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CONTENTS

DIGITAL POSTER PROJECT AS AN ASSESSMENT IN EXTENSIVE READING CLASS

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Abstract

Indonesian teachers and students constantly cope with reading proficiency issues. As shown in related studies, students have inadequate opportunities to read materials that they are interested in; also, they deal with insufficient vocabulary and comprehension when they should read texts in English. Therefore, Extensive Reading (henceforth ER) is one of the solutions to enhance reading competence. This study was carried out qualitatively with a reflective teaching approach to examine the implementation of digital poster projects in Extensive Reading classes in the English Education Department, Universitas Islam Indonesia. The researchers record the application of the digital poster project. It is one of the class's reading projects and assigned individually and fully digital in the second half of the first semester. It also illustrates the class's general description, the process of the digital poster project conducted in class, the scoring rubric used, and students' opinions on the project. To gain further perspective, the researchers interview randomly selected students who provide their experiences throughout the class, responses on the digital poster project, strengths and weaknesses of the project, benefits gained from completing the project, and inputs for similar projects in the following year. The study believes that a digital poster project is advantageous; nevertheless, it requires better learning enhancement.

Keywords: *Digital Poster Project, Assessment, Extensive Reading*

INTRODUCTION

Reading competence is a constant challenge for both Indonesian teachers and students. According to Programme for International Student Assessment (PISA) survey, Indonesian students' competence in reading is 72 out of 77 participating countries, and it remains the same in the last decade (Kasih, 2020). There are cases where the students have limited chance to read for pleasure in their native tongue. Additionally, they must deal with inadequate vocabulary and insufficient comprehension when reading English texts are presented to them (Ardianti & Mauludin, 2017). As reading ability can improve steadily, Extensive Reading

(henceforth ER) is one solution to increase reading competence. ER enables the students to get immersed in ample and relevant input and supports them to achieve reading skills (Suk, 2017).

ER is an emerging trend in higher education, as it improves students' reading proficiency. ER provides students chances to foster their autonomy, i.e., enjoying books that suit their levels, comprehending comprehensive information in provided materials, motivating them to read according to their interests, and improving their sight words. Thus, the students will substantially advance their vocabularies (Nakanishi, 2015; Pigada & Schmitt, 2006). Studies also indicate that ER

helps students to be eloquent, self-sufficient, and positive in Reading since ER emphasizes helping students to acquire better reading skills than to comprehend the language (Iwahori, 2008; Virgiyanti, 2020)

Creating an environment is essential in encouraging students' reading extensively, for a "worry-free" setting will improve students' reading enjoyment. An example of a reading environment is the English book corner, where students can roam and pick books that meet their interests (Majuelos & Maestro, 2017). Additionally, simplified reading materials known as Graded Readers play an essential role in enhancing students' interests. The books are effectively shape reading habits, reading speed, and vocabulary mastery (Guo, 2012). Nevertheless, uncertainties caused by the COVID-19 pandemic make it quite impossible to have a book corner physically. Hence, ER classes in higher education institutions need to adopt digital reading sources to amplify students' access to e-books available on the internet (Ni'mah & Umamah, 2020). Having digital devices in their hands also suits the current situation in which students are encouraged to learn from home and avoid crowds.

In ER classes, the teacher's role encourages his/her students to deal with ample reading materials and figure out how to assess students' improvement. There are assessment options, including ones in higher education classes, generally referred to as summative and formative assessments (Afflerbach, 2016). A study confirms that there are three forms of assessments. First, summative or assessment of learning is done at the end of the learning process. Secondly, formative or

assessment for learning can be performed during the learning process. Another form is assessment as learning, in which assessment tasks are meant to be a process of learning (Daud et al., 2020). The study further elaborates that a form of assessment that the government suggested to primary and secondary education to use since 2006 is authentic assessment. Higher education institutions can adapt this form of assessment to cater to "learning in context" and to implement critical thinking and problem solving as one of the 21-century skills (Rochmawati, 2020; van Laar et al., 2020)

