



Engaging Secondary Efl Students In Digital Novel-Assisted Extensive Reading Activity

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Abstract

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Extensive reading has been suggested as one of the most successful ways to develop reading skills. The aim of this researchers is to investigate teachers' strategy in involving students in extensive reading classes using digital novel media, and to explore the students' views in participating in. The data collection was carried out through observation and interviews. An English teacher and six students of class IX participated in this study. This researchers aimed to investigate the application of teachers involving students in extensive reading classes using digital novel media, and to explore the students' views in participating in extensive reading learning assisted by digital novels. This study uses qualitative researchers that focuses on students' experiences in reading extensively with the help of digital novels in making reviews. In addition, the researchers uses a narrative inquiry method to explore students' experiences of extensive reading with the help of digital novels. Researchers also use interviews to collect data and a list of questions as researchers instrumentation. The results show that the use of the digital novel in involving students in extensive reading classes makes students very active and enthusiastic in the extensive reading activities. the students enjoyed reading activities. In addition, students were interested in learning to read extensively because they felt that extensive reading activities assisted by digital novels make them accustomed to reading unconsciously. However, there are several challenges faced by the students such as difficulties in technical problems, some students also faced with poor signal connections problems. Furthermore, the students found that the use of the digital novels was more economical, practical, and accessible and attractive in design. Thus, students thought that the extensive reading technique mediated by digital novels is suitable for learning to read.

Keywords: *engaging student, extensive reading, digital novel*

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INTRODUCTION

Extensive reading has been proposed as one of the most successful ways to develop reading skills because it can be used to expose second language (L2) learners to a large amount of meaningful input, inspire L2 learners to read, and lead to the development of competent reading skills (Day & Bamford, 1998). Learning, including extensive reading, can move forward using educational applications other than literature and language teaching (Blakqori, 2020). Over the decades, people have become increasingly interested in extensive reading programs. The most essential thing about extensive reading activities is that students can choose their own reading. The reading level chosen also tends to be appropriate or below the ability of each student. So, they can enjoy reading because there is no specific direction in choosing a reading. Extensive reading can be used as habituation and

enrichment to develop an interest in reading so that the feeling of 'fun' and without bills needs to be presented.

The problems that I have from preliminary researchers at school are that most students admit that when they have to read a text, they often feel bored. Some students seem not interested in talking to each other and reading textbooks on their heads, and learning to read is still done at random. Learning to read is rarely done to encourage students to develop an interest in reading and the correct reading style, and they feel bored when looking for suitable reading materials but were more shown for practical purposes, namely the ability of students to answer reading questions, which shows terrible habits. As a result, children do not have an interest in reading, and they often a lack of understanding to the meaning. On the other hand, in general, there are still many teachers who use traditional methods and media in teaching. English teachers are required to use more effective teaching media to help students learn the target language (Wahyudin, 2019), and guide them to become independent learners (Aminatun & Oktaviani, 2019).

Regarding to this situation, digital novel can be considered to an alternative media to EFL learning. Students need interesting media which make them feel happy and make it easy to get straight to the core of the material being taught (Januarty, 2018). Digital novels exist as a medium that offers a new world of reading, which is lighter, practically easier for students to read whenever they want, and easily accessible. It is an alternative for students to increase interest in reading. Advances in technology today encourage many changes in human life from the information age to the digital era in fields (Fitria, 2018). They are considered efficient and effective media if they can convey educational messages to their readers, with attractive packaging that has its own charm for readers. In reading, novel is recognized as an innovation, and one of the most significant learning and teaching that is often adopted in programs that involve extensive reading, reading pleasure, and literary circles. As extensive reading contributes to the acquisition of a complete novel reading, it also provides excellent authentic exposure to the target language. It can therefore be a very effective tool.

There has been researchers elaborating on novel-mediated extensive reading. That researchers has also contributed to knowledge development, particularly regarding reading competency. Several previous studies have elaborated various topic, such as the impact of reading extensive novels on performance in understanding English to combat English failure at the secondary school level (Dhliwayo, 2020). The other researchers, Sasalia & Sari(2020) focuses on students' perceptions of the use of novels in reading, because novels are used by students to evaluate their reading abilities. Yanti (2022) also conducted a study that focused on reader feedback on several digital novels. In addition, a researchers on the role of media in learning EFL digital novels in the digital literacy era has been carried out by (Putri 2019). To complete with this issue, Benway (2011) also researched on the use of digital novels to enhance the reading experience.

