EXPLORING STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF A WEB-BASED MATERIALS IN INTENSIVE READING CLASS

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Abstract

Intensive Reading is one of reading subjects learned by English Department students. This course is a reading activity to find information and understand the contents of various reading texts. Good reading skills will enable students find and understand information from various texts proficiently. Besides knowing and applying reading strategies, students can improve their reading skills by doing reading practice continuously. Therefore, students need to have an easy access of various texts that are used as intensive reading materials. Website is one of the media that can be used to provide intensive reading materials. This is a descriptive qualitative research that is aimed to explore students' perception on the implementation of a web-based materials in intensive reading class. The participants were the second semester of English Department students learned intensive reading. The data were obtained from observation, interview, and documentation. The findings showed that students have positive perception on the implementation of a web-based materials in intensive reading class. It was found that the implementation of websites can motivate students in learning to read, help students improve their reading comprehension, and form students' reading habits.

Keywords: *Intensive reading, Website, Web-based materials*

INTRODUCTION

Reading is one of English skills that is learned by English Department Students. Good reading skills enable them to be able to understand, interpret and infer meaning from various kinds of texts. One of reading courses that is learned by English Department students is intensive reading, a reading activity that is aimed to find information from a text through its main idea and supporting sentences (Moon & Kwan, 2022). Intensive reading is also defined as an activity that needs a high concentration level because people need to read a text thoroughly. It can also

be used to analyze the content of a text critically, creatively and holistically (Kabir, 2020). The intensive reading activity is aimed to develop students to understand information from a reading text in detail (Khazaal, 2019). It can be concluded that intensive reading is a reading activity that needs high concentration to find detailed information from a text through its main idea and supporting sentences.

The characteristics of intensive reading are, it done in in class, it is aimed to develop reading skills and words identification, it needs high concentration to read a reading text in detail, holistically and repeatedly, it is aimed to develop the knowledge of language instead of reading skills, and it is an activity that involves readers to focus on the reading text holistically (Khazaal, 2019). It is also mentioned that the texts used for intensive reading class are short, the text as well as the level of difficulty are determined by the teacher, the type of the text and the skills are determined by the teacher. In the context English Education Department, intensive reading is a compulsory course. It is a course that discusses the basic skills of reading, for example skimming, scanning, finding main ideas, and making summary. Besides, this course involves the skills of finding and guessing meaning from the context. Mainly, this course trains the students to develop their reading skill by preparing them to learn English vocabulary and improve their reading comprehension.

By learning intensive reading, students are expected to improve their speaking and writing skills, reading and listening skills, and also literacy skills (Cárdenas, 2020). To increase intensive reading skills, students need to know and apply reading strategies and develop their reading habits. One of several ways to develop reading habits is by doing reading practice continuously. However, some students find it difficult to find some reading sources that are relevant with the reading texts used in their intensive reading class. Therefore, facilitating students with various kinds of texts that can support intensive reading class is necessary. Providing reading texts that can be accessed by students inside or outside the classroom will help students increase their reading skills (Satriani, 2017).

One of ways to facilitate students with various reading text is by using technology. It cannot be denied that using technology is recently needed by teaching practitioners in this modern era. Computers, tablets and smart phones are not new things in the teaching and learning process. Nowadays, those gadgets become the main media that the teachers use in their classroom (Richards, 2015). Therefore, it is a common thing that technology is also used in English teaching and learning process. Technology is used because it can bring good impact for English learning. Websites, online dictionary, presentation software, chatting application, emails, listening CDs, YouTube, virtual conference, CT web, etc. are some examples of technology used in English learning (Masruddin, 2014).

