STUDENTS' PERCEPTION TOWARD ELECTRONIC EXTENSIVE READING MATERIALS BASED ON BANJAR STORIES

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Abstract

At university education level, Extensive reading is an course that taught at third or fourth semester. The material for this course should be easy and interested, because the students should enjoy everything they read. However, in this crucial situation of pandemic covid 19, the process of teaching and learning extensive reading is conducted in online mode to avoid the spreading of corona virus. Thus, the lecturer need an materials that support the online learning. Developing an Electronic instructional material is an solution to solve the lecturer's problem in teaching and learning of extensive reading. One of step in the developing the materials is implementation, in which the students will give their response about the e-instructional material.Conducting this research is for explaining the students' perception towards Electronic Extensive Reading Materials Based Stories of Banjar. This research done at fourth semester students of Lambung Mangkurat University. Quantitative with design survey applied as the method of this research. The questionnaire is instrument used to obtain the data.The result revealed that most of students respond positive towards this Electronic Extensive Reading Materials Based on Banjar Stories . They agree that it is interesting and flexible to use. It means this E-instructional material is feasible to use as an reference for supporting extensive reading course.
Keywords : Perception, electronic materials, extensive reading course, Banjar stories.

INTRODUCTION

Reading is an essential skill in a learning language because this skill can help us to find out the meaning or information of everything we read such as book, article, advertisement, announcement, story etc, both in electronic and printed. Someone who has good skill in reading means she/he are able to compete in education even in career. Channuan and Wasanasomsithi (in Yulia, 2018 : 209) agreed that reading is the important skills that is required in the use of language successfully because it as the prospecting for the higher education and the future profession. Specifically, someone should

find the meaning of writing in the text or story. As stated by Richards and Schmidt (Ferdila, 2014 :69) reading is an activity or process to find the meaning of written in the form of text.

Basically, teaching reading skill is an important thing to boost the student's skill and knowledge. Zuhra (in Ruzin,2019:3), said that"Reading should be taught in order to build students' ability and knowledge. Moreover, the teacher need to apply techniques to support the process of teaching reading. One of techniques that is used in teaching reading is Extensive reading, according to Kelly and Day (in Yulia, 2018 : 208) actually extensive reading was presented in

the teaching of foreign language by Harold Palmer. Gabriella and Diptoadi (Fithriani et all, 2020:145) adds that extensive reading as an implementation of activity to build reader's interest in reading. It also help them to improve their reading skill.

Based on the observation to the university education level, extensive reading applied as the course that is taught at the students of third or four.

However, in this crucial situation of covid 19 pandemic the teaching and learning process was changed in online mode or learning using laptop, handphone or another tools and applications. Based on the information from a lecturer who taught at one of university at Banjarmasin. This crucial situation of covid 19 also influences the process of teaching and learning extensive reading. The lecturer who taught this course faced some problems in teaching process. According to the lecturer, She could not to control the students directly, whether they really focus on the reading materials or not. Moreover, the most important point is about the reading materials used in the process of teaching and learning.In this case, the lecturer need to use an electronic extensive reading materials, because the teacher did not have the specific reference for teaching the extensive reading course. The materials of extensive reading should be easy to read Bamford & Day (in Ruzin, 2019:6) state that one of approach in language teaching is extensive reading. This approach recommend the students to read easy material.Therefore the students should search the easy text or stories through the google. It means that, the teacher and students need time to search the material before starting the reading activity. It can be concluded that, actually the teacher and the lecturer should have appropriate reference to support the teaching and learning process of extensive reading course.

The problems above encourages the researcher to develop extensive reading materials Based the stories of Banjar in electronic form. On the try out step, the researcher try to share questionnaire for the students for asking their perception after using this E-instructional material. Perception means the point of view about something that is delivered by someone. Gibson (in Fihtriani et all, 2020:145) said that when we are interacting with the environment, we can get many things. Those can be delivered by us as the point of view or perception.

Actually, several research about Students' perception of instructional material for reading have been ever done. One of which is entitled *The Students' Perception of Using Extensive Reading Material Based on CEFR Framework by* **Fithriani dkk (2020)** This research was the qualitative method. The 14 EFL college students in Indonesia was taken as the participants. Those were the students who has follow extensive reading. The result finds out that the students

have positive perceptions toward Extensive Reading based on CEFR as material in reading. Another research was entitled ***Students' Perceptions Toward Printed and Digital Reading in Extensive Reading by*** **Trivenita (2018)** Qualitative research was the method used in this research. The participants were involving 10 students from 2018'ers. The researcher used semi-structured interview in collecting the data. The result revealed that there were three main findings. First, digital media is considered to be more beneficial than printed reading.

