"Pengaruh Membaca Ekstensif Online terhadap Kemampuan Mambaca Teks Akademik Untuk TOEFL Bagi Mahasiswa STKIP PGRI Bangkalan."

"Investigation of the Effect of Online Extensive Reading on Students' Reading Ability toward TOEFL Test for Students of STKIP PGRI Bangkalan"

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Abstract:
The present study investigates the effect of online extensive reading on students' reading ability on English proficiency test. Besides, students' perceptions on the use of online extensive reading were also studied. Eighty students are involved in this study in divided into two groups namely 40 students for experimental group and 40 students for control group. Students' perceptions on online extensive reading were investigated after the implementation through a questionnaire. In addition, *independent sample t test* was used to figure out the score difference between the two groups. It was found that students attained overall good perceptions toward reading journal articles related to suitability, reading pace, and motivation. A significant difference was found in the gained score difference between experimental group with online extensive reading and control group with non online extensive reading in which *p* value .000< significance .05. The result of this study is on pedagogic significance that teaching reading with online extensive reading is found effective.
Keywords: Online extensive reading, perceptions, English proficiency test

Abstrak:
Penelitian ini menginvestigasi pengaruh membaca ekstensif online dalam kemampuan membaca dalam *English Proficiency Test*. Selainitu, persepsi mahasiswa terhadap penggunaan membaca ekstensif online juga diteliti. Delapan puluh mahasiswa dilibatkan dalam penelitian ini dimana empat puluh mahasiswa ada pada kelompok eksperimental dan 40 lagi dalam kelompok kontrol. Sebuah kuisioner diberikan untuk menginvestigasi persepsi mahasiswa sesudah penerapan membaca ekstensif online. Selain itu, rumus *independent sample t test* diterapkan untuk mencari tahu perbedaan nilai kedua kelompok. Ditemukan dalam penelitian tersebut bahwa mahasiswa memberikan persepsi dimana secara keseluruhan bagus terhadap membaca ekstensif online dalam hal kecocokan teknik, kecepatan membaca, dan motivasi. Peningkatan yang signifikan ditemukan dalam selisih nilai sebelum dan sesudah penerapan membaca ekstenif online dimana *p* value .000 < significance .05. Hasil dari penelitian ini adalah pada pentingnya pembelajaran dimana pengguanaan membaca ekstensif online dinilai efektif.
Kata Kunci: Membaca ekstensif online, persepsi, *English proficiency test*

The reading development abilities really depend on learners' experiences in reading, habits, enjoyment, and variety of books read. Studies have found that when students read a lot outside classroom with their pleasure, they (a) have substantial vocabulary learning and learners' development in spelling and vocabulary knowledge (Soltani, 2011), (b) develop students' autonomy, expand English Proficiency, increase students' confidence in their ability in reading comprehension and reading rate, and improve students' memory and has better focus (Wardani, 2014).

Grabe and Stoller (2002:13) advocate the view that students' abilities on reading texts may vary depending on the tasks, motivations, goals, and language abilities. Students' language abilities comprise lower-level processes (dealing with automatic linguistic processes) and

higher-level processes (dealing with prior knowledge and inferencing abilities). These two abilities need to be trained for students in intermediate even advanced learners to read effectively and fast. Effective reading academic texts must use the two tools; lower level process and high level process to grab the meaning of the text especially when background knowledge is helpful on it. Hermida's (2009) study proposes that students need to be taught categories of analysis which are specific to academic discipline. General categories of analysis to interact with academic texts take account of the following: (i) reading purpose; (ii) context; (iii) author's thesis; (iv) deconstruction of assumptions; (v) evaluation of author's arguments; and (vi) consequences of author's arguments.

Reading section on any English Language Proficiency Test has been found in any kind especially Test of English as a Foreign Language (TOEFL). Students in English majors are prepared for such tests with the proper strategies on each section including reading which measures the ability to read and understand academic reading material in English. It widens the topic into several big ones comprising arts, humanities, life sciences, physical sciences, social sciences as it is mentioned by Educational Testing Service (ETS) that held the official ITP TOEFL (https://www.ets.org/toefl_itp/content). To face the reading test, students need to prepare themselves by implementing good strategies to comprehend and to increase the reading pace in order to accurately and quickly answer the questions.

Teaching reading to prepare students for English Proficiency Test such as TOEFL can apparently use strategy of extensive reading carried out online. Open access of online journals can be a vast library accessed anywhere with internet. Internet sources have been more popular today for all skill teaching including teaching reading. A number of researches on using web resources for reading have been such as the use of concordances, electronic dictionary look-up, hypertext glossing, yahoo groups, and online magazine (Silva, 2009; Lyutaya, 2011).