A study indicates that authentic assessment aims to integrate classroom situations into real-life settings. Therefore, tasks and performance should imitate ones in the professional workplace (Villarroel et al., 2017). The study recaps some authentic assessment benefits, for instance, improving students' quality and depth of learning, developing HOTS (High-Order Thinking Skills), enhancing learning autonomy, commitment and motivation, and self-regulation, metacognition, and reflective capacities. Besides, authentic assessment needs to fulfill several criteria; for instance, it should be challenging, the result should be in the form of an outcome (performance or product), the design must ensure the transfer of knowledge, and one of the elements is metacognition (Ashford-Rowe et al., 2014).

The classes in Universitas Islam Indonesia conduct summative assessments in the form of midterm and final examinations. However, the university encourages its lecturers to keenly perform a formative assessment to measure learning outcomes designed in each class. In

particular, the English Education Department fully supports its lecturers to organize classes with their preferences. The Department has provided a general guideline; nonetheless, lecturers can still decide assessment methods used in their classes.

Extensive Reading or ER class, the subject that this study focused on, in English Education Department, Universitas Islam Indonesia relies on formative assessments throughout the semester. Improvements made each year to adapt to each batch's needs; nevertheless, the class chiefly implements 2 (two) significant projects, i.e., book reports and poster projects. The book report is an individual project in which students read Graded Readers and report them in written form. On the other hand, the poster project also assigns students to read selected Grader Readers and design the graphic format report. The ER class has conducted poster projects in 3 (three) consecutive years. Each year, students in this reading classwork to design a poster based on Graded Readers they choose to read. By the end of the first semester in 2019 and 2020, ER students and lecturers collaborated with the Critical Reading and Literacy (CRL) class, organized *Reading Festivals*. One of the sessions is a poster competition from the classes. However, students 2020/2021 batch experienced a shift due to the ongoing pandemic.

The researchers find several points to examine from this shift, such as the entire online reading class, e-portfolio, and potential reading applications used in ER class. One of the shifts is in the poster project, which was assigned individually and fully digital. Shifts in the way poster project implemented in ER classes have driven the researchers to document it in this study. Therefore, the study aims to provide a general description of the class, the digital poster project conducted in class, the scoring rubric used, and students' viewpoints on the project.

METHOD

The study was mainly qualitative research with a reflective teaching approach, where the researchers examined the implementation of digital poster projects in Extensive Reading classes. They also evaluated the problems encountered in accomplishing the targeted goals (Zahid & Khanam, 2019). The research pointed out several aspects of the study, such as setting, process, and project results. The project was carried out in 2 (two) Extensive Reading classes attended by 50 (fifty) students of batch 2020/2021 in the English Education Department, Faculty of Psychology and Social Sciences, Universitas Islam Indonesia. The digital poster was the second project in ER class and was conducted in the second half of the semester. As an individual assignment, the project reported via Google Sites and scored using a poster rubric in Google Classroom. At the end of the semester, the researchers interviewed randomly selected students to explore their digital poster project perspectives.

DISCUSSION
1. Description of the class

Extensive reading is a compulsory reading class for first-semester students. In the English Education Department, Faculty of Psychology and Social Sciences, Universitas Islam Indonesia. ER class

worth 2 (two) credits; hence, it is conducted in 14 (fourteen) meetings with 2 (two) exam periods. It mostly has 20 – 25 students in each class. ER is the first of four reading classes in the Department; furthermore, it is designed to expose the students to read enjoyable books, read at their speed, and match their interests. The Department facilitates the ER classes with Graded Readers, both in printed and e-books forms.