The participants gave good response to the digital reading. According to them, digital reading have some advantages, those dare time-saving, portable, and adjustable font.second, printed reading is more difficult than than digital reading.It was proved by the negative response from the EFL. They mentioned the disadvantages of printed reading, such as easy to get damaged or lost, heavy, and not available for 24 hours. Third, according to the students, it is better to combine digital and printed reading in Extensive Reading Course.Actually, the previous research above are similar to this present research because the focus is about students' perception of using extensive reading materials. However, the first previous research was not in electronic form and without inserting local content. Moreover, the second previous research was mixing about digital and printed materials.

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MATERIALS AND METHODS

This research aims to observe the Students' Perception Toward Electronic Extensive Reading Materials Based on Banjar Stories. This Electronic Material has eight units : Unit 1 introduction to fiction and non fiction story, unit 2 romance story, unit 3 fiction story,unit 3 adventure story, unit 5 horror story, unit 6 biography,unit 7 autobiography.

Refers to the aim of research above, this research applied quantitative method utilizing survey design.Creswell (in Salvador,2017:115) Fundamentally, quantitative method focus on the measurements of data either by surveys or experiments. It will analyzed by using statistical treatment. Moreover, Check & Schutt (in Ponto, 2015: 168) pointed out that actually, survey research is a research in which collecting of data or information from the sample of individual by distributing questionnaire to obtain their responses. The researcher took extensive reading class in conducting this research. This class has 16 meetings per semester in which met once a week among 100 minutes per session. The respondent of this research were the fourth semester students of Universitas Lambung Mangkurat University. The respondent were the students who follow the Extensive reading course.

The data collection of this research was questionnaire adopted from Siti Karina's thesis.

It was created using google docs platform and distributed online through the whatsapp application. The questionnaire applied Gutman scale, which consists two options to choose, Yes or No. As stated by (Ponto et all, 2015: 170), the questionnaire can be in form of paper and mailed to participants. An electronic via email or an internet based program can be used to deliver the questionnaire. Giving the participant the option to choose which method is preferred. In this case, the researcher share the link of questionnaire to Mam Elsa as the English lecturer of Extensive Reading Class. Moreover, the lecturer distributed the link to the students. The questionnaire has four main aspects, those are related to design (tampilan) materials, task and usability. Each of the aspect has different number of statements or questions. There is four questions on the design aspect, six questions for the material and usability aspect and the last is three questions for the task. It can be concluded that the total questions for the questionnaire is nineteen (19).

The data analysis was conducted by calculating first the result of questionnaire using formula *Total score X ideal score/The number of responses*,in which total score means the number of students who answer Yes and those who answer No for the questions. Moreover the score ideal was 100 (all responses answer Yes) and the number of response means the total students who categorized as the respondent. The

final result was the reference to analyze the data by giving description based on the result.

RESULT AND DISCUSSION

Table 1. The result of questionnaire towards Electronic Extensive Reading Materials Based Stories of Banjar

Formula : Total score X ideal score(100)/The number of responses

Aspect	Questions	N	Response	
			Yes	No
Tampilan	Cover buku elektronik ini menarik dan informatif	21	16 (76,2%)	5 (23,8%)
	Gambar-gambar yang disajikan dalam buku elektroniki ini jelas sehingga dapat membantu memahami materi.	21	20 (95,2%)	1 (4,8%)
	Warna-warna yang diaplikasikan dalam buku elektronik ini menarik sehingga mendorong keinginan untuk belajar extensive reading	21	17 (85,7%)	3 (14,3%)
	Teks atau tulisan pada buku elektronik ini mudah dibaca sehingga membantu proses pembelajaran extensive reading	21	19 (90,5%)	2 (9,5%)
Materi	Materi pada buku elektronik ini mudah dipahami	21	20 (95,2%)	1 (4,8%)
	Materi pada buku elektronik ini sesuai dengan rencana pembelajaran semester yang disampaikan oleh dosen/pengajar	21	20 (95,2%)	1 (4,8%)
	Cerita/ teks dalam buku elektronik ini mengandung kearifan lokal Banjar	21	21 (100%)	0 (0%)
	Materi dalam buku elektronik ini mengandung cerita/teks fiksi dan non-fiksi	21	21 (100%)	0 (0%)
	Materi dalam buku elektronik ini mengandung cerita bergenre romantis,fantasi,petualngan dan horor.	21	21 (100%)	0 (0%)
	Materi dalam buku elektronik ini mengandung teks biografi dan autobiografi	21	21 (100%)	0 (0%)

