



## Integrating Technology into Extensive Reading for Students of English Study Program

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### ABSRTACT

*Reading cannot be separated in University level. Reading can be defined as a compulsory subject which consists of Intensive Reading and Extensive Reading. These subjects must be completed in different level. Extensive reading is the way for students to develop their competencies. However, most of students do not read in English extensively. They do not read English book, magazine, and others to improve their competencies meanwhile they are English students. In case, their motivation and scores are low. However, the lecturer has to integrate technology to improve, motivate and support them to read extensively. This research was qualitative research. The interview was the instrument. Finding showed that students' scores and motivation increase and they were accustomed to read extensively.*

*Keyword: Extensive Reading, Integrating, Technology*

### 1. Introduction

The aim of extensive reading subject is implementation students' knowledge in reading summary, graphs, charts, tables, inference, prediction, paraphrasing, abstract, literature, news, and so forth extensively. Students demand to have skill in it.

Reading is the key to knowledge of language. It is the fact. Day (2003:53) says that one who read extensively in the new language become better and more confident readers, improve their listening and speaking, and easy to write in English.

However, the students generally do not enjoy read. They are not interested in reading. They always said that reading is boring and spending much time for comprehending. They only read because of pressure from their lecturers and it is only at classroom. They do not read English once they leave the classroom.

Mikulecky and Jeffries (2007:3) says that extensive reading is the most efficient way to help students to be confident second language readers. They will change their old habit in reading. Furthermore, he states that extensive reading is reading for pleasure and it is a role in improving capacity for critical thinking. Moreover, according

to See (1993:4) “the best way to improve knowledge of foreign language is to go and live among its speakers. The next best way is to read extensively in it. Reading extensively gains broad of knowledge, increases vocabularies, improves grammar, familiar with English and to be confident to speak English. In addition, Nelson (2009) writes that extensive reading strengthens writing, listening, and speaking skill. Thus, it can be inferred that reading is as a basic skill that improves other language skills.

Extensive reading is not the habit for many students. Not many students enjoy reading. Therefore, used them to extensive reading, lecturer must use the best approach, methods, techniques and media for supporting them.

Besides, nowadays is the technology era. Internet can not be separated from students. The online resources are needed to support them. All of the students of English study program of university of Pasir Pengaraian have smart phone, and laptops with internet. This condition insists the lecturer to integrate technology into the classroom. He/ She can integrate extensive reading in smart phone and laptop with internet.

Thus, this research focuses on implementing technology into extensive reading. In other word, the students and the lecturer integrated technology into extensive reading subject to get students’ scores become well and they are accustomed to read extensively in and out classroom.

## 2. Review of Related Literature

### a. Extensive Reading

Extensive reading is reading as much as possible for pleasure. It involves the learners reading texts for

enjoyment and developing general reading skill. Bamford and Day (2004) states that there are some characteristics of an extensive reading. First, reading materials are well within the linguistic competence. Second, students are rare use dictionaries. Third, students freely select what they want to read and stop to read while they are not interest them. Fourth, reading is individual and silent reading. Moreover, they can read when and where they want. Fifth, there are few or no follow up exercise after reading. Sixth, students and lecturer can read extensively in group or community.

In this case, they can share the reading material, then, the lecturer can motivate and support students to read extensively, and monitor and evaluate students’ extensive reading activities.

### b. Integrating Technology in teaching

Technology is one of tool for interaction with life, society, and environment. In this era, technology conducts in and out classroom. Technology is integrated into the activities in order to meet today’s students’ needs. There are some technology can be implemented by the lecturer. They are smart phone, laptop with internet (modem or wifi). In smart phone, the lecturer and students can create social media group such as in whatsapp, Line, BBM, and facebook. Moreover, they can involve in blog, virtual storage, Mind Meister. Those produce effective teaching since it connects students and lecturer walk on into. The activities that can conduct students and lecturer for reading extensively as follow;

1. social media (facebook, BBM, Whatsapp) . first, Students and lecturer choose one of social media or create group involve