The various researchers indicate that the topic is so broaden and requires the advanced researchers to complete with. Even though there has been researching on the role of the digital novel in learning to read, there has been little focus on how teachers apply the digital novel in enhancing the reading experience. Therefore, the researchers are interested in exploring teachers' strategies to engage students in

extensive reading activities mediated by digital novels and students' views on this digital novel. In connection with the above, the researchers are encouraged to conduct a research entitled "Engaging Secondary EFL Students in Digital Novel-Assisted Extensive Reading activities"

METHODS

The researchers used a qualitative approach in this study. Qualitative research was used to understand the concepts, opinions, or experiences (Xiong, 2021). The researchers used a qualitative approach because this research aimed to explore the qualitative data which is more detailed and in-depth, considering that this research focuses on students' experiences. In addition, the research results described a view of digital novels on the extensive reading experienced by the participants.

The research design used in this research is narrative inquiry. The reason I chose to use narrative inquiry because the researchers needed to gather extensive information about teachers engaging students in digital novel-mediated extensive reading classes and students' views of the use of digital novel-assisted extensive reading in their reading classes. To be more specific, narrative inquiry was suitable for documenting processes and changes that occur over time. In addition, to providing insight into students' assumptions and beliefs about how they learn, narrative inquiry also allows the researchers to access participants' identities (Heigham & Croker, 2009). Besides narrative inquiry was used to analyze and write about the lives of individuals in chronological order of events. The researchers needed to have a clear understanding of the results of interviews with students' views during the extensive reading process mediated by digital novels.

In order for data to be obtained maximally and to achieve research objectives, researchers need to dig up in-depth information. There are several data collection techniques that are believed to be able to support this research, including observation, the researchers made observations of six grade IX students accompanied by the teacher, and the researchers adjusted the participant's schedule. And the researchers conducted interviews after the learning process ended directly so that students could find out all their experiences during the implementation of extensive reading activities assisted by digital novels and the impact of their use, as well as their feelings when using digital novels as reading material.

RESULTS & DISCUSSION

Results

1. The teacher strategies to engage students in digital novel-mediated extensive reading activity class.

a. Extensive reading activity mediated by digital novel

In this finding, the researcher made observations while the teacher applied the extensive reading teaching method mediated by digital novels. Apart from that, the researcher also conducted an interview with a teacher who has applied the extensive reading teaching method. The implementation of teaching extensive reading by teachers can be answered from observing the results and also supported by observation sheets or field notes.

To strengthen the data, the researcher took data from the observation checklist according to the observation checklist, at 11.00 pm the first meeting, the teacher

went to class with the researcher. Class activities begin when the teacher and researcher enter the classroom. The teacher greeted the students and the students answered the greeting. After that, the class leader led all students to pray together before the learning process. Then the teacher checks the attendance of students after all of them have finished being absent one by one students. The teacher then walks to the center in front of the class the teacher will explain the learning material that students will learn on the first day of research. The teacher provides several explanations regarding the meaning of extensive reading, types of extensive reading, and extensive reading techniques, as well as learning objectives. Students are very enthusiastic when the teacher explains what extensive reading is. After that the teacher asked the students whether the students had understood the material and whether there was anything they wanted to ask. All students answered that they understood the material that the teacher had explained. The next day the teacher instructs students to do extensive reading activities. The teacher has provided instructions for reading digital novels in pdf format which have been sent to the class WhatsApp group by freely selecting digital novel titles according to students' interests. After the lesson is finished the teacher does not forget to order students to pray and the teacher greets. In the second meeting the next day at the same time at 11.00 pm the teacher went to class with the researcher again. The teacher also ordered students to present it via video sent to the WhatsApp group. After all of them submitted video presentation assignments via the WhatsApp group which had been instructed by the teacher to give grades. After the lesson is finished the teacher does not forget to order students to pray. Finally, the teacher said hello. There were several interesting things from the results of the interviews that have been conducted, one of which was about student activities while the teacher applied the extensive reading method mediated by digital novels. The following was a quote from a teacher as the first participant in this study.