Internet and Extensive Reading (ER) can actually be integrated for teaching reading. Extensive reading is one of the strategies in teaching reading has been taken into account to increasing reading speed and comprehension for any age groups. A number of research has been accomplished to investigate and to test the effectiveness of ER as the well-applied strategy for high speed reading like what has been conducted by Silva (2009) and Wardani (2014). ER was conventionally done with physical library available at universities or schools. However, in this digital epoch, it is possible to conduct ER though digital open sources through internet. Silva (2009) attempted to implement the web-based program of ER through downloaded, printed materials. An out-of-class reading program was also designed. Students were asked to photocopy and read articles from the above-mentioned magazines and prepare a second portfolio.

Shifting offline to online extensive reading is a must in this 21st century with advanced technology around us. Shifting from traditional extensive reading to online resembles a challenging task for the educator in that the open web sources are massively varied. Reading for English proficiency test can also be encountered though this treatment by adjusting what is needed to fulfill the content of the topics of reading will be found in the test. Educators should be aware that the essence of extensive reading is that it involves a large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed (Nation, 2008:50). Students' interest needs to take it for granted based on their level of difficulty and topics they are interested in and understand (Harmer, 2007:283)

To adjust the rapid development of technology and to modify the ordinary

model of extensive reading, the researcher attempts to investigate the effectiveness of online extensive reading on students' ability in reading toward English proficiency test. Besides, their perspective was also studied and later be presented in descriptive statistics.

Method

This study was conducted in one class of English Proficiency Test Preparation at STKIP PGRI Bangkalan consisting of forty students with 25 females and 15 males. The course has a teaching of TOEFL test in which all three sections are taught including reading comprehension. The students are aged between 19 to 22 years of age with intermediate English proficiency.

The researcher focused on web-based resources for materials of reading, i.e. online journal related to topics tested on TOEFL test. Students were given a reading log adapted from Lyutaya (2011:27) in which there are several important parts of the log comprising key vocabulary along with synonyms or definitions, summary, and reaction. Students were trained to find the synonyms to widen their vocabulary. Then, they were instructed to make summary of the article. It trains the students to synthesize and summarize what they have read. Reaction reflects on how the students give their opinions based on their understanding on the issue.

Topics for reading materials are included in the log into four journals indexed in Scopus and DOAJ (Directory of Open Access Journal):

No	Name of journal	Website	Scope
1	TEFLIIN Journal	http://journal.teflin.org/index.php/journal/index	Education
2	IPI	http://id.portalgaruda.org/?ref=browse&mod=area&area=90	Earth and planetary science
3	Journal of Educational, Health and Community Psychology	http://id.portalgaruda.org/?ref=browse&mod=viewjournal&journal=5539	Education public health
4	International Journal of Research Studies in Psychology	http://www.consortiacademia.org/index.php/ijrsp/issue/archive	Psychology

In eight weeks, students were assigned to make at least five reading logs with different scopes by choosing articles provided in the websites based on their interest on the titles and level of difficulty and length of articles.

Research Design

The present study employs quasi-experimental group design combined with survey to find out the students' perceptions towards before and after the implementation of online extensive reading. Two classes were chosen among four at the seventh semester. Each class had the same opportunity to be selected as the sample.

Instrument

An instrument was applied on this research namely English Proficiency Test on the form of TOEFL-Equivalent test given on either on the stage before and after online extensive reading had been applied. Test of Reading for TOEFL was given to the participants to collect data and the data was then compared using statistical calculation through SPSS 17.0. Besides, another form of instrument, questionnaire, was applied to figure out

students' perception toward online extensive reading.

Previously, validity and reliability of both instruments were tested. Test instrument in the form of English reading proficiency test was tested in another different class for its independence and gained reliable with Cronbach 0.639 through Pearson Product Moment in SPSS.

Instructional procedures

The participated students were randomly divided into 2 groups using cluster sampling techniques. There are five classes considered population of this study, all of which got the same opportunity to be the sample for control group and experimental group. In this research, the whole number of students chosen were 80, therefore two groups were formed out of 80 participants. 40 participants were chosen for the experimental group and 40 students for the control group. In both groups, reading comprehension was taught, however, merely at experimental group were taught by implementing online extensive reading for the whole eight weeks. Control group merely received the ordinary instruction using printed materials from course textbook.

Data collection and Analysis

The pretest and post-test English reading proficiency test and questionnaire in the end of extensive reading were given during the research period. It indicates that there are two stages of data obtained in which the first one is the score of English reading proficiency test and the second one is questionnaire to find out the students' perceptions. Both were calculated statistically through SPSS 17.00 with independent sample test. Independent samples T-test was used in SPSS calculation since the two groups were not related in anyway. Besides, there was only one test applied in the research for statistical calculation (Salkind, 2010: 219).