Latihan soal	Soal-soal yang disajikan dalam buku elektronik ini sesuai dengan materi yang diajarkan	21	20 (95,2%)	1 (4,8%)
	Soal-soal yang disajikan dalam buku elektronik ini mudah dipahami	21	21 (100%)	0 (0%)
	Soal-soal dalam buku elektronik ini membantu pembelajaran vocabulary dan reading comprehension	21	21 (100%)	0 (0%)

Manfaat	Buku elektronik ini membantu proses pembelajaran extensive reading	21	21 (100%)	0 (0%)
	Pembelajaran extensive reading menggunakan buku ini menyenangkan	21	20 (95,2%)	1 (4,8%)
	Buku elektronik ini menambah pengetahuan tentang kearifan lokal Banjar.	21	20 (95,2%)	1 (4,8%)
	Buku elektronik ini membantu pembelajaran vocabulary dan reading comprehension.	21	21 (100%)	0 (0%)
	Buku elektronik ini memberi motivasi untuk lebih giat belajar extensive reading	21	20 (95,2%)	1 (4,8%)
	Buku elektronik ini menarik secara keseluruhan	21	19 (90,5%)	2 (9,5%)

Adopted from Karina (2018)

1. First Aspect

Table above revealed that the first aspect of the questionnaire related to design or *Tampilan* . There are four statements of the design aspect, those related to the cover,pictures,color and text used in the E-Instructional material. From 21 respondents, 16 (76,2%) is Yes and the

other No for the first question. Moreover, the second questions are responded Yes by 20 (92,5%) students and only 1 (23,8%) students who gave No response. For the third, 17 (85,7%) students are yes and the other (14,3%) are No. Furthermore the 19 (90,5%) students responded Yes on the last statement and 2 students rejected this statement by giving response No (9,5%). The conclusion is the students who giving response yes were higher than those who respond No.

2. Second Aspect

The second aspect of the questionnaire is material. There are six statement of this aspect. The aspect of material discuss about material applied in Electronic Extensive Reading Materials Based Stories of Banjar. Based on the table above, the first and the second question is same. There are 20 (95,2%) students who giving response yes. The other (4,8%) are not. Meanwhile, the third to sixth questions, all the students (100%)agreed about the statement. It can be concluded that all the students responded Yes. The students who gave response yes higher than the respondent of No.

3. Third Aspect

The table above showed that the third aspect refers to task in Electronic Extensive Reading Materials Based Stories of Banjar. This aspect has three questions as the

specific points to respond. In this case, the first questionnaire has 20 (95,2% students to respond Yes and 1 (4,8%) is No. Moreover, the second and the third questionnaire answered Yes by all (100%) student. Therefore, the researcher concluded that the students who give response Yes more than those who response No.

4. **Fourth Aspect**

Manfaat or usability is the last aspect of this questionnaire. It has six question as the specific points. Based on the result above, the first and the fourth question has 21 (100%) response Yes. The second, third and fifth questions is responded Yes by all students or 20 students (95,2%) and only 1 students (4,8%) for No response. Furthermore, the are 19 (90,5%)respondents who respond Yes and 2 (9,5%) students give response No. Based on the result, the conclusion is the students response yes higher than those who response No.

The table and the description above proved that actually the students agree that Electronic Extensive Reading Materials Based Stories of Banjar support them to learn the extensive reading course. Moreover, they also interested to the E-instructional material.

CONCLUSION

Based on the observation to lambung mangkurat university, extensive reading is a course that taught at third or fourth semester. According to the lecturer who taught this course, teaching extensive reading focused on students' vocabulary mastery and reading comprehension. It means that, the lecturer should have a learning material which support it. Moreover, on this crucial situation of covid 19, the teaching and learning process should be done at home. In this case selecting appropriate materials for extensive reading course is very important.

Refers to the description above, the researcher developed an electronic extensive reading materials based stories of Banjar. Try out is one of step in developing the Electronic extensive reading materials. Students are an important element of this step, because they should give their perception after using the Electronic extensive reading materials.

Based on the result of questionnaire, most of students agree that the electronic extensive reading materials based stories of Banjar is easy to read and interested. It has consist Banjar stories that make them happy. It means that the electronic extensive reading materials based stories of Banjar feasible to use as the appropriate reference for teaching extensive reading course.

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