Dari sekolah kita telah ditentukan jadwal satu pertemuan itu selama 40 menit. Biasanya ibu menyampaikan materi dengan cara menjelaskan terlebih dahulu materi yang akan disampaikan kepada siswa, setelah itu ada pertanyaan dari siswa apa tidak, kalo tidak ada dan siswa sudah jelas lalu siswa diberi tugas. Kita mendalami tentang membaca extensive. Siswa diberikan tugas untuk membaca novel digital dengan judul yang mereka pilih. Guru membimbing siswa untuk membuat resensi tentang judul novel digital yang dibacanya. Setelah itu, guru menyuruh siswa untuk menyiapkan kertas dan membuat resensi dari dalam novel digital dan guru hanya mengawasi selama siswa mengerjakan tugas. Di akhir kelas, para siswa menyerahkan pekerjaan mereka kepada guru untuk dikirim di grup WhatsApp, dan untuk mempresentasikan hasil temuan mereka melalui video. Guru mengakhiri pelajaran dengan mereview apa yang telah dipelajari. Setelah itu, guru menutup pertemuan.

[Our school has determined the schedule for one meeting for 40 minutes. The mother usually conveys the material by first explaining the material to be delivered to the students, after that there are questions from the students or not, if there is not and the students are clear then the students are given assignments. We delve into extensive reading. Students are given the task of reading a digital novel with the title they choose. The teacher guides students to make a review of the title of the digital novel they are reading. After that, the teacher instructs students to prepare

paper and make reviews from within the digital novel and the teacher only supervises while students are working on assignments. At the end of class, students submit their work to the teacher to send in the WhatsApp group, and to present their findings via video. The teacher ends the lesson by reviewing what has been learned. After that, the teacher closed the meeting.]

Interview Teacher, MH, Participant 01

Kemarin saya telah belajar membaca extensive. Kita disuruh guru untuk memilih judul novel digital yang kita suka, dan di perintah untuk membuat resensi isi novel yang sudah kita baca. Sesudah itu kita juga diperintah untuk mengumpulkan tugas melalui grup WhatsApp dan masing masing siswa mempresentasikan melalui video hasil yang telah ditemukan.

[Yesterday I have learned to reading extensive. We are told by the teacher to **choose the title of a digital novel that we like, and are ordered to make a review of the contents of the novel that we have read.** After that we were also ordered to submit assignments through the WhatsApp group and each student presented through a video the results that had been found.]

Interview, ZA, Participant 02

Based on interview with the second participant, he explained that the teacher asked students to choose the title of the digital novel, then the teacher asked students to make review and present them in video form sent via the WhatsApp group. The following is an excerpt from the interview of the third participant.

Dalam pembelajaran membaca extensive, guru meminta siswa untuk membaca novel digital. Kemudian siswa diinstruksikan untuk membuat resensi novel digital yang telah saya pilih. Setelah itu siswa diperintahkan untuk membuat video hasil resensi yang telah dibuat.

[In learning to reading extensive, the teacher **asks students to read digital novel.** Then students were instructed to make a digital novel review that I had chosen. After that, students are **instructed to make a video of the results of a review that was late made.**]

Interview, FAS, Participant 03

The interview with the third participant said that learning to reading extensive, the teacher asked students to read digital novel. Then the teacher instructs to make a review of the novel that has been read and finally makes a video of the review results. The following is an excerpt from the interview of the fourth participant.

Kemarin saya telah belajar membaca extensive. Kita disuruh guru untuk membaca novel digital, dan kita juga disuruh membuat resensi novel digital yang telah saya baca. Setelah itu siswa disuruh membuat video menyampaikan hasil yang telah dibuat resensi.

[Yesterday I have **learned to reading extensive. We were told by the teacher to read digital novels, and we were also told to write reviews on digital novels that I had read.** After that, students are asked to make **a video conveying the results that have been made by the reviewer]**

Interview, NZ, Participant 04

The fourth participant interview was almost the same as the third participant. The third participant said that the teacher had explained the definition of extensive reading and the teacher instructed students to read digital novels. After that, students make review and make video review that have been made. The following is an excerpt from the interview of the fifth participant.

