

# THE IMPLEMENTATION OF MOBILE-ASSISTED EXTENSIVE READING IN SENIOR HIGH SCHOOL

## (IMPLEMENTASI MEMBACA EKSTENSIF BERBASIS PONSEL DI SEKOLAH MENENGAH ATAS)

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### *Abstrak*

*Terdapat kekhawatiran di kalangan pendidik karena para siswa cenderung semakin tidak tertarik untuk membaca. Para siswa merasa bosan membaca dan kewalahan ketika diberi tugas merangkum atau menganalisis buku. Mereka juga malas membawa buku ke mana-mana. Ini menjadi masalah karena membaca adalah jenis keterampilan berbahasa yang terpenting. Oleh karena itu, tulisan ini bertujuan untuk (1) mendeskripsikan implementasi membaca ekstensif berbasis ponsel, (2) mendeskripsikan persepsi para siswa mengenai implementasi membaca ekstensif berbasis ponsel. Tulisan ini adalah kajian deskriptif dengan pendekatan kualitatif menggunakan desain penelitian studi kasus. Data dikumpulkan melalui observasi, dokumentasi, angket, dan wawancara. Partisipan penelitian berjumlah 13 orang siswa kelas X jurusan ilmu sosial di Madrasah Aliyah (MA) Al-Husna. Hasil penelitian menunjukkan bahwa (1) implementasi kegiatan ini dimaksudkan agar menjadi kegiatan yang menyenangkan dan menarik minat para siswa untuk membaca, (2) para siswa merasa senang dengan kegiatan ini dan bangkit motivasinya untuk membaca karena dapat dilakukan di mana pun dan kapan pun melalui aplikasi yang terdapat dalam ponsel.*

**Kata kunci:** *berbasis ponsel, membaca ekstensif, sekolah menengah atas*

### **Abstract**

There is a huge concern among educators about students who are less interested in reading and find it difficult to carry around books. The students tend to feel bored and overwhelmed when given a book or text to analyze or summarize. It becomes a problem since reading is considered the most important language skill. Therefore, this writing aims at (1) describing the implementation of mobile-assisted extensive reading in senior high school, (2) describing the students' perception toward such implementation. It is a descriptive study using a qualitative approach with a case study design. Data were collected observation, documentation, questionnaires, and interviews. The research participants were 13 students of class X social sciences at MA Al-Husna. The result shows that (1) the implementation of mobile-assisted extensive reading lessons in Senior High School is a fun reading activity so that students did not feel bored and reading interest was the main objective. (2) the students feel happy to do reading using the Extensive Reading technique, and they

feel more interested in reading because they are motivated. This research makes it easier for students to do reading anywhere and anytime using their cellular phones.

**Keywords:** mobile-assisted, extensive reading, senior high school

## 1. Introduction

When we learn a language, especially English, we must know and understand some important things from the language. To be able to interact there are 4 skills, namely: listening, speaking, reading, and writing (Setiawati, 2020). Reading is one of the skills of speaking English and can change one's life. One component of reading skills is finding ideas in a text. Reading skills are the most important skills to master. To successfully acquire mastery of a second language, effective reading is very important because after all reading is the basic instruction in all aspects of language learning. Reading is also one way of taking away the answer to a question. Without reading something, the question cannot be answered by itself, but it needs a process and stages that must be taken. The stages and processes are simply reading. Reading something is necessary with analysis and needs curiosity to want to know something that has not been answered. There are many strategies or methods in reading skills, one of which is Extensive Reading. Today, in the global education system, Extensive Reading has become an alternative technique for teaching reading. It has common sense observations and excessive research evidence proving the many benefits that come from Extensive Reading (Arifuddin, 2018).

In the Extensive Reading Learning strategy, it is not only reading that can accelerate the language learning process but also has an impact on understanding. Reading comprehension is also important when students understand a text. According to Tarigan, (1985:10, as cited in Jaenudin, Puspitasari, & Cahyaningsih, 2019) in understanding a reading, the most appropriate is to use reading silently. Read silently itself can be classified, namely that extensive reading is a reading process that is carried out widely, the reading material used varies and the time used is short and fast. Tarigan, (1985: 31, as cited in Jaenudin, Puspitasari, & Cahyaningsih, 2019) mentions this extensive reading includes survey

reading, skimming, and shallow reading. In the learning process, sometimes students experience boredom because students now have a different perspective, technology, and mindset. Students often experience boredom in learning through books, because according to them learning to use books cannot be taken anywhere and anytime. Students need different and not monotonous learning options so that they can be more varied in carrying out the learning process (William, 2016).

As English stories starts to lose its popularity for most students, digital reading can serve as a solution to overcome this problem. In this reading activity, researchers use mobile assistance, there is a comparison between online and offline learning. Because the current situation requires schools to conduct online learning due to the Covid-19 pandemic, researchers have chosen to use an online learning system, in online classes we can get the same learning as in offline classes, be it using Skype as a meeting place or even a Google hangout (William, 2016).