Results

The following is the result of data result and analyses of experimental and control group for eight-week treatment using online extensive reading for EFL learners. For the whole eight weeks, students made at least five logs as the report for their reading. In the end, posttest was administered for both groups to compare the score mean difference.

Table 1. The result of post test experimental group and control group

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.395	.532	-5.038	78	.000	-3.350	.665	-4.674	-2.026
	Equal variances not assumed			-5.038	77.627	.000	-3.350	.665	-4.674	-2.026

*alpha .05

Levene's Test for Equality of Variances shows that the Sig. is .532 is higher than alpha 0.05. It shows that the sample observed is homogenous and upper row of the table is considered. The next part, If p value is lower than alpha, H_0 is rejected and H_a is accepted. If p value is higher than alpha so, H_0 is accepted and Ha

is rejected. It seems that .000 is lower than alpha .05. The null hypothesis says that students who are taught with online extensive reading show lower score in English Proficiency Test than those without online extensive reading. Based on the obtained data, the researcher draws conclusion that H_0 is rejected and H_a is accepted in which .000<.05.

The descriptive analysis of frequency and percentages of students' responses (items1-8) are presented both as a bar chart in Figure 1 and in table 2. They clearly indicate students' perceptions toward online extensive reading that showed positively after the program held.
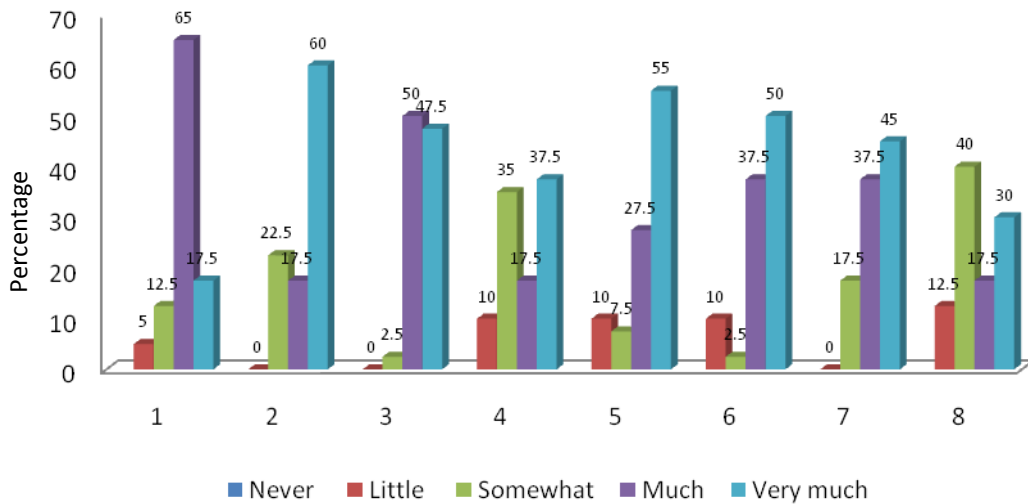

Figure1.The result of questionnaire on students' perception on online extensive reading

Table 2.The frequency result of questionnaire on students' perception on online extensive reading

No.	Students' perceptions	Never (1)	Little (2)	Some what (3)	Much (4)	Very much (5)
1	Online extensive reading is suitable to be used in a TOEFL reading course.		2	5	26	7
2	Online extensive reading is better tasks for TEOFL reading class compared with other ordinary tasks			9	7	24
3	Using Online extensive reading helps improve my English.			1	20	19
4	Online extensive reading helps more than regular reading book in improving my TOEFL reading.		4	14	7	15
5	Using Online extensive reading helps increase my interest in reading academic texts.		4	3	11	22
6	Online extensive reading helps more than regular reading book in increasing score in TOEFL reading.		4	1	15	20
7	Using Online extensive reading increases my reading speed.			7	15	18
8	Online extensive reading helps more in motivating me to read.		5	16	7	12
Total		0	19	56	108	137

5

In the end of the implementation of online extensive reading, a set of questionnaire was given to experimental group to figure out their perceptions toward it. This has a purpose that the researcher not only receives the data of score about the effectiveness, but also how is seen from students' mindset.

Question number one asks whether or not online extensive reading is suitable for teaching reading for English Proficiency Test preparation. Data show that as many as 65% respondents considered suitable to implement by answering much on the questionnaire, and only 2% responded little. This question checks the students' first impression after online extensive reading had been implemented.

60% students feel that online extensive reading is better than other ordinary tasks that they have received during the semester. This kind of task is like project based but without group work, but use individual work instead. Through the task, students can explore the content of journal and integrate reading and writing in the reading log which is integrated skills learning (Lyutaya: 2011) especially with writing. As a result, students feel that their English is much and very much improved in the questionnaire as many as 57% and 47.5%.