Due to the COVID-19 pandemic, ER classes for batch 2020 were fully online; therefore, some lesson plans were made. In this year's class, the students worked on two projects, book reports and digital posters. Each student compiled his/her works in Google Sites as an individual e-portfolio. In class A and B, the projects were chiefly based on Graded Readers that the students needed to complete according to the class agreement. As for the digital poster project, students' posters are displayed in Google Sites and accessible for everyone who took ER class. Students designed 3 (three) posters from 3 (three) personally selected Graded Readers. This project started from the eighth meeting and ended at the thirteenth meeting.

The poster project has been conducted for 3 (three) consecutive years in ER classes in the English Education Department, Universitas Islam Indonesia. This project is essential since it encourages students to reflect on the Graded Readers' content more interactively. It requires the students to work with designs, templates, and other multimedia sources. Additionally, the posters will also have competed in *Reading Festival,* an annual schedule conducted by Extensive Reading and Critical Reading and Literacy classes. By the end of the first semester of 2020/2021, the top three posters received awards and rewards from the Department.

Besides, new students who took ER class should complete 3 (three) digital poster, with the procedures: (1) students choose Graded Readers in their levels from the class database, (2) students read and reflect from their books, (3) students plan a digital poster's concept which consists of a title, author, year of publication, and favorite quote; moreover, they can consult the concept to the lecturer, (4) students work on the design using their preferred applications, such as, Canva, Corel Draw, and Adobe illustrator, with online graphic sources, i.e., Picsart, Pinterest, Pexels, and Google Free Images, (5) students submit the poster via Google Sites and copy the site's link to Google Classroom as an individual assessment, and (6) students receive grades and feedback from the teacher via Google Classroom on the assigned posters.

2.   Rubric for Assessing the Digital poster

In assessing the posters, the researchers use a rubric entitled *Making A Poster: Poster Rubric* adapted from Utah Education Network's lesson plan on poster project, which examines posters' elements, labels, graphic relevance, attractiveness, and grammar. The rubric uses advanced scoring with a numerical measurement from 1 to 4. The rubric is attached to the assignment's post in Google Classroom to explain how the posters scored. The rubric used is in Table 1.

Table 1. Poster Rubric

Category	Score			
	4	**3**	**2**	**1**
Required elements	All the required elements are in the poster, with extra information.	All the required elements are in the poster.	Most of the required elements are in the poster	Some required elements are not in the poster.
Labels	All the required labels are on the poster and well-read.	Almost all the necessary labels are on the poster and visible.	Many of the important labels are in the poster and not read.	Labels are not in the poster.
Graphic relevance	All graphics represent the book's content and are clearly cited.	Most of the graphics represent the book's content, but some graphic sources are not appropriately cited.	Some of the graphics represent the book's content, but one or two graphic sources are missing.	None of the graphics represent the book's content, and the graphic sources are missing.
Attractiveness	The poster is extraordinarily attractive in design and layout.	The poster is attractive in design and layout.	The design and/or layout of the poster are confusing.	The design and/or layout are untidy and confusing.
Grammar and mechanics	There are no grammatical and/or mechanics problems.	There are 1-2 grammatical and/or mechanics problems.	There are 3-4 grammatical and/or mechanics problems.	There are more than four grammatical and/or mechanics problems.

Once the digital posters were graded, the students could access their grades in their Google Classroom accounts. They can also have an online discussion (aside from the scheduled classes) with the lecturer on the grading process. Also, they could get feedback in terms of design and layout from senior students who took part in ER classes as mentors.

3. Students' responses on the digital poster project

At the end of the semester, the researchers randomly chose 5 (five) students from the two classes to share their experiences in conducting the digital poster project. The students are 3 (three) females and 2 (two) males from batch 2020/2021. The discussion covered their experiences throughout the class, responses on the digital poster project, strengths, and weaknesses of the project, benefits gained from completing the project, and inputs for a similar project in the following year.