The use of technology makes the learning atmosphere becomes more interesting. It can bring something unique and different which can motivate students in the teaching and learning process (Prayudi et al., 2021). The pleasant atmosphere in the classroom makes students enjoy the learning process which eases them in catching up the given materials. Technology can also form student-centered learning since it enables students to be active learners (Prayudi et al., 2021). It is also stated that use of technology in English teaching also makes the learning process become more flexible, gives the students chance to interact with native speakers, eases them students, introduces to the native speakers culture, and create more authentic learning so that the teach-

ing and learning processes become more effective (Hazarika, 2017). Basically, the use of technology gives positive impact for English learning. Therefore, in order to maximize the use of technology in English learning, it is important for schools and universities to implement technology in the teaching and learning process which is appropriate with their needs, facilitate and support technology-based environment which is accessible for students, facilitate the students to use technology to support high order thinking skill and problem solving, and also provide professional workshops and trainings to improve technology-based learning (Richards, 2015).

Using technology as a teaching media in teaching reading is an example of the implementation of technology in English teaching. It is stated that the use of technology in teaching reading can help students in reading comprehension (Helmers, 2017). The use of technology in teaching reading can motivate students to participate in the learning process since it can make easier and enjoyable learning. It can also help lecturers find interactive and interesting reading materials as well as giving the flexibility to the lectures to modify the reading materials (Biancarosa & Piper, 2012).

The use of technology can also help students to find free, qualified, and authentic English reading texts easily (Velandia et al., 2012). Therefore, students are able to develop their reading skills that they learn from the class individually (Alghizzi & Elyas, 2022). In addition, technology enables students to find out the meaning of unfamiliar words when they are reading texts. Students can access the online dictionary to find out the meaning of unfamiliar words faster and easier. This kind of activity helps students increase their phonological, reading words, their knowledge about vocabulary, and pronunciation. Nowadays, technology provides text to speech feature which can read digital texts (Biancarosa & Piper, 2012). Text to speech feature can also translate visual information from various texts. It is proved that this feature can increase reading comprehension skill because it can increase concentration and vocabulary mastery.

The development of technology influences the use of media in teaching reading, such as using Padlet, Quizziz, Kahoot and many other applications in the teaching and learning process. Those application are commonly used in the teaching and learning process because those application give the students flexible learning experiences (Ratnasari et al., 2018). Moreover, technology provides reading sources that can be accessed easily, for example digital newspaper, digital magazine, television, website such as NBC, CNN, Learn English, Duolingo, Grammarly, Langroo, and Future Learn, journals, web page, forum, and blog (Satriani, 2017).

Websites are one common example of technology that can be used as a medium to teach reading. Website is a name from some web page that is commonly known as a part of a domain name or subdomain in World Wide Web (WWW) in the internet (Harminingtyas, 2014). There are two kinds of website, namely dynamic and static website. A static website is a website in which its information is provided by the website owner. Meanwhile, a dynamic website is a website which its information is dynamic, and it has interactive content. It means that the provided information is provided by both website owner and website users. A website can be opened by using an internet explorer such as Internet Explorer, Mozilla, Firefox, Netscape, Opera dan Google Chrome (Hernawati, 2010).

Website is a specific, transparent and easy to use medium of communication. There a many purpose of using website, such as a medium for promoting products and giving service, posting

and finding information from the internet, communicating, giving entertainment and posting contents (Leip, 2024). Nowadays, a website is commonly used as a teaching and learning medium. There is some English learning websites designed for independent learners such as Learn English which is managed by British Council. This website provides various levels of learning sources, tests, games and videos that can be used as online learning medium (Macancela, 2019). It is common for people to read digital sources since they think that finding digital information is much easier nowadays. They also think that reading digital texts is flexible since they do not need to bring many books everywhere. Even though some people still prefer to read printed books, but reading e-book is considered more practical. People like to read digitalized version of reading since they feel that getting information through their gadgets is a comfortable thing to do (Tanjung et al., 2017). This flexibility makes students have the opportunity to access digitalized English texts, especially when they need some resources to finish their assignments. Students agree that online reading forms their reading habits since they do online reading to get information that is need to finish their learning assignments (Bana, 2020). The more the students get English text exposure, the more opportunity to have reading habits they are.

