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Jl. Z.A. Pagar Alam No. 26, Labuhan Ratu Bandar Lampung, 35142

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Program Studi Pendidikan Bahasa Inggris

Fakultas Keguruan dan Ilmu Pendidikan

Universitas Bandar Lampung

### **Kantor:**

Fakultas Keguruan dan Ilmu Pendidikan

Kampus A Universitas Bandar Lampung

Gedung Rektorat Lt.3 Jl. Z.A. Pagar Alam No. 26

Labuhan Ratu 35142, Bandar Lampung

Telp. (0721) 771331,

e-mail: [beyondlinguistika@ubl.ac.id](mailto:beyondlinguistika@ubl.ac.id)

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# THE IMPLEMENTATION OF EXTENSIVE READING AND EXTENSIVE LISTENING IN XREADING AS ENGLISH LEARNING APPROACH

Eko Windu Prasetya<sup>1</sup>, Ayu Rini Tri Utari<sup>2</sup>, Helta Anggia<sup>3</sup>, Yulan Puspita Rini<sup>4</sup>

<sup>1</sup>Chief of Administration

Permanent Delegation of The Republic of Indonesia to UNESCO

<sup>2</sup>Universitas Bandar Lampung

<sup>3</sup>Universitas Bandar Lampung

<sup>4</sup>Universitas Islam Negeri Raden Intan

Corresponding E-mail: ayurinitriutari5@gmail.com

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## Abstract

This research is based on the implementation of ER and EL in Xreading as the 1st semester students' English learning approach. The population of this research is students of English Education, Universitas Bandar Lampung. This research aimed to know how the principles of extensive reading and extensive listening implemented in ER and EL process through Xreading website and what students' perceptions of the implementation of ER and EL in Xreading as the 1<sup>st</sup> semester students' English learning approach. The instruments of this research were observation, interview and TOEL test. Then, the data were analyzed by coding compression. The result showed that most of the ER principles had been implemented well in the implementation of ER in Xreading. On the other side, the implementation of EL in Xreading, only several principles of EL have been implemented. Thus, the implementation of the ER process in Xreading was more dominated than the EL process. Even though EL also helped students to learn the pronunciation of words. But, the students did not implement principles of EL optimally. Consequently, ER in Xreading was suitable for the 1<sup>st</sup> semester students' English learning approach, but EL in Xreading was not suitable for the 1<sup>st</sup> semester students' English learning approach. During the ER and EL process in Xreading, students preferred reading to listening to the material.

**Keywords:** *Extensive reading; extensive listening; implementation of ER and EL; and ER and EL in Xreading.*

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## INTRODUCTION

Reading and listening are thought to be a crucial skill in the EFL learning process. Extensive Reading and Extensive Listening are efficient strategies. However, very few teachers put into practice it regularly. The process of introducing Extensive Reading (ER) is considered far too complicated and time-consuming. Extensive reading has emerged as a practical solution to that problem from several perspectives. First, extensive reading ensures that students are given easy reading materials. Teachers using the ER approach can either choose texts

that match the reading competence of individual students or allow the students themselves to determine the books they want to read. Second, extensive reading differs from intensive reading in that it seeks to fulfill several objectives, which include reading for pleasure, general understanding, and acquisition of information. Then, Extensive listening (EL) is similar to extensive reading (ER) in many ways. In fact, EL has been referred to as the sister to extensive reading (Lynch, 2009; Waring, 2011).

These day students of English can easily make use of their personal electronic device or mobile phone to

learn English. In teaching reading and listening, Xreading is an online digital library; provide English students extra ER and EL with the complete feature. This website has Learner Management System (LMS) that allows teachers to monitor and assess what students read. Anggia (2018) stated that most students have more chances to learn English, and they chose to have self-study rather than course and English Club as their learning community. Students can do anything, anytime, and anywhere from Smartphone, laptop, or another device. As well as they can have unlimited access to every type of information, particularly English material.