Firstly, in terms of experience, the students point out new knowledge and experience in the ER class. One of the students mentions challenges related to the amount of reading and

assignments given as new experiences. Another student indicates that ER has taught him to approach reading text differently, such as choosing Graded Readers books that suit his level and interests, designing a poster that needs to consider the book's content, etc. However, the students agree that the class provides new experiences, such as working on reading projects, improving vocabularies in English from books they chose, and dealing with graphic designs that most of them are novice users.

Secondly, the students discuss digital poster projects in the second half of ER class. In general, the students perceive the project positively. They describe the project as "challenging; yet fun." The project is challenging because it requires the students to find inspiration in designing their posters. Besides, designing posters needs a good mood and solid personal drives. The project is fun for some reasons. First, students work with design applications that are catchy and user-friendly. Next, they also learn to match the book's contents with poster design. Finally, the project challenges them to sharpen their digital and visual skills.

Thirdly, the discussion proceeds with formulating the digital poster project's strengths and weaknesses in ER class. On the plus side, the students confirm that the project develops their creativity, improves their reading capacity, encourages the transfer of information among class members, and provides a new perspective in understanding the book's content. On the contrary, the project has some issues to deal with. A student, for example, complains about limited Graded Readers books for

intermediate and advance levels. It affects her reading options and slows her pace in designing the posters. Another issue is instructions given by the lecturer. One of the students claims that he needs to repeatedly clarify either to his lecturer or his classmates on the project's step-by-step instructions.

Next, the students talk about the benefits of having a digital poster project in their reading class. One of them describes that the project is beneficial since she can disseminate information in the books she has read. Thus, it will enable her to introduce the book to more potential readers. Another student claims that the project helps her comprehend a book's content, enrich her vocabularies, and practice her interest in graphic design. Additionally, a student suggests that digital poster needs to ER class' characteristic in the coming years. Hence, future students can anticipate the task reasonably.

In terms of scoring, most interviewed students know the rubric used to assess their posters. Some of them read the rubric ahead of conducting the project. Therefore, they know the points in which their works will be evaluated. The rest checks the rubric once the project has been done and prefers to wait for the lecturer's feedback. A student claims that he has no interest in checking the scoring rubric, mainly on the project's result. These students agree that the digital poster rubric is fair enough for them since it covers various aspects (grammar, required elements, labels, attractiveness, graphic dan relevance). Besides, having the rubric uploaded in Google Classroom enables the students to prepare for the project and appreciate the process.

Finally, all the interviewed students agree that the digital poster project should be in next year's class, as it helps students improve both vocabulary and creativity. The project is also a good start for first-semester students to prepare them to deal with similar future projects. Hence, some input from the students is, first and foremost, the lecturer needs to give more attention assessing the process because it will increase ER students' awareness of reading tasks that they will deal with in the coming years. Second, next year's class needs to formulate a plot twist in the poster, rather than merely put a quote from their reading sources; therefore, it will attract more potential readers to read either original or graded books. Next, in terms of books' procurement, ER websites provide a subscription to original copies of Graded Reader books; however, it is still costly for students to subscribe personally. Therefore, the English Education Department needs to cover the subscription costs available for all ER classes.

CONCLUSION

Implementing Extensive Reading currently perceive as an effort in enhancing Indonesian students' reading competence. ER has been proven effective in improving students' reading proficiency, promoting autonomy, and a positive attitude to reading texts. From the ER classes for batch 2020/2021, the researchers learn that there are significant points to examine, for instance, the implementation of ER in a fully online setting, the use of e-portfolio, and potential reading applications used in ER class. The researchers attempt to document the digital poster project application,

which was assigned individually and fully digital in the second half of the first semester. The study also covers the class's general description, the process of the digital poster project conducted in class, the scoring rubric used, and students' viewpoints on the project. To gain a more profound students' perspective, the researchers interview randomly selected students who provide their experiences throughout the class, responses on the digital poster project, strengths and weaknesses of the project, benefits gained from completing the project, and inputs for similar projects. The study assumes that a digital poster project is beneficial; however, improvements are equally substantial for innovative and meaningful learning.

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