There are many advantages of using website as an English learning medium, such as increasing grammatical skill, vocabulary, pronunciation, speaking fluency, changing the teacher-centered into student-centered learning, and giving the students chance to access authentic materials (El-mayantie, 2018). A website is a learning media that can be used to provide plenty of intensive reading materials such as e-books and journals. The frequent use of internet presents a modern library where students can easily find information, journals, articles, and e-book (Suriaman et al., 2018). Websites help students to access intensive reading materials more flexibly because they can use their own gadgets. The easy access of reading materials makes the students to be more fluent reader and have more proficient reading comprehension (Satriani, 2017).

Besides, websites also enable students to access some online fresh and interesting reading materials. It is motivated to have online digital materials since it provides useful information for the students that can help them understand the materials (Rahmawati et al., 2021). Students can also find other forms of reading materials that are served in the forms of interesting activities such as online quizzes and fun games which make the students experience fun learning experience. The interactive, fun learning atmosphere, and the resourceful reading materials encourage students to be more motivated (Suriaman et al., 2018). Websites make the teaching and learning processes easier. The easiness to get a lot of information from the website is commonly called bringing the world into students' fingertip (Brandl, 2002).

Even though websites provide many interesting reading materials that can make students experience enjoyable learning, a lecturer needs to pay much attention to those things because not all interesting reading resources that are found in the websites are appropriate with the learning outcomes. Therefore, lecturers need to select the materials so that students can have the appropriate learning sources to study. It is important to provide students with plenty of selected reading materials from the internet which is fresh and interesting so that it can improve students' learning motivation (Erwinda et al., 2021). Besides learning sources, today's websites provide many interesting features. Both learning sources and features need to be selected since they have great influence in students' learning. Internet-sourced reading materials which are properly, accessible, and interesting potentially improve students' reading comprehension (Erwinda et al., 2021). The use of this web-based medium makes the students more motivated and

interested in learning intensive reading because this web-based learning material provides various features that can help them improve their reading skill (Dehghanpour & Hashemian, 2015).

Besides offering motivated and fun learning experience, applying websites in intensive reading class will also facilitate students to learn independently. Web-based materials offers learning flexibility which can improve students' learning ability, students' eagerness to participate in the learning process, and encourage them to be independent learners (Suriaman et al., 2018). Websites are usually connected by the internet so that they can be accessed at anytime and anywhere. This learning flexibility facilitates the students to become independent learners Website is appropriate for students because its' main features offer fun and flexible learning that can help them increase their learning motivation and learning independence (Suriaman et al., 2018). Considering the great learning opportunities that websites can offer to the reading class, it is important for lecturers to provide web-based reading materials which are interesting and motivating. Lecturers are encouraged to provide creative online reading materials which can support students' learning in order to increase students' motivation in reading (Male, 2019).

There has been some research about intensive reading that is done both by local and international researchers. First, a study about the implementation of appropriate intensive and extensive reading for Polytechnic students (Muchtar, 2019).The subject of the study were 260 Electrical Engineering students of Ujung Pandang State Polytechnic Class of 2015 and 2016. This research used descriptive quantitative method. Based on the results from the post-test, the ability of students to comprehend texts increased, 5 of them (11.4%) showed great results. The similarity of this study and the conducted study is that both studies discuss reading skills. Meanwhile, the difference between this research and the conducted research is the focus of the study. This study is focused on the implementation of intensive and extensive reading, while the current research is focused on the use of intensive reading media in the teaching and learning process.

The second research was a mixed method research using Survey-Question-Read-Review-Recite-Reflect, commonly known as (SQ4R) to improve students' intensive reading that was conducted in a Junior High School in Ryulgok, Pyongyang (Moon & Kwan, 2022). The results of showed that the implementation of Survey-Question-Read-Review-Recite-Reflect (SQ4R) generally improved students' intensive reading skill. This research is similar to the current research in terms of the topic research, in which both of the researches discussed intensive reading. Meanwhile, the previous research is different from this research in terms of the subject of the research. The participants of this research were 32 third grade students at a Junior High School, while the participants of the current research are the second semester of university students.