Pertama guru menjelaskan definisi membaca ekstensif, kemudian kita disuruh membaca novel digital dan juga membuat resensi. Setelah membuat resensi guru menyuruh siswa membuat video resensi yang telah dibuat dan dikirim ke WhatsApp grup.

[First the teacher explains the definition of extensive reading, then we are told to read digital novel and also make reviews. After making a review the teacher instructs students to make a video review that has been made and sent to the WhatsApp group].

Interview, KCC, Participant 05

The fifth participant interview was almost the same as the third and fourth participant. The fifth participant said that the teacher had explained the definition of extensive reading. The teacher asks student to make a review and make a video of their findings and send them to the WhatsApp group. The following is an excerpt from the interview of the sixth participant.

Mrs menjelaskan definisi tentang membaca extensive, kemudian Mrs bertanya apakah ada pertanyaan kepada siswa. Dan siswa menjawab tidak ada, setelah itu Mrs memberikan tugas membaca novel digital. Terakhir Mrs menyuruh untuk membuat resensi dan presentasi video hasil dari membaca novel.

[Mrs. explained the definition of extensive reading, then Mrs. asked if there were any questions to the student. And the student answered no, after that Mrs. gave them the task of reading digital novel. Finally, Mrs. ordered to make a review and video presentation of the results of reading the novel].

Interview, RAR, Participant 06

The interview for the sixth participant was almost the same as the previous participant. Student told that Mrs. explained the definition of extensive reading. Then Mrs. asked the student if they had any questions. Student are given the task of reading digital novel and making review along with video presentations. The following is an excerpt from the last interview of the seventh participant.

Saya membaca novel digital yang berjudul April in Moscow Setelah itu saya diberi tugas oleh Mrs membuat resensi yang telah saya baca kemudian Mrs juga menyuruh saya membuat video resensi tersebut dan dikirim ke WhatsApp grup.

[I read a digital novel entitled April in Moscow After that I was given the task by Mrs. to make a review that I had read then Mrs also told me to make a video review and sent it to the WhatsApp group].

Interview, KMS, Participant 07

The last participant explained that he had read a digital novel entitled April in Moscow. After reading, the students were given the task of writing a review. And finally, student presented their findings in a video and sent them to the WhatsApp group.

Based on the data above, the teacher explained about the teacher activities involving students in extensive reading classes mediated by digital novel. The first stage, the teacher conveys the material to students. Second, the teacher gives assignments to students to review the digital novel they read. Next, students do the assignments given by the teacher. Finally, students collect assignments and present their findings through video that are uploaded in the WhatsApp group. The teacher statement is the same as the student's statement. The following is an excerpt from the student interview as the second participant.

2. Student views on the extensive use of digital novel-assisted

a. Students' views on extensive reading activities assisted by digital novels

In this finding, the researcher looked at learning activities when students reviewed digital novel. The students look very happy while reading digital novel. They also sometimes tell each other about the content of what digital novel they have read. In addition, the researcher conducted interviews with six students who were learning extensive reading with the help of digital novel. All students gave positive responses about their views during extensive reading lessons assisted by digital novel. Students' positive responses can be seen in the following interview excerpt data:

Membaca novel digital cukup menarik, karena saya lebih tertarik membaca di Handphone dari pada di buku gampang membosankan.

[Reading digital novel is quite interesting, because I'm more interested in reading on my Handphone than in books that get boring easily]

Interview with student, RAR, Participant 01

Based on the students' interview excerpt data above, the student explained that reading digital novel was quite interesting. Because student is more interested in reading on cell phone than in books that are easily boring. The same is true for the interview excerpt from the second participant below:

Saya suka membaca novel digital. Saya mendapatkan pengalaman baru dan juga murah tahan lama.