In fact, students had some problems in lack of reading habit, low vocabulary and English proficiency. Furthermore, the researcher wanted to know the use of Xreading whether it could be as the website for a new strategy in English learning. Based on the reason above, the researcher wants to focus her study on the usage of ER and EL in Xreading as online digital library.

The purposes of this research were to find out the implementation of Extensive Reading and Extensive Listening in Xreading as the 1<sup>st</sup> semester students' English Learning approach, and students' perceptions on implementation Extensive Reading and Extensive Listening in Xreading as the 1<sup>st</sup> semester students' English Learning approach.

## LITERATURE REVIEW

### • *English Learning Approach*

In learning, there are approaches, methods, techniques, and procedures. The four terms have the most general scope to the most specific. The approach can be said as a goal before it is implemented in the learning process because the approach is only limited to theories and paradigms. According to

Educational research techniques (2015) an approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. In the approach, there are many learning theories. In general, there are three basic theories of learning, namely: the theory of behaviorism, cognitivism, and constructivism.

### • *Extensive Reading*

Day and Bamford (1998) stated that extensive reading is the best possible way for students to develop automatically that is the automatic recognition of words when they see them. It is by far the best way to improve their English overall. It means by implementing extensive reading, the students will increase their vocabularies. Because more texts that they read, more vocabularies they have. Day and Bamford claimed that successful ER programs had ten characteristics. They developed their original characteristics as ER principles. Those are:

The reading material is easy.

1. A variety of reading material on a wide range of topics is available.
2. Learners choose what they want to read.
3. Learners read as much as possible.
4. The purpose of reading is related to pleasure, information, and general understanding.
5. Reading is its own reward.
6. Reading speed is usually faster rather than slower.
7. Reading is individual and silent.
8. Teachers orient and guide their students.

9. The teacher is the role model of a reader. (Day & Bamford, 2002, pp. 137-141)

Day (2015) has surveyed to find out how the practice of ER in the foreign language from 1998 to 2015 corresponds to the ten principles above and reported that several principles (1, 2, 3, 4, and 8) were widely used while the rest were less frequently used.

- ***Extensive Listening***

As asserted by Waring (2008), extensive listening is a way to improve listening fluency, and building fluency means building your listening speed. In other words, students could be able to understand almost everything at the level they are listening through practice of EL. According to Harmer (1998), foreign language teachers can enrich their classes with effective input carrying out extensive listening through well chosen and appropriate tapes in different levels, genres and topics. It usually takes place outside the classroom and done for its own sake, this doesn't mean that the teacher is not interested in this type at all, but he has attributed the general guidance in the process. Mayora (2017) adapts five general principles of ER that could be used to EL. Those are quantity, comprehensibility, learner-centeredness, meaning orientation, and accountability.

- ***Xreading Website***

Xreading is an online digital library with over 1,000 graded readers explicitly written for English as An Additional Language (EAL) student. Featuring a Learner Management System (LMS) that permits teachers to monitor and guide their students' reading and listening progress, it is designed to assist in the implementation of not only extensive reading (ER) programs but also extensive listening

(EL) programs. The user can open the link <https://xreading.com> to employ Xreading as the need to teach ER and EL. The nucleus principles of ER involve students reading a large number of books at a comfortable difficulty level over sustained periods (Day & Bamford, 1998).

- ***Concept of perceptions***

Perception is the process of interpreting information related to his experience as a result of physical stimulation. It includes ideas, concepts, and specific impressions. When someone responds to something that involves his thoughts, concepts, and particular feelings, then he will gain knowledge and understand something. It is called someone's perception. Rahayu (2018) claimed that Perception has three aspects or components that created behavior structure, and they are a cognitive, affective, and conative aspect. A cognitive part is related to belief, perception, or information about an object and the affective component is connected to feeling such as, agree or disagree, acceptance or refusal. Then, the cognitive part is related to a habit, such as they influence or encourage people to make decisions and then act in specific ways. Walgito (2010) argued that perception is a process receipt of a stimulus by an individual through a sensor device or also called sensory process.

