

MIDWIFERY STUDENTS' PERCEPTIONS TOWARDS THE IMPLEMENTATION OF EXTENSIVE READING AS SUPPLEMENTARY ENGLISH TEACHING MATERIAL

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ABSTRACT

Politeknik 'Aisyiyah Pontianak always organized activities for students to encourage them to improve their language skills. One of the things that have been carried out to assist the students in their studies to enhance their English abilities was extensive reading. Extensive reading is interesting for students to challenge them in reading. The extensive reading program had switched to an online-based extensive reading program. This study used qualitative since it seeks to learn how students perform online-based extensive reading and intended to know the students' perception toward the implementation of extensive reading and its usefulness in assisting students in improving their English skills. 68 students of Midwifery students participated in the study. The information was gathered using a questionnaire and an interview. The questionnaire was distributed to the students followed by the interview and aimed to get some complete explanation. The findings revealed that intensive reading programs were implemented at home, using *quizziz.com* and that students gave good feedback on the platform, as well as improvements in several aspects of English ability. There are suggestions for additional classroom activities that would be best carried out as a continuation of what the students did at home, as well as the supervisor's routine monitoring.

Keywords: Extensive Reading, Students' perception, Supplementary

I. INTRODUCTION

In reading, it is more difficult to read in a foreign language than it is to read in one's native tongue (Nation, 2009:3). Even if the students have to read in another language with a variety of text genres, it will be a difficult procedure. In addition, the reader should be able to recognize the words and sentences, as well as comprehend the text genre and the purpose. To encourage them to improve their language skills especially in English language. One of the things that have been carried out to assist the students in their studies to enhance their English abilities was extensive reading. Extensive reading is interesting for students to challenge them in reading. Through reading the students able to explore more.

According to Nuttal (1983:78), students typically encounter five issues when reading in

a language other than their native tongue, particularly when attempting to comprehend the material. The code or alphabet sign, vocabulary and sentence structure, cohesive devices and discourse markers, and the challenge beyond basic sense and concepts are all examples of these issues.

Mauli, et al (2014) in her research about Students' Difficulties In Finding Main Ideas, found that there were 6 problems faced by students; low interesting to reading, poor knowledge on vocabulary, long sentences, poor reading strategy, grammatical confusion, and poor knowledge on paragraph. Nowadays, University promotes Extensive Reading to boost students' interest in reading and to improve students' reading skills.

Given these challenges, the current research aims to explore midwifery students'

perceptions of the implementation of extensive reading as supplementary English teaching material. By understanding their experiences and attitudes towards this approach, the study seeks to determine the effectiveness of extensive reading in improving their reading skills and overall English proficiency. The findings of this research could provide valuable insights for educators and curriculum developers in designing more effective English language programs that cater to the specific needs of midwifery students.

According to Poulson and Wallace (2004), reading is interpreted as reacting to a written text as a component of communication. A critical reader can differentiate fact from opinion, recognize intent, attitude, and tone, and make inferences by having an open mind and a conditioned desire to be convinced. In the context of Midwifery students, the integration of Extensive Reading as a supplementary English teaching material can have significant implications for their academic and professional development. According to Krashen's Input Hypothesis (1985), exposure to a large quantity of comprehensible input is crucial for language acquisition, and Extensive Reading provides a rich source of such input. For Midwifery students, whose future professional roles demand not only practical skills but also the ability to understand and engage with complex medical literature, the ability to read extensively in English becomes particularly important.

Extensive Reading, as defined by Day and Bamford (1998), encourages students to read a variety of texts at their own pace, promoting a sense of autonomy in learning. This autonomy is essential for Midwifery students, who need to develop the ability to continue learning independently throughout their careers. Moreover, the repetitive exposure to language structures and vocabulary within meaningful contexts, as highlighted by Nation (2001), can

lead to better retention and understanding of medical terminology and concepts that are frequently encountered in their field.

Furthermore, Extensive Reading can help bridge the gap between students' current language proficiency and the demands of academic texts in English. Grabe and Stoller (2002) argue that reading extensively can improve reading fluency and comprehension skills, which are critical for Midwifery students as they engage with research articles, case studies, and clinical guidelines in English. By engaging in Extensive Reading, students are also likely to develop a more positive attitude towards reading in a foreign language, as they experience success in understanding texts that are of interest to them, thereby increasing their motivation to read more.

In summary, the implementation of Extensive Reading as a supplementary English teaching material in a Midwifery program is not only beneficial for improving students' language skills but also for equipping them with the critical reading abilities necessary for their professional growth. Through Extensive Reading, students can enhance their vocabulary, comprehension, and fluency in English, which are essential skills for understanding and applying medical knowledge in their future careers.

II. METHODOLOGY

The main goal of this study is to investigate into the perceptions of language learners on the use of extensive reading as supplementary. The descriptive qualitative method was utilized in this study to obtain a rich and in-depth investigation of respondents' perceptions. Questionnaires were utilized to gather feedback on the implementation of online learning.

The instrument for the data collection was well prepared. Related to the research problems, the researchers used a questionnaire test as an instrument. The test used must be

appropriate in terms of the object, the dependable in the evidence provides, and applicable to the particular situation. The questionnaire consists of close ended questionnaire. Close-ended questions presented in 5 points Likert scale, ranging from strongly disagree to strongly agree. The researcher distributes the questionnaire then asks the participants to open a google form and fill in the questionnaire that has been provided. There are 11 questions consists of 6 questions about students' perceptions on the use of extensive reading and 5 questions of what the students' challenges are. In the questionnaire, there are several additional questions related to participant background information such as name, class/semester, and gender, also, what

online learning platform is used. The questionnaire has been translated into Indonesian.