Extensive Reading with mobile-assisted is one of the learning strategies with the help of the English Stories application which displays a collection of reading texts with various genres with the help of the Google Classroom application to interact well between teachers and students. Learning will feel easier because this media can also be accessed anywhere and anytime (Nilakandi, 2020). Based on this description, the researchers want to see how the implementation and perceptions of students in reading with the help of Smartphone. The researcher uses English Stories and Google Classroom media as online learning tools so that students are not bored and motivated to read with the help of Smartphone. Based on the above background, this research formulated the following specific research questions: 1) How is the implementation of mobile-assisted extensive reading in senior high school? 2) How is students' perception toward the implementation of mobile-assisted extensive reading?

The importance of gaining knowledge even if it reaches China. Based on this, it can be understood that learning is contained in the arguments of Al-Quran about the importance of learning: Ustad Hasyim who conveyed S.Q. “Al-Alaq verses 1-5 as the basis for the commandment to study or study knowledge. This shows that before we do charity or worship, we must have the knowledge,” he explained. Therefore, pursuing knowledge is mandatory for both male and female Muslim, Maksum (1999, as cited in Munirah, 2016).

Mobile-Assisted Extensive Reading is a teaching technique to make it easier for students. As explained above, students are required to read to gain useful knowledge, with students who carry out these Extensive Reading students are happier in reading, given the convenience of mobile-assisted assistance, hopefully, students can be motivated by technology-assisted teaching techniques. In Surah Al Insyirah verses 5-6 it is stated: “Because actually with difficulty there is convenience.” (Surat Al Insyirah: 5) “Indeed, after difficulties, there is ease” (Surat Al Insyirah: 6) Because actually after that difficulty there is ease) Namely, with the difficulties mentioned earlier, there is convenience, both from Allah (Gumala, 2019).

### 1.1 Extensive Reading

Extensive reading is an approach to teaching and learning foreign languages through reading texts or books that are chosen by students and guided by instructors. Furthermore, Extensive Reading provides students with many easy-to-understand English books from a variety of genres, allowing them to enjoy the learning process while improving their reading skills at the same time Day & Bamford, (1998, as cited in Ni'mah & Umamah, 2020). Extensive reading is a technique in teaching reading defined as a situation in which students read a large amount of material at its level in a new language; they read for the public, for the whole meaning, and for information that merges with enjoyment Day and Bamford, (2004, as cited in Virgiyanti, D. F, 2020). It is projected to build positive attitudes towards reading, to develop good reading habits, to build vocabulary and knowledge structures Richards and Schmidt, (2010, as cited in Putra,

Musthafa, & Wirza, 2019). Through Extensive Reading, hopefully, the student could foster good reading habits and give stimulus of vocabulary and structure for students.

According to Day and Bamford, as cited in Pratiwi, (2017). Extensive reading has ten characteristics: 1) Students read as much as possible, in and out of the classroom. 2) Various materials on various topics are available to encourage reading in different ways and in different ways. 3) Students choose what they want to read and have the freedom to stop reading material that doesn't interest them. 4) The purpose of reading is usually related to enjoyment, information, and general understanding. These goals are determined by the material nature and interests of the students. 5) Reading is a reward in itself. There is little or no further training after that reading. 6) Reading material is in accordance with the linguistic competence of students' in terms of vocabulary and grammar. The dictionary is rarely used when reading because stopping constantly to look for words makes reading difficulties difficult. 7) Reading is individual and silent, at the student's own pace, and outside class, finished when and where the student chooses. 8) Reading speed is usually faster than slower as students read cribs and other material which they find easy to understand. 9) The teacher directs students to the program objectives, explains the methodology, keeps track of what each student is reading, and guides students' to get the most out of the program. 10) The teacher is a role model reader to students - active members of community reading classes, demonstrating what it means to be a reader and the rewards of being a reader.

Principles of Extensive Reading in 2002, Day and Bamford (*p. 137-141*) developed 10 principles of ER which could be regarded as the key ingredients of a successful ER program and encouraged teachers to use them. The 10 principles were: 1) “The reading material is easy.” Day & Bamford (2002 : p. 137, as cited in Türkdogan & Sivell, 2016). 2) “A variety of reading material on a wide range of topics must be available.” (p. 137). 3) “Learners choose what they want to read.” (p. 137). 4) “Learners read as much as possible.” (p. 138). 5) “The purpose of reading is usually related to pleasure, information, and general understanding.” (p.

138). 6) “Reading is its own reward.” (p. 138). 7) “Reading speed is usually faster rather than slower” (p. 138). 8) “Reading is silent and individual.” (p. 139). 9) “Teachers orient and guide their students.” (p. 139). 10) “The teacher is a role model of a reader.” (p. 139).