From the explanation above, it concluded that perception is a process in which someone reaches a message or information in the form of events or experiences. Acceptance of this message is done with the five senses. An individual's perception is being able to understand the state of the environment around it, and things that exist in the individual concerned. Lubis (2014) said he has several factors that

influence perception. It is divided into two elements, internal and external factor. Internal factors that influence perception, namely factors in the individual (motivation, attention, interest, and experience).

## **METHODOLOGY**

This research used a descriptive qualitative method to make the explanation truthfully and well organized. The research was conducted at students of English Education Study Program, Faculty of Teacher Training and Education, Universitas Bandar Lampung. This research used purposive sampling. According to Arikunto (2010), purposive sampling is the process of selecting the sample by taking a subject that is not based on the level of area. Still, it is decided based on the specific purpose. Then claimed that the technique of research was an orientation on choosing a sample that population and the aim were particular from the study is known by the researcher in the very beginning. There were 3<sup>rd</sup> semester students as the instructors, and 1<sup>st</sup> semester students as the students.

The data was gathered by observing the students. The researcher observed how the ongoing implementation of ER and EL process outside of the class. Then, the researcher did an interview to get more information from instructors and students. Then, the researcher gave the test for students by using TOEFL test. In addition, the researcher also observed the student's reviews on the website.

Then, the observation and interview result were analyzed by coding compression. Pujar and Kadlaskar (2010) said that data compression is the process of simplifying data from its original representation so that it only uses data that will support indicators and research questions. Afterward, the

researcher gives the TOEFL test to know which skills more increasing after they were implemented Xreading website. The last, the researcher also observed the website to support observation result.

## **RESULT**

The result of this research was based on three instruments. The first instruments were observation, the researcher designed a rubric observation that was developed from the ER and EL principles. The second instrument was interview; the researcher created some questions that would be answered by the instructors and students about the implementation of ER and EL in Xreading and students' perception. The third instrument was test, TOEFL test was given for the students to know which skill students gained. And then, there was result of students' reviews, it was gained from student's review feature on the website.

The result of observation was based on the face-to-face process four times. The processes of ER and EL toke place outside of the class. Rubric observation is used to fill in and saw how students' activity and progress during the ER and EL process.

The first category is "the easiness of reading material". Students always read books related to fiction. From the meeting to the fourth meeting, they were at the beginner level. So, reading material was used by students is still relatively easy.

The second category is "the availability of topic variations" in Xreading. There are many variations of topics. The topics students chose related to general understanding and more to fiction.

The third category is about "students choose their books". Books read by students based on their own choice. Before students choose the book, they

will read, students usually get an assignment from their instructor to read the book with the specified number of words.

The fourth category is about "students read and listen to much material and enjoy it". Students prefer read to listen to the audio because they just know that the speed level of sound can be set, and they use 10% slower level.

The fifth category about "the purpose of reading is related to pleasure, information, and general understanding". Students in reading books always choose a topic based on what they want. The books they read always aim for general understanding.

The sixth category about "reading speed of students is faster than before".

Students' reading speed is faster than before because they were also accustomed to reading at home when they have free time.

The seventh category is "students read silent and individual". During the face-to-face process students always read individually and read quietly in a comfortable position they want. Thus, students do not always read the text silently but also listen to the audio.

The last category is about "the teacher/instructor guide for students (readers)". In the first to the fourth meeting, the instructors always guide students to give assignments through the website. The instructor also provides motivation for students to continue reading books.