[I like reading digital novel. I get a new experience and also cheap durable]

Interview with student, FAS, Participant 02

The second participant also said that he likes reading digital novel. The student got new experiences, at affordable prices digital novel are easy to get, and durable. The statements of the first and second participant were almost the same. The third participant interview is different from the participant interview below:

*Saya merasa setelah melakukan ekstensif reading **ketertarikan membaca saya bertambah** mungkin karena selama ini saya membaca dengan keterpaksaan tetapi dengan ekstensif reading membaca jadi lebih menyenangkan dan menarik.*

[I feel that after doing extensive reading **my interest in reading has increased** maybe because so far. I have read compulsorily but with extensive reading reading has become more fun and interesting]

Interview with student, ZA, Participant 03

The third interview participant stated that reading interest increased when doing extensive reading and reading was more fun and interesting. The next student positive response can be seen in the following student interview excerpt data:

*Belajar membaca ekstensif membuat saya tertarik untuk membaca karena **bisa menambah pengetahuan, dengan membaca ekstensif bisa mempersingkat waktu.***

[Learning to read extensive made me interested in reading because it **can increase knowledge, by reading extensive it can save time**]

Interview with student, KCC, Participant 04

The third and fourth participant interview almost equally explained that extensive reading made him very interested in reading because it **can increase knowledge and shorten time**. The same is true for the fifth interview below:

*kegiatan membaca ekstensif juga dapat menambah **pengetahuan tentang kosakata baru.***

[Extensive reading activities can also increase **knowledge of new vocabulary**]

Interview with student, NZ, Participant 05

The fifth participant stated that extensive reading activities can increase knowledge of new vocabulary. The last participant statement can be seen in the following interview excerpt data.

Saya sangat senang sekali bisa belajar membaca ekstensif dan membaca novel digital dengan desain dan penampilan yang menarik saya menjadi lebih semangat untuk selalu membaca.

[I am very happy to be able to learn to read extensive and read digital novels with an attractive design and appearance. I am even more excited to always read]

Interview with student, KMS, Participant 06

The last interview participant explained that he really enjoyed learning to read extensively and read digital novel because the attractive appearance made him more enthusiastic to always read.

There are six students in this study. Based on the interview data above, there were four students who stated that they were interested in learning to read extensive. They said that reading extensive could increase their knowledge of vocabulary. In addition, they stated that they like digital novel. Based on the interviews above, all students stated that they were interested in learning to read extensive with the help of digital novel because they could gain new knowledge, new experiences, and with digital novel they would no longer be bored while reading.

a. The difficulties faced by students during extensive reading activities with the help of digital novels

Based on the results of the interviews, the researcher obtained information that in carrying out the extensive reading activities that had been carried out, there were some difficulties that the teacher and students encountered. In previous findings, the researcher has discussed students' positive responses regarding their feelings during extensive reading assisted novels. In this finding, several students had experiences related to the challenges or difficulties experienced during extensive reading activities assisted by digital novels. Student views that describe student difficulties during activities when reading extensive assisted digital novels can be found in the following interview excerpt data below:

Dari segi bahasanya, karena ini masih tingkat SMP jadi kebanyakan teks yang diajarkan standar semua atau yang bisa dipahami gitu, kalo dikasih bacaan atau novel dengan pembahasan yang berat, biasanya siswa kurang paham.

[In terms of language, because this is still at the junior high school level, most of the texts taught are all standard or understandable, if given readings or novels with heavy discussion, students usually don't understand.]

Interview with teacher, Participant 01

Kesulitan nya si dari jaringan akses internet, karena di sekolah saya sering sekali susah sinyal itu yang menjadi penghalang.

[The difficulty is from the internet access network, because at my school it is often difficult for the signal to become a barrier]

Interview with student, KMS, Participant 02

The second participant stated that the challenge in reading digital novel was difficulties with internet networks that had difficulty getting a signal, as a result being distracted when student were engrossed in reading and making it difficult for student to upload review assignments and send video presentations. The statements

of the three student about difficulties during the process of reading extensive assisted by digital novel can be found in excerpts from interview and the data below:

“Kesulitan yang dialami saya, saat guru memberikan tugas mempresentasikan hasil melalui video saya kurang pede didepan camera”.