III. RESULT

The main research objective of this study was about Students' perception of using online learning at the second semester of Midwifery study program in Politeknik 'Aisyiah Pontianak. Then the researcher formulated one researcher question the students' perception of using online learning in finding students' perceptions and students' challenge.

In the closed questionnaire, some students express their perception of participating in online learning as seen in Table 1

Table 1. Analysis of students' perception

This is my first time using extensive reading	Strongly disagree	6,7%
	Disagree	10%
	Netral	36,7%
	Agree	30%
	Strongly agree	16,7%
Extensive reading is interesting	Strongly disagree	6,7%
	Disagree	13,3%
	Netral	33,3%
	Agree	33,3%
	Strongly agree	13,3%
I'm getting new vocabularies	Strongly disagree	6,7%
	Disagree	20%
	Netral	13,3%
	Agree	30%
	Strongly agree	30%
Extensive reading can improve my reading skill	Strongly disagree	3,3%
	Disagree	0%
	Netral	30%
	Agree	40%
	Strongly agree	26,7%
Extensive reading can improve critical thinking	Strongly disagree	3,3%
	Disagree	0%
	Netral	20%
	Agree	43,3%
	Strongly agree	3,3%
Extensive reading can improve reading speed	Strongly disagree	3,3%
	Disagree	6,7%
	Netral	6,7%
	Agree	43,3%
	Strongly agree	40%

In the closed-ended questionnaire, some students express their perception about

Students' Challenges in extensive reading as seen in Table 2

Table 2. Analysis of students' challenges

lack access to computers or any mobile devices at home.	Strongly disagree	30%
	Disagree	43,3%
	Netral	10%
	Agree	13,3%
	Strongly Agree	3,3%
I need more than 30 minutes to read the book	Strongly disagree	3,3%
	Disagree	2,6%
	Netral	40%
	Agree	46,7%
	Strongly Agree	3,3%
I feel happy and relax to read	Strongly disagree	0%
	Disagree	3,3%
	Netral	30%
	Agree	50%
	Strongly Agree	16,7%
I have motivation to read a lot	Strongly disagree	10%
	Disagree	20%
	Netral	23,3%
	Agree	30%
	Strongly Agree	16,7%
I get frustrated by using online learning platform Mobile, because of the slow-speed internet on my mobile when I answer the reading quiz	Strongly disagree	6,7%
	Disagree	6,7%
	Netral	33,3%
	Agree	30%
	Strongly Agree	23,3%

Discussion

Students' perception

The first is about students' perceptions related to the first time using extensive reading, the data obtained in the questionnaire showed the highest frequency with a percentage of 36.7% netral with the question. The Second is about students' perceptions related to the Extensive reading is interesting , the data obtained in the questionnaire showed the highest frequency with a percentage of 33.3%

netral and agree with the question. The third is about students' perceptions related to their knowledge getting new vocabularies, the data obtained in the questionnaire showed the highest frequency with a percentage of 30% strongly agree and agree with the question. The fourth is about students' perceptions related to Extensive reading can improve reading skill, the data obtained in the questionnaire showed the highest frequency with a percentage of 30% strongly agree and agree with the question. The

fifth is about students' perceptions related to the Extensive reading can improve critical thinking, the data obtained in the questionnaire showed the highest frequency with a percentage of 40% agree with the question. The sixth is about students' perceptions related to the Extensive reading can improve reading speed, the data obtained in the questionnaire showed the highest frequency with a percentage of 43,3% agree with the question. The result of the study showed that there is a positive perspective in the use of Extensive Reading.

Students' Challenges in extensive reading

In the closed questionnaire, some students express their perception about Students' Challenges in extensive reading. The first is about students' perceptions related to the accommodation of a learning device (e.g. smartphone or computer). The data obtained from the questionnaire showed that the highest frequency with a percentage of 40% disagree with the question. The second is about students' perceptions related to time to read the book more than 30 minutes. The data obtained from the questionnaire showed that the highest frequency with a percentage of 47% agree that reading book took a plenty of time to finish it. The third is about students' perceptions related to feeling when the students read. The data obtained from the questionnaire showed that the highest frequency with a percentage of 50% agree with the question. The fourth is about students' motivation to read. The data obtained from the questionnaire showed that the highest frequency with a percentage of 30% agree with the question. The fifth is about students' perspective of the internet connection. The data obtained from the questionnaire showed that the highest frequency with a percentage of 33,3% remains netral with the question. Furthermore, the students feel motivated and happy with the

extensive reading as a supplementary material for learning English .

IV. CONCLUSION

After having an Extensive Reading session, almost the students said that they get much information related to the texts which have they read. In the class, the students also feel happy because they can read the material freely. Besides that, some of the students are motivated to spend their spare time to read extensively to understand the whole book. On the other hand, several students share their perceptions that Extensive Reading does not have an impact on their understanding of the content of the text, also Extensive Reading is consumed much time, and they have to spare their time to read extensively. Considering the result above, it is suggested that Extensive Reading should be applied in Universities to increase students' motivation in reading and to improve students' reading skills.

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