Books	Reading Level	Words Read	Percent Read	Read Time (h:m:s)	Read Speed (Word/Min)	Listen Time (h:m:s)	Quiz Grade	Book Rating	Date (Check Out)	Date (Return)	Class	Assignment
I Spy Cengage Foundations Reading Library 1200 words, 15 min	2	348	27.19 %	00:03:42	94.1	00:02:56	Pending	—	Nov 25, 2019 15:48:55 JST		PKIP ER1	5000 word
Sports Day WAO Corporation 65 words, 1.5 min	1	65	100 %	00:01:36	40.6	00:01:21	40	3 Read Review	Nov 25, 2019 15:38:26 JST	Nov 25, 2019 15:54:02 JST	PKIP ER1	5000 word
Goodbye, Hello! Cengage Foundations Reading Library 552 words, 8 min	1	551	100 %	00:12:26	43.7	00:07:59	60	3 Read Review	Nov 11, 2019 15:39:36 JST	Nov 11, 2019 19:00:17 JST	PKIP ER1	5000 word
A Marlian Odyssey e-Libre 14238 words, 1 h 7 min	12	1679	10.4 %	00:27:06	62.0	00:19:47	Pending	3 Read Review	Oct 20, 2019 20:12:26 JST		PKIP ER1	2,700 word
<b>Total Books Added: 4</b>	<b>Average</b>	<b>65.0</b>		<b>00:01:36</b>	<b>40.6</b>	<b>00:01:21</b>	<b>50.0</b>	<b>0</b>				
<b>Total Books Passed: 1</b>	<b>Total</b>	<b>65</b>		<b>00:01:36</b>		<b>00:01:21</b>						

Figure 1. Result of Student 1's reviews



Books	Xreading Level	Words Read	Percent Read	Read Time (h.ms)	Read Speed (Words/Min)	Listen Time (h.ms)	Quiz Grade	Book Rating	Date (Check Out)	Date (Return)	Class #	Assignment
The New Guitar Cengage Foundations Reading Library 724 words, 9 min	1	138	19.06%	00:03:27	40.0	00:00:00	Pending	—	Dec 2, 2019 15:41:47 JST		FKIP ER1	ria3500 word
Granny Flatt and the Pirate ELI 458 words, 11 min	1	458	100%	00:26:30	17.3	00:10:55	40	—	Nov 5, 2019 21:37:27 JST	Nov 6, 2019 00:30:30 JST	FKIP ER1	ria3500 word
Granny Flatt and the Yellow String ELI 498 words, 10 min	1	498	100%	00:09:54	50.3	00:05:36	40	—	Nov 3, 2019 07:05:32 JST	Nov 3, 2019 07:15:32 JST	FKIP ER1	ria3500 word
Hooray for the Holidays ELI 402 words, 4 min	1	402	100%	00:06:00	67.0	00:04:52	80	—	Nov 3, 2019 06:56:45 JST	Nov 3, 2019 07:02:53 JST	FKIP ER1	ria3500 word
Sk8 for Jake Cengage Foundations Reading Library 730 words, 10 min	1	730	100%	00:09:42	76.1	00:06:23	80	—	Nov 2, 2019 06:53:30 JST	Nov 2, 2019 06:02:25 JST	FKIP ER1	ria3500 word
Aladdin and the Magic Lamp ELI 494 words, 11 min	1	494	100%	00:06:54	55.5	00:08:48	80	—	Oct 24, 2019 23:09:32 JST	Oct 24, 2019 23:14:38 JST	FKIP ER1	ria3000 word
Trouble at the Zoo Cengage Foundations Reading Library 763 words, 10 min	1	763	100%	00:10:18	74.1	00:09:47	80	—	Oct 18, 2019 04:35:32 JST	Oct 18, 2019 04:45:50 JST	FKIP ER1	ria5000 word
Granny Flatt and the Bell ELI 448 words, 13 min	1	448	100%	00:27:57	16.6	00:26:18	30	—	Oct 18, 2019 04:18:50 JST	Oct 25, 2019 00:09:48 JST	FKIP ER1	ria5000 word
The Tickets Cengage Foundations Reading Library 635 words, 9 min	1	635	100%	00:17:15	36.8	00:16:36	80	—	Oct 18, 2019 03:58:43 JST	Oct 25, 2019 00:02:31 JST	FKIP ER1	ria5000 word
Old Boat New Boat Cengage Foundations Reading Library 721 words, 9 min	1	721	100%	00:12:27	57.9	00:08:38	Pending	—	Oct 12, 2019 13:48:47 JST		FKIP ER1	ria5000 word
Singer Wanted Cengage Foundations Reading Library 659 words, 9 min	1	659	100%	00:09:54	66.6	00:08:34	80	—	Oct 11, 2019 05:58:31 JST	Oct 11, 2019 06:11:08 JST	FKIP ER1	ria5000 word
Antenna VIAO Corporation 80 words, 1.5 min	1	80	100%	00:02:30	30.2	00:01:35	Pending	—	Oct 19, 2019 15:43:26 JST	Oct 28, 2019 14:23:05 JST	FKIP ER1	ria5000 word
Get the Ball! Cengage Foundations Reading Library 526 words, 8 min	1	519	98.67%	00:20:42	25.1	00:14:23	Pending	—	Oct 3, 2019 13:26:13 JST		FKIP ER1	2700 words
Total Books Added: 15		Average	1.6	557.8		00:08:30	63.4	00:08:29	85.7	0		
Total Books Passed: 9		Total		5,613		01:19:33		01:15:11				

