text. The preparation of the text in question was to prepare all materials and data that will be inserted into the e-learning site. Data in the form of materials,

titles, menus, and all supporting text in the creation of e-learning products.

B. CMS Wordpress Installation

This stage researchers install or set the e-learning site on the hosting server. All the components that have been prepared will be moved into the installation so that the E-learning site can work as expected.

C.Tutorial Video and animation Input

Video tutorials that will be included in the e-learning website come from YouTube.com and Internet. While the animation files obtained from the Internet have been modified using Macromedia Flash 8 to be more effective and communicative.

D. Combining components

Components that have been collected previously, compiled and combined to make the e-learning site more systematic.

In Extensive Reading (ER) based learning online using WordPress was done with the following steps: First design or design customized Web content with learning. Second, set up a learning plan that will be applied in extensive learning reading. Third, prepare the learning materials to be uploaded in WordPress. The four prepare the learning assignments that will be given in learning. Lastly, set up a learning evaluation.

4.2 Student response to online-based Reading learning

Based on students ' answers to questioner responses to the learning response of online-based reading in general they 80% respond well. Only part of the slightly is the negative response of online based learning. For details can be seen in the following table:

Table 1. Student response to ERO learning

No	Statements	Students' Reponses (%)			
		1	2	3	4
1	I agree with reading online learning	24	75		
2	Learning ERO is joyful	24	64	12	
3	Ero increases Speed reading	16	72	12	
4	Ero adds reading sources	28	72		
5	Ero increases reading comprehension	12	68	20	
6	Ero encourages students learning independently	5	75	20	
7	ERO increases student reading motivation	16	64	20	
8	ERO is helpful for reading learning	8	68	24	
9	I can share with friends	8	64	28	
10	ERO give chance to choose reading sources	37,5	62,5		
11	Student have difficulties in learning ERO	12	20	68	
12	ERO is suggested for students in learning reading	8	88	4	
13	I can plan my reading learning	12	68	20	
14	ERO increases my knowledge	24	72	4	
15	reading through ERO is efficient and effective	16	64	20	

Description: 1. Very agreed 2. Agreed 3. Disagree 4. Very disagreed
Based on the table above, 99% agreed with the learning reading on-line. For those learning with ERO fun (88%) This learning can increase the student's reading speed (88%). Not only did this learning also increased the reading motivation (80%).
Online-based defying helped students in the procurement of reading materials (100%) They have been subjected to reading materials updated in the library. With the ease of obtaining reading materials, it encouraged students to study independently (80%)
Some of the facilities and benefits gained from ERO learning include: ERO helped students in learning to read, ERO gave the freedom to choose a reading book and they can share it with his friend.
Many positive things in ERO, students recommended ERO as a medium of learning reading this was seen from the efficiency and effectiveness and also gave their opportunity to plan the reading activities independently.

5. CONCLUSIONS AND SUGGESTIONS

Based on the results of research discussion can be concluded: (1) reading learning by using WordPress as a media learning could be one of the alternative media and effective; (2) WordPress is an online-based application that can be create for learning activities by designing it as a web of learning; (3) Word Press can be used as one of the alternative media in learning Extensive Reading Online (ERO); (4) ERO is effectively used in the extensive of Reading. And lastly (5) ERO motivates students in extensive reading learning.
Based on the study results can be suggested the following: online-based differentiation can be advised as an alternative media of learning because it is efficient and effective and makes students active in learning to reading. To make it interesting the WordPress should contain the source of reading that corresponds to the student's interests and abilities and comes with the links of up-to-date reading resources. Lecturers should conduct regular control so that students ' learning is in accordance with the learning objectives so that self-learning is more restrained and accountable.

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