The third research was about the effectiveness of intensive reading to improve students' comprehension skill (Insuasty Cárdenas, 2020). The subjects of this research were third semester students of Information and Technology Study Program in Pasto, Columbia. The results of the research showed that reading strategies improve students' reading comprehension. The similarity of this research and the conducted research is that both research discuss intensive reading. Meanwhile, the difference between this research and the current research is the method that is used. This was a mixed method research, while the current research is a qualitative one.

Most of the research about intensive reading and the use of website as English learning media stated above none of them discusses about the use of website in intensive reading class. There-

fore, this study will explore students' perception on the implementation of a web-based materials in intensive reading class. Besides, most of the previous research used mixed methods as the research method. Therefore, this research will employ qualitative method. In addition, the subjects of the research are the second semester students of an English Department who learn intensive reading.

METHODS
Research design
This study aimed to find out the perception of students toward the use of website in the intensive reading class. Therefore, this study uses qualitative methods in order to get in depth understanding of views, feelings, and thought of the participants. The data of this research were collected from observation, interview, and documentation. The observation was done to observe and record phenomena related the use of website in intensive reading class. It was carried out when the intensive reading lecturer used website in the teaching and learning process. The interview was conducted to clarify and elaborate the data gathered from the observation. The interview was done online with the consent and at the predetermined time. Meanwhile, the documentation was done by taking pictures in the observation and interview activities. All the processes of data collection in this research were carried out based on the willingness of the participants and the confidentiality of their identity was guaranteed.

Participants
The participants of this research were semester 2 students of English Education Department students who participated in intensive reading class. There were 10 students who were asked to be the research participants since they have experienced in learning intensive reading by using websites. The students were also chosen as the research participants because they participated actively in the teaching and learning processes. Based on the interview, the 10 participants revealed that the lecturer sometimes used websites as supplementary materials in their intensive reading class.

Ethical considerations
The data were collected based on the willingness of the participants, observed, interviewed and documented. There was explanation for the participants about the purpose of the study and the benefits they can get and also interview script. This was done in order to make the participants know what the study is about as well as knowing that they were willing to participate in the research without any compulsion. The writer also gave an explanation that the data of the participants were undisclosed for the participants' confidentiality.

Data Analysis
The collection techniques used in this study were observation, interview, and documentation. The data from the observation and documentation were collected, analyzed, and described. The interview results were transcribed, analyzed, and described to find out the answer of how the students perceive about the use of website in intensive reading class.

FINDINGS AND DISCUSSION

This part presents and discusses the findings of how the students perceive about the use of website in intensive reading class. The discussion is presented based on the results of the observation, questionnaire, and interview. The results showed that the use of website in reading class had a positive impact on students in terms of motivating students to learn reading, helping students improve their reading comprehension, and forming students' reading habits. Each of the impact is presented in detail as follows.

The use of website can motivate students to learn intensive reading

The interview results showed that the use of websites can motivate students in learning reading inside and outside the classroom since it provides various reading text materials that can encourage students to read. It was stated that students were motivated because they thought that website was a good learning tool that encouraged them to read because they can find some reading materials as well as reading exercises. It is important to provide students with plenty of selected reading materials from the internet which is fresh and interesting so that it can improve students' learning motivation (Erwinda et al., 2021). Participant 3 stated:

> *"Website is a good tool to learn English for me since it can motivate me to read. I can find many reading texts as well as reading exercises which provide learning feedback. In my opinion, using website can facilitate me to boost my reading skill independently. That is why learning reading by using website is truly encouraging." (Participant 3)*

Participant 5 also had similar experience as participant 3 when using website as a learning medium in the teaching and learning process in the classroom. He stated that the lecturer shared some reading materials related to the topics learned in the class. He stated that the shared materials were authentic materials which are interesting and motivating since there were pictures and video. He explained that the authentic materials were very helpful for him because they could help him to finish his assignments. It is motivated to have online digital materials since it provides useful information for the students that can help them understand the materials (Rahmawati et al., 2021). He also added that there were some tips and explanations about how to find the meaning of unfamiliar words, main ideas and the supporting ideas in the video. The pictures, however, made encouraged him to learn since they make them materials more interesting and it can be used as a reference to know the reading context as well as clues of unfamiliar words. The interactive, fun learning atmosphere, and the resourceful reading materials encourage students to be more motivated (Suriaman et al., 2018). Participant 5 stated:

> *"I like when the lecturer uses website in the teaching and learning process because the materials are great. I can find many authentic materials which can help me finish the assignments. I can also find many materials which are related to the topics being discussed, such as videos, short articles and many more. I enjoy having reading class since I can have great learning experience." (Participant 5)*

Participant 7 also agreed with the two previous statements. He stated that using websites as a reading resource provided great experience of learning. The use of website increased his motivation in reading since it provides him the opportunity to interact with others both synchronously and asynchronously through online quizzes and activities. He added that having website as a

learning medium promotes unique, fun, and motivating learning atmosphere. He stated that the great learning experience that he got from using website inside and outside the classroom gave positive impacts for him. He stated that the use of website increased his motivation a lot so that he can concentrate better in the reading activity. Lecturers are encouraged to provide creative online reading materials which can support students' learning in order to increase students' motivation in reading (Male, 2019). Participant 9 stated:

> *"The use of website increases my learning motivation because I can communicate with other learners synchronously and asynchronously. It keeps me connected with other learners through forum, online quizzes and other activities. I am happy to have a website as a learning medium because I can enjoy every learning activity that is conducted." (Participant 9)*

The other participants also agreed that website was a motivating learning medium for reading class. They stated that learning reading by using website was interesting because there were many authentic reading materials that they can access freely and easily. Besides, the use of website also enabled them to have the opportunity to build communication through networking. They also stated that implementing website in the teaching and learning processes offered fun learning since website is a flexible tool of learning. Website is appropriate for students because its' main features offer fun and flexible learning that can help them increase their learning motivation and learning independence (Suriaman et al., 2018).

The use of website can help students improve their reading comprehension
The use of website in reading class also influenced students' reading comprehension because it provides some supplementary materials such as reading texts, reading exercises as well as reading tests which enables students to train themselves in improving their reading comprehension. Besides, some websites are provided with pictures, audios and videos that can give more explanation about some concepts that are difficult to understand. Those forms of features are interesting for students, and they can help students visualize some complex information. Internet-sourced reading materials which are properly, accessible, and interesting potentially improve students' reading comprehension (Erwinda et al., 2021). Participant 6 stated:

> *"Using website in reading class is really helpful. I can find many authentic reading materials which are interesting. Sometimes, I find reading texts with some video explanations which can help me understand the text better. I can also find some reading texts with online quizzes which I can train my reading comprehension right after I read the texts. Using website in intensive reading class train me to improve my reading comprehension independently." (Participant 6)*

Reading comprehension plays an important role in intensive reading class since the objective of intensive reading class since it is aimed to develop reading skills and words identification. The use of website in reading intensive course helped students, especially those who are less active in the class. Website provided the students with supplementary materials that are similar with the materials they learn in the classroom. Website gave the "shy" students the opportunity to improve their reading ability anywhere. Website facilitated the "shy" students enjoy their learning outside the classroom so that they can improve their vocabulary as well as their reading

comprehension. Web-based materials offers learning flexibility which can improve students' learning ability, students' eagerness to participate in the learning process, and encourage them to be independent learners (Suriaman et al., 2018). Participant 1 stated:

> *"Website is helpful for me as a passive student. I rarely participate in both group and class discussion. So, I try to find similar materials on websites. I like to read some texts and do the reading exercise outside the classroom. Even though I'm passive in the teaching and learning process, I can still catch up the materials since I can access similar materials on reading websites." (Participant 1)*

Some websites are equipped with great sources of journals, articles, and e-books which can help students save their money and time. The use of website made students have the opportunity to access reading materials broadly. The frequent use of internet presents a modern library where students can easily find information, journals, articles, and e-book (Suriaman et al., 2018). The easiness to get a lot of information from the website is commonly called bringing the world into students' fingertip (Brandl, 2002). The more students can read reading resources the more they can learn unfamiliar vocabulary, especially from authentic materials, which results in the reading comprehension improvement. Participant 3 stated:

> *"I don't need to buy many books since I can access reading websites. I think it's easier and the most important for me it is cheaper. Websites helps me find great articles and e-books that can enrich my vocabulary and improve my reading comprehension." (Participant 3)*

The other participants also agreed that websites can help them improve their reading comprehension. They stated that websites gave them a free access of getting authentic materials. The easy access of reading resources helps students to be more fluent reader and have more proficient reading comprehension (Satriani, 2017). The students also stated that learning to read by using websites is motivating since they can find interesting materials which can help them improve their reading skill. Website is a motivating learning source since it is equipped with various features that can help students improve their reading skill (Dehghanpour & Hashemian, 2015).

The use of website can develop students' reading habits
Website could help students develop their reading habits. The participants stated that the use of website slightly influenced them in developing their reading habits. They stated that websites enabled them to get reading materials such as e-book, articles, and journals easily. The easy access materials made the students have the opportunity to practice reading every day which unconsciously develop their reading habits. People like to read digitalized version of reading since they feel that getting information through their gadgets is a comfortable thing to do (Tanjung et al., 2017). Participant 4 stated:

> *"I feel that using website to practice reading is fun because website is an easy access learning source where I can find many interesting reading materials easily. Therefore, it encourages me to practice reading every day which help me a lot in forming my reading habits without carrying my books everywhere and spending a lot of money for buying new printed books. Website is a good alternative to save my time, energy and money as well." (Participant 4)*

Website helped students a lot since it provides great amount of useful information that can be used as resources to finish their assignment. They stated that they like doing online reading because they need to find articles, journals, and e-books to in order to help them doing their college work. Students agree that online reading forms their reading habits since they do online reading to get information that is need to finish their learning assignments (Bana, 2020). Participant 10 stated:

> *"My reading habit is unconsciously developed since I have to find out some resources for doing my projects and assignments. Honestly, I do not really like reading but the need to find some information about my assignment forces me to explore some English websites. In order to motivate myself in doing the online reading, I usually find websites which offer some fun features such as games and online chats." (Participant 10)*

As ESL learners, it is necessary for the students to get themselves used to read English reading texts. Therefore, exploring English reading websites is a good choice for the students to train themselves to be more fluent reader and have more proficient reading comprehension. Doing online reading on a reading website is just like visiting a modern library where they can search any kinds of reading texts freely (Suriaman et al., 2018). They stated that websites are a form of technological development which could help them foster their reading habits because of its flexibility. Participant 8 stated:

> *"As an English Department student, I need to develop my reading skill in order to support my learning. Websites help me a lot in finding reading resources such as books, journals, and articles which I can freely choose based on my needs. Websites make my reading practice become more flexible and convenient. I can practice reading texts as well as checking my reading comprehension anywhere. This learning flexibility has great influence in developing my reading habits. I love it." (Participant 8)*

Almost all participants stated that using website in intensive reading class supports them in developing their reading habits. They stated that website facilitated them in having reading practices inside and outside the classroom. Using website is a good choice for both lecturers and students since website provides some learning sources that are served in the form of enjoyable learning activities, tests and videos. Those great features facilitated the students to be independent learners which can manage their own pace of learning. Besides, using website can be a great medium that can help students increasing their reading habits which results to the improvement of other English skills. There are many advantages of using website as an English learning medium, such as increasing grammatical skill, vocabulary, pronunciation, speaking fluency, changing the teacher-centered into student-centered learning, and giving the students chance to access authentic materials (Elmayantie, 2018).

CONCLUSION

From the discussion, it can be concluded that students perceived the use of website in intensive reading class positively. In detail, they perceived that the use of website can help students in learning intensive reading in terms of motivation, reading comprehension, and reading habits. Despite its weaknesses it its use, utilizing website in intensive reading class rising the idea of developing a reading website that is free, easy to access, and interesting. Therefore, further research might focus on developing a website that can be used for intensive reading class.

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