Figure 2. Result of Student 2's reviews

Interview result of instructors, the researcher has interviewed the instructors about how the implementation of ER and EL in Xreading with 7 questions. The first question is about "the teacher/instructor guide the students". The answer of the instructors is they always guide the students with giving the assignment regularly. The second question is about "The way to give the assignment for students". Every instructor always gives the

assignment through the assignment feature on the website. The third question tells about "level for students". Every instructor gave the students the most accessible level in Xreading. The easiest level in Xreading is the beginner level. The fourth question is about "the number of words". One of the instructors gave the task to students to read books with several 1000-5000 words, the reason why being that because students rarely read, so he did

not give the task of reading books with too many words to read. Another instructor gave the task to read a book with a total of 7000 words because she wanted her students to have the responsibility to fulfill her assignments. The fifth question is about "student's improvement." The two instructors have different answers. IN 1 said that the students were a little challenging to be guided, so the improvement was not too significant. IN 2 said that her students had improved better than before, but there were still some shortcomings, such as still rarely reading.

The sixth question is about "problem in guiding the students". In guiding students, every instructor has a problem. The answer from the instructors, their problem was that students were challenged to finish reading books, lacked carefulness and laziness in reading.

The last question tells about "ER and EL improve language comprehension". The answers from all the instructors said that Xreading is a good website to be applied to students. It can help students to develop English skills, especially reading and listening abilities.

Interview result of students, the researcher has interviewed the students by Whatsapp about ER and EL, how the implementation of ER and EL in Xreading, and students' perceptions with 20 questions.

The first question is about "the easiness of reading and listening materials". In Xreading, students always choose their books. All students consider that reading and listening to the material on Xreading is easy.

The second question tells about "the availability of topic variations". All students answer the variety of topics available on Xreading.

The third question is about "students read the material as much as possible". All students answered that they did not read too much material in Xreading.

The fourth question is related to "students read silent and individual". Both S1 and S2 always answer to read silently, and individually, they read wherever they want to be able to understand the reading material better.

The fifth question is related to "the purpose of reading is related to pleasure, information, and general understanding". The answer from all students is the purpose of reading is for information and general understanding only.

The sixth question is related to "reading speed of students is faster than before". Students have read the material in Xreading for more than four weeks by holding meetings four times. All students answered that their reading speed was faster than before.

The seventh question is about the "listening skills of students is more fluent". All students answered their listening skills more fluently, and they became accustomed to listening to English material.

The eighth question is about "the teacher/instructor guides the students". All students answered that the instructor always guides them.

The ninth question is related to the "benefits of ER and EL". Students can practice reading better, know proper pronunciation from vocabulary, and get lots of new vocabulary.

The tenth question is related to "students' obstacles". All students answered that they had challenges. The main obstacle of students was being confused when they used the Xreading website for the first time and took the time to read on.

The eleventh question is related to "material of ER and EL in Xreading".