When asked if online extensive reading helps more than regular reading book in improving my TEOFL reading, students answered it variedly. 10% students answered little, 13.5% students answered somewhat, and 17.5% students answered much, and the rest 37.5 responded very much. This finding shows that other books used for daily reading can still be considered more interesting for some students instead of reading articles in journals. However, a number of 37% students responded helpful compared with traditional books.

More than half respondents responded that online extensive reading can help them interested more in reading academic texts. The open access journal can open up their information sources of articles provided with varied scopes and topics. As the implication for that, most of the students - 37.5% and 50% students- said they much improve their score in reading.

The reading log given for students' reading report contains information about the minutes spent for reading one article. It is followed up on questionnaire in which students asked about reading pace on question number seven. All students responded that they increased their reading pace with different improvement. 17.5% said somewhat, 37.5% said much, and 45% said very much. Reading pace will increase when reading habit is built. Extensive reading can be a way of it.

Last, students' motivation to read was also asked. Online extensive reading is considered giving motivation for them to read more outside the class, although not very significant. Only 30% students responded very much, 30% much, and the rests are in the option of little and somewhat.

Discussion

The outcomes obtained from the this study confirmed previous studies related to extensive reading that proposed to incorporate literature into ESL/EFL classes (Tien, 2015; Ghiabi, 2014; Edy, 2014; Wardani, 2014; Tsai, 2012; Soltani, 2011; and Silva, 2009). Most of the studies focused on extensive reading with books from physical library and a few from internet resources. On this present study, the researcher would like to turn traditional extensive reading into online extensive reading due to the vast references obtained from global internet. In addition, the researcher implemented the extensive reading into academic texts tested in English language proficiency such as on the common TOEFL test. The academic texts can be found in many websites of which students can download The hypothesis testing shows that the

articles based on their interest and level of difficulty. This is also supported by Silva (2009) that electronic texts can be easily read off-line through the computer screen, downloaded and printed from internet webs.

Despite difficulty the students cope when reading the academic texts, students' perceptions on this online extensive reading are overall good proven from responses of each question in questionnaire given. This present study included descriptive statistics related to their perceptions in order to provide the readers portraits of what the students think after they have been given such reading assignment. In conclusion, online extensive reading can make them interested more in reading, especially academic texts. It can motivate them to find out more through the articles and eventually enhanced their score in reading on TOEFL test. However, there are some drawbacks need to be mentioned: the sample size was 80 learners; if the sample increases the result may differ. Besides, the time span acquired for this study was only two months.

Conclusion and suggestion

The purpose of the present study was to investigate the effect of online extensive reading on students' reading ability in English proficiency test. The hypothesis testing confirms that H_0 was rejected and H_1 was accepted meaning that students who are taught using online extensive reading have better sore in TOEFL reading score than those taught without online extensive reading. It shows us that online extensive reading was found having effect on students' reading ability in English proficiency test, especially in reading section. Another result from questionnaire found that from students' perspective, the strategy of online extensive reading is suitable to implement at, increase reading speed, and make them motivate to read more.

Further research is suggested longer time span for reading to study online extensive reading for English for Specific Purposes (ESP) classes. This is due to ESP is the scope of specific English needed special treatments for the content of text in certain disciplines.

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Appendix

Reading Log

Online Extensive Reading

Five (5) reading logs are required throughout a whole month by each student to be submitted online for the weeks required. Five (5) additional reading logs may be completed for extra credit. The student must use the following journal websites to find an article 600-2500 words in length to make it analyzed in your reading log.

No.	Name of journal	Website	Scope
1	TEFLIIN Journal	http://journal.teflin.org/index.php/journal/index	Education
2	IPI	http://id.portalgaruda.org/?ref=browse&mod=area&area=90	Earth and planetary science
3	Journal of Educational, Health and Community Psychology	http://id.portalgaruda.org/?ref=browse&mod=viewjournal&journal=5539	Education public health
4	International Journal of Research Studies in Psychology	http://www.consortiacademia.org/index.php/ijrsp/issue/archive	Psychology

1. The student uses the blank reading log sheet provided below .Use SAVE AS, complete the assignment, save it and attach it to your assignment for the appropriate week.
2. On the Reading Log, at least eight (8) vocabulary words will be found from the article and the student will provide their definitions of those words.
3. For each article a ten sentence summary and a ten sentence reaction will be required.

Name: Date: Log #:

Title:	Author:
Journal:	Publication Date:
Minutes spent reading:	Times read:

Key Vocabulary:

1.
2.
3.
4.
5.
6.
7.
8.

Summary (at least 300 words)

Reaction (at least 300 words)