- whole students' account or ID/ phone number in all social media. Second, lecturer gives some group regulations in order to students do not talk or chat out of topic. Third, introduces reading materials and students choose one of them to read. Fourth, the lecturer motivates and supports them to read extensively. Fifth, the lecturer monitors and evaluates students reading development. Sixth, students are able to share their comprehending or difficulty while reading in group.
2. Blog and virtual storage. According to Setyawan (2014:34). The lecturer can apply virtual storage in extensive reading activities, as follow; First, the lecturer introduce of familiarize him/her self with URLs or Internet address. Create a website for the class. It can be free or payment. Second, upload list of useful websites to the site and create virtual storage account for swapping reading materials. Third, ask students to explore internet and search engines to find things to read on the Internet. Fourth, students must self selected reading material and read extensively. Fifth, ask them to choose a favorite passage from what they have enjoyed on the Internet, save the passage as word document or .pdf. Then, upload the document to the class virtual storage account. The purpose of uploading the file is to keep track of what and how much students read. Besides, the instructor and the students can swap their favorite reading materials.
  3. Mind meister. Mind meister one of the software. According to Wilson (2015:2), it as a tool that lets students capture, develop and share ideas visually. It lets students share their mind maps with many friends or colleagues and collaborate with them in real-time. Everyone can see changes made in the mind map immediately. Collaborators can quickly comment on topics, vote on ideas or discuss changes in our integrated chat. Furthermore He said that mind meister is visualizing students' ideas that are the most powerful way to communicate them to others. This software can apply in smart phone. First, the lecturer and students install this software. Second, the lecture create group and prefer some reading materials such as novel, poetry, short or long story, abstract, graphs, chart, table, and so forth. Third, students can click one of them and read it extensively. Fourth, students must map their ideas about the material and share it in group. Fifth, students and lecture can discuss their ideas.

### 3. Research Methodology

The type of this research was qualitative research. Subject of this research was semester fourth students of English study Program of University of Pasir Pengaraian. It consists of forty students; twenty two students were regular class and eighteen students were non-regular class. Sample of the research was whole of students. The instrument was interview. There were five questions given to the students. The questions

related to implementation of integrating technology into extensive reading subject. The questions were asked to all of students.

#### 4. Finding and Discussion

The data were gathered from interview. Every student / sample got five questions. In other word, there were twenty hundred answers delivered by students. The questions were given, as follow: 1. How do you feel while reading extensively through technology?. 2. Do you read extensively in and out of the classroom? Why?. 3. What is/are the effect/s of reading extensively through technology on you? 4. What is your motivation for reading extensively trough technology?. 5. Will you keep on reading extensively trough technology after finishing the subject? Why?

Finding showed that there are forty students' answers of the first question were same. They answered that they were happy and fond of reading extensively through technology. It means that all of the students enjoy reading extensively trough technology. Then, on second question, students have almost answers. There were all of students do reading extensively in the classroom and thirty two students read extensively in outside. Thus, they kept on read extensively wherever. Next, on the third question, students have different answers. Ten of them answered they enrich their new vocabulary and gain knowledge. Twelve of them answered they got much information. Five of them answered they were accustomed to read they had reading habit. Others answered that their pronunciation become well. Next, students had various answers on fourth questions. Seven of them answered that they forced to read it. Ten

of them answered they encourage to know about reading extensively trough technology and want to apply it. Others answered that they wanted to improve their skill. Last, some students were enthusiast answer last question. Thirty students answered that they kept on reading extensively after the subject has finished. Others said that they will read if they have enough time to do it.

The result showed that technology must integrate into extensive reading. It is line with Shelly et al (2010:72). They say that integrating technology into extensive reading is the solution for helping today's students to read extensively. Thus, the lecturer must apply technology in teaching to improve students' skill and easy to monitor and evaluate them whenever and wherever or in and outside classroom.

#### 5. Conclusion

Based on the finding and discussion, the result of study shows that students' reading score and habit become well. The students can read extensively whenever and wherever through technology (smart phone and laptop with internet. The lecturer can monitor and evaluate them in and outside classroom.

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