Students answered that the materials of ER and EL in Xreading were varying, easy, and it could be adjusted.

The twelfth question tells about "students enjoy while reading the material". All students answered that they enjoyed reading material on Xreading.

The thirteenth question explains about "time for reading". Students don't always read the full day. The answer from both students is that they only read if they have free time.

The fourteenth question related to "combination of ER and EL". In addition to providing Xreading, reading material in each book also includes audio that can be set at the level. The responses of the two students are different in the combination of reading and listening material. One student thought that the combination of ER and EL was great because that was very helpful. Still, another student believed that an ordinary thing because she preferred reading than listening.

The fifteenth question relates to "ER and EL improve language comprehension". Students answered ER, and EL in Xreading helped

improving students' language comprehension.

The sixteenth question relates to "the use of Xreading website". Students thought that the Xreading website was suitable for beginners, and it was appropriate to read English.

The seventeenth question tells about "the effectiveness". Xreading website was beneficial to learn English skills. Students answered that Xreading could help them in learning English.

The eighteenth question tells about "motivation". Students answer that they are motivated. Students were motivated to read and listen to materials in Xreading because they wanted to have a lot of vocabulary and proper pronunciation.

The nineteenth question tells about "interest". Interest is one crucial thing to be had. Students answer that they are interested because the material in Xreading is exciting.

The last question is related to "experience". All students answered that they like to gain experience in implementing ER and EL in Xreading because they can get a lot of things about language comprehension.

**Table 1. TOEFL test result of Student 1**

The correct answer		TOEFL score conversion	Skills
Section 1:	16	41	Listening
section 2:	11	35	Structure and Written
section 3:	11	31	Reading
<b>Total score after conversion</b>		<b>107</b>	
<b>Multiplied by 10</b>		<b>1070 then divided by 3</b>	
<b>Result=</b>		<b>356</b>	<b>&lt;- TOEFL score</b>

**Table 2. TOEFL test result of Student 2**

The correct answer		TOEFL score conversion	Skills
Section 1:	13	38	Listening
section 2:	11	35	Structure and Written
section 3:	13	33	Reading

Total score after conversion	106	
Multiplied by 10	1070 then divided by 3	
Result=	353	<- TOEFL score

## DISCUSSION

### • *The implementation of ER and EL in Xreading*

The researcher had some categories that were used for the implementation of ER and EL in Xreading. The categories were developed based on the principles of ER and EL. And some categories were designed according to the things that would be needed. The researcher classified 10 categories based on the result of face-to-face observations, website observation, interviews of instructors, and interviews of students. Those are

- The easiness of reading and listening material
- The availability of topic variations
- The purpose of reading and listening related to pleasure, information, and general understanding
- The teachers guide the students
- Students read silent and individual
- Time for reading
- Students read and listen as much as possible
- Students enjoy reading and listening
- Reading speed of students is faster than before
- Listening skill student is more fluent.

Based on the result of observation, students' interview, instructor' interview, and website observation that related to the implementation of ER and EL in Xreading, the ER process was more likely to be implemented than the EL process. If it was connected to the theory by Day and Bamford (2002) there are ten principles of ER for the successful of ER program, the result that I have discussed above the implementation of ER in Xreading was only implemented six principles of ER (1, 2, 3, 5, 7, and 9). For the principle

number (4) and (8) was not always be implemented because it was the combination of ER and EL process. Such as reading and listening are its reward (6), and the teacher is the role model of a reader (10) was not implemented in the implementation of ER in Xreading. Even it was not giving significant progress. And then, for the EL process for EL process was taking from the principles of ER. It stated by Mayora (2017) that EL adapts principles of ER. If the EL process in Xreading was connected to the theory above, the EL process was only implemented five principles of EL (2, 3, 5, 7, and 9) were widely used. Whereas other principles were not implemented because on the implementation EL in Xreading the students only used to find out the pronunciation of difficult words for them, even the EL process helped students to find out the correct pronunciation of words.