[The difficulty I experienced, when the **teacher gave me the task of presenting the results via video, I was less confident in front of the camera**]

Interview with student, NZ, Participant

The third participant stated that he felt insecure when he was in front of the camera, so it was difficult when the teacher asked student to present the results of a review of their findings via video.

Karena mata saya minus kadang kesulitan saat membaca novel di hp rasanya mata saya cepat lelah.

[**Because my eyes are minus**, sometimes I have trouble reading novel on my cellphone, **it feels like my eyes get tired quickly**]

Interview with student, ZA, Participant

The fourth participant had complaints with minus eyes so that he stated that when he read digital novel on cellphone screens, he felt his eyes get tired quickly.

Tugas yang diberikan guru agak sedikit sulit. Sulitnya yaitu ketika mencari identitas buku yang kurang lengkap.

[**The task given by the teacher is a bit difficult**. The difficulty is when looking for incomplete book identities]

Interview with student, KCC, Participant

The fifth participant statement is the same as the third participant statement. He said that the assignment given by the teacher was a little difficult, because he did not find a complete identity in the digital novel.

Kesulitan yang dialami pada sebuah isi bacaannya, ada saja yang kurang memahami jelas isi novel sehingga agak kesulitan memahami maksud dari kalimatnya.

[The difficulty experienced in **a reading content**, there are those who do not clearly understand the contents of the novel so it is rather **difficult to understand the meaning of the sentence**]

Interview with student, RAR, Participant 06

The sixth participant stated that the challenge in reading digital novel was that he had difficulty understanding the story content of the novel he was reading. Student final statements about difficulties when doing extensive reading through digital novel can be found in interview excerpts along with the data below:

Ketika saya kurang memahami inti dari cerita tersebut, karena bacaan dalam bahasa Inggris menjadi poin tambahan untuk kesulitan dalam extensive reading ini.

[When I **don't understand the essence of the story**, because reading in English is an additional point for difficulties in this extensive reading]

Interview with student, FAS, Participant 07

The seventh participant's statement is the same as the sixth participant statement. He said that reading is difficult in understanding the content of the novel and the gist of the story. Because the reading uses English, it becomes difficult to immediately understand the contents of the digital novel.

Discussion

General pattern result of this study consists of:

1. Application of teachers in involving students in extensive reading classes mediated by digital novels

The teacher uses digital novel in extensive reading classes. There are several steps in implementing the extensive reading method mediated by digital novel. First, the teacher explains material about extensive reading. Then the teacher asks students whether they understand the material presented or not and whether there are questions about the material presented by the teacher. In the second step, the teacher gives students the task of reading digital novel. The teacher asks students to make reviews that they have found after reading the digital novel. Finally, students presented their findings in video form and sent them to the WhatsApp group.

Based on the data findings, the researcher investigated the teacher application of engage students in digital novel-mediated extensive reading classes. From the results of observations & interviews, the researcher found that students were very active & enthusiastic in the process of carrying out extensive reading activities. Students enjoy the reading activities they do. One of the reasons students enjoy reading extensive is because they can choose what they want to read (Day & Bamford, 2004).

In addition, digital novel provides several features and flexibility to facilitate teachers in the process of learning Extensive Reading for students. Digital Novels are designed in an attractive way by combining colorful and more realistic images, making them interested and able to foster reading motivation (Diana, et al, 2020). In addition, it makes it easier for students to engage in extensive reading activities, especially to review the novels they are reading. The teacher has motivated and invited students' willingness to read for the better. Students become more enthusiastic in following the learning process. The teacher is able to convey the definition of extensive reading and how to apply these techniques. Techniques can help students understand the text because the teacher gives freedom to choose reading material based on the level of students. Students' ability to show good results in understanding extensive reading. Through extensive reading mediated by digital novels, students have been able to show a greater interest in extensive reading and are able to do assignments given by the teacher to make reviews. Digital

novels also provide access to thousands of their titles for them to read according to the genre they want. And digital novels prove to be much more concise. Smartphone and other handheld device users can open digital novels anytime and anywhere. According to Groenke, Bell, Allen, and Maples (2011), using digital novels will not only improve the reading experience but will also motivate readers to make their interest level higher to where they want to complete the text rather than replace it with video games. From the explanation above it can be concluded that, so far the use of teachers in involving students in extensive reading classes mediated by digital novels has made students very active and enthusiastic in the process of carrying out extensive reading activities. Students enjoy the reading activities they do.