In addition, the TOEFL score of S1 was 356, and S2 was 353. It was related to the previous researcher that was implementing ER in Xreading, and students got the score around 500. It could be concluded that the result of students' TOEFL score was still less from the target. However, based on the TOEFL test S1 had prominent skills in listening skills. On the other hand, S2 had prominent skills in reading and listening skills.

### • *Students' perceptions*

Based on the result of the students' interview, the researcher used the category associated with students' perception of implementing ER and EL in Xreading. And the researcher referred to the theory by Lubis (2017) about

student's perception. The researcher only used three categories, and those are motivation, interest, and experience. The researcher also added the combination of ER and EL and the effectiveness. It could be concluded that students had a positive perception of the effectiveness, motivation, interest, and experience categories. But, for the combination of ER and EL, not all of students gave positive responses. Instead of S2, she preferred to read the book to listen to the audio.

- ***ER & EL in Xreading as the 1st semester students' English learning approach***

Based on the instructors' interview and students' interview above, Xreading was a good website and was suitable for beginner students in learning English skills with varying topics. Xreading gave many benefits for students, especially in English skills. According to the Educational research technique (2015), the approach can be said as a goal before it is implemented in the learning process because the approach is only limited to theories and paradigms. An approach is a manner of looking at teaching and learning. If the result of the instructors' interview and students' interview connected with the theory above, ER and EL in Xreading had the goal before it was implemented. And then, after implementing ER and EL in Xreading, students said about the benefits of ER and EL in Xreading. For example, For instance, S1 said the benefit is that by using Xreading I can practice reading with good pronunciation and can know more vocabulary. As a result, I connected the discussion above with the observation result I have discussed in the previous part, and I concluded that ER in Xreading was suitable for the 1<sup>st</sup> semester students. However, there were

still some shortcomings, such as the student's improvement was not too significant. But, EL in Xreading was not suitable for the 1<sup>st</sup> semester students because EL here was just like an addition to the ER process.

## **CONCLUSION AND SUGGESTION**

This research was conducted to find out how the principles of extensive reading and extensive listening implemented in ER and EL process through Xreading website and what students' perceptions about the implementation of ER and EL in Xreading as the first semester students' English learning approach. Based on the discussion, it could be reported that most of the principles of ER (1, 2, 3, 4, 5, 7, 8, and 9) were widely implemented while the rest were less frequently used. And then, the principles of EL are adopted from the ER principles (Waring, 2017). It could be reported that only several principles of EL (2, 3, 5, 7, and 9) were widely used. Students considered that listening material in Xreading is easy only at a certain level. Then, they did not listen to the material as much as possible, and they only listen when to know the pronunciation of difficult words for them. It could be concluded that the result of the research showed that the implementation of ER in Xreading was suitable to be the first semester students' English learning approach even the improvement was not too significant. Nevertheless, the implementation of EL in Xreading was not suitable because it was just an addition to the ER. Even EL also helped students to learn the pronunciation of words. It could be seen from the qualitative data that the ER process more dominated than the EL process. Afterward, I also gave the TOEFL test because the students never have the experience of learning English

deeply. The result of the students' TOEFL test is around 353-356.

Subsequently, in general, students gave positive perceptions about implementing ER and EL in Xreading as the first semester students' English learning approach. Students were interested, motivated, and liked getting the experience to implement ER and EL in Xreading as the first semester students' English learning approach.

In this part, the researcher provided some suggestions that can be used by students to implement ER and EL, and also the teacher who will implement ER and EL program. Based on the result of this research, I have some suggestions. Firstly is for the teachers / instructors, in this digital era the teacher must have the strategy to improve student's English proficiency by utilizing technology. And then, Xreading is suitable website to implement ER and EL program, especially for beginner students because Xreading is an online digital library with over 1,000 graded users specifically for English as An Additional Language (EAL) students. It can be used as a reference website to implement ER and EL in English learning. Secondly is for the students, it is really associated with a long process, thus students need to have the commitment in ER and EL programs to achieve the goals such as taking more time to keep reading and listening to the material.

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