2. Student views on the extensive use of assisted digital novels

Based on the findings of the interviewed data, it shows that there are two main points of response to the extensive reading activity assisted by digital novels, such as experience & difficulties. The research results show that extensive reading activities support students to increase their interest in reading. They feel that the extensive reading activity assisted by digital novels has made them accustomed to reading unconsciously. Extensive reading is projected to build a positive attitude towards reading, develop good reading habits, build vocabulary and structure knowledge (Richards and Schmidt, 2010 in Ferdila, 2018). Even though it was a technical problem, some students were also faced with bad signal connection problems. This makes it difficult for students to upload review assignments and send video presentation results.

Also, extensive reading activities can help students to enrich their new vocabulary. Meng (2009) states that "the single most effective way to improve vocabulary and general reading skills is to have an extensive reading program". Even though at first, they had difficulty understanding the new vocabulary they encountered while reading. However, they feel challenged when they have to find new vocabulary and look up the meaning in the dictionary for themselves.

Then, students also believe that the technique of extensive reading through digital novels is suitable for learning to read. Because they feel these activities can provide something positive and fun in reading, especially for activities in the online learning system. As Sweet (2000:6) states, "an effective reading instruction can develop a knowledgeable, strategic, socially interactive, and motivated reader". Students also feel that digital novels are more economical, more practical, and have attractive designs.

From the explanation above, students respond well and have a positive attitude towards extensive reading activities assisted by digital novels. They feel that reading extensive makes them more interested in and enjoys reading. And also makes them accustomed to reading everyday unconsciously and can get additional new vocabulary from reading activities. The students' views show that they have understood the teacher's explanation and show that the class is more enjoyable. Students can read easily because it is supported by interesting pictures in digital novels. In addition, students expressed difficulty in understanding the contents of the text in digital novels and felt insecure if the teacher asked students to present their results by making a video. Despite some difficulties, almost all students have fun learning to extensive reading. In addition, the use of digital novels facilitates

extensive reading activities. Students find digital novels more economical, more practical, and easily accessible and attractive in design. Thus, students believe that the extensive reading technique mediated by digital novels is suitable for learning to read. This finding is the same as Yılmaz, C., & Guzel, S. (2019). They reveal that EFL students are very fond of reading extensive digital Novels for various reasons such as easy access to reading materials, convenience of reading on their mobile devices, etc. In addition, participants answered that the experience of reading digital novels increases awareness of online reading literacy as a unique type of literacy.

CONCLUSION

There are two main research questions that must be answered in this study. The first research question is about the teacher engage students in digital novel-mediated extensive reading classes. The second is about the students view the use of digital novel-assisted extensive in their reading classroom. Based on the findings and discussion in the previous chapter, the following conclusions are drawn.

First, the teacher applies the extensive reading method which is mediated by digital novel. The conclusions obtained from the results of this study are that teacher applying extensive reading mediated by digital novel have succeeded in increasing student learning outcomes. In addition, motivation and willingness of student to read for the better. Students become more enthusiastic in following the learning process. The teacher is able to convey the characteristics of extensive reading and how to apply the techniques. Techniques can help students understand texts since the teacher gives freedom to choose reading material based on the student's level. The ability of students shows good results in understanding extensive reading. Through extensive reading mediated by digital novel, students have been able to show more interest in extensive reading.

Second, students expressed interest in learning to extensive reading with the help of digital novel because it can increase students' knowledge about extensive reading and find new vocabulary. The students' views show that they have understood the teacher explanation and show that the class is more enjoyable. Students can easily read because they are supported by interesting pictures in digital novel. In addition, students expressed difficulty in understanding the contents of the text in digital novel and felt insecure if the teacher asked students to present their results by making a video. Even though there were some difficulties, almost all students felt happy when learning to extensive reading with the help of digital novel and students were able to do the task of writing reviews. So that the students' view of extensive reading is a method that is very suitable to be applied because students feel that this method has a positive impact on their reading activities, especially for activities in the learning system in the digital era.

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