Argue that extensive reading is intended to develop good reading habits, to build knowledge of vocabulary and structure, and to encourage reading interest. It is projected to build positive attitude toward reading, to develop good reading habits, to construct vocabulary and structure knowledge Richards and Schmidt (2010, as cited in Nurviyani, 2020).

## **1.2 Procedure of Mobile-Assisted Extensive Reading**

Procedures were adapted and developed from a book entitled “Building Reading Fluency with Mobile Assisted Extensive Reading” by Hendriwanto & Kurniati, (2019) Participants are asked to choose what books they want in an application. Participants were asked to read extensively over a given period. In the next stage, participants put forward three requirements such as the title of the book they read, the length of the pages they read, and what responses they felt from the reading material. Participants select various topics in the application and read extensive. Then in each reading activity, they are invited to write comments and reading logs.

## **1.3 Mobile-assisted Language Learning (MALL)**

According to Miangah & Nezarat (2012, as cited in Muslimah, 2019) Learning through the mobile phone or m-learning provides the learners with the opportunity to learn where they are on the bus, outside or at work doing part-time jobs. In fact, they can learn every time and everywhere they are. In this way, many researchers try to make mobile assisted a rich resource for teaching and learning. Mobile assisted are increasingly developing into tools for language education and learning, and all users from teachers or students are getting used to this environment to make education everywhere as much as possible. The benefits of learning with mobile technology for students who learn to use

mobile devices can make it easier for users to access learning content wherever and whenever it is not limited by place and time.

## **2. Methods**

This research uses a qualitative approach. According to Fraenkel, Wallen & Hyun (2012) qualitative research is the research that involves the extent to which various learning’s, attitudes, or ideas exist, or how well or how accurately they are being developed.

The research used a case study technique. According to Frangkel, Wallen, & Hyun (2012) “A case study is a detailed analysis of one or several individuals”. According to Creswell, (2012) “Case studies are used to describe mediation or phenomena and the real-life context that occurs”. The state that the case study method “explores real-life, contemporary bound systems (cases) or multiple bound systems (cases) over time, through collecting detailed and in-depth data involving multiple sources of information and reporting case descriptions and case descriptions of Creswell’s themes ( 2017).

The data collection process comprises these steps.

### **1. Observation**

The researcher uses instruments observation checklist is a list of things an observer will look at while observing in class. This study uses a type of non-participant observation, where the researcher is not involved in the observation activities carried out by the observer while in the classroom because the researcher will be observed by the teacher. Observations are made using structured observation, namely by making observations using a list at the time the observation is made.

### **2. Documentation**

Documentation guide in the form of a reading log was carried out to monitor students’ reading activities using the help of cell phones in extensive reading during the learning process. X social sciences grade students at MA Al-Husna who will do the reading log, the researcher provides a reading log via Google Form which contains the name, title, author, the impression the student feels before and after reading the text

of his choice, the emotions felt after reading, the student explains if they experience boredom while reading, liked and disliked characters, put students into writing the text they read, things that make students do not understand an event, find words that are difficult to understand and how students solve them, write down vocabulary that students meet along with their meaning, explain interesting parts of the text, lessons that can be taken from the contents of the story, recommend the text that has been read to others, and review the text that students have read.

### 3. Questionnaire

The researchers used a questionnaire to collect data about students' perception implementation of using mobile-assisted to achieve extensive reading skills in English. Data were collected from students' extensive reading with the help of Smartphone. Researchers used a 4-point Likert scale so that students answered with the available choices, namely: Strongly Agree, Agree, Disagree, and Strongly Disagree for each question given.

### 4. Interview

Interviews were used to obtain interview data from English students. This can be used to determine students' perceptions of extensive reading with the mobile-assisted learning technique. Furthermore, using interviews in this study to connect the previous questionnaire data. This interview will be held at the end, 10 questions will be asked of students in the interview session. In analyzing the data, the researcher used qualitative research was carried out starting from before entering the field, while in the field, and when in the field. The data will be analyzed with several instruments.

## 3. Findings and Discussion

The first meeting was held on 19 January 2021, the results of observations on the first day of several students began to be interested in extensive reading techniques because the researcher found that one of the students who liked to read also took part in translators, and the researcher found that some students were enthusiastic about participating in learning

activities but that did not mean that the enthusiastic student could be active in class, for some other students' standards, not yet showing interest.

At the second meeting on January 22, 2021, the results of observations on the second day, some students have been actively asking during the learning process, it's just that some students are embarrassed to reveal their experiences while reading with this technique, so the researcher must appoint someone to start and finally, the other students braved to express their opinion, one of which is more students.

The third meeting on January 26, 2021, The conclusion from the results of meetings 1-3 most students began to get used to the habit of reading using extensive reading techniques and became interested in reading, this can be seen from the progress of students from the first meeting which seemed to be lacking. Interested until the third meeting the students began to be enthusiastic by asking some questions to the researcher as the teacher.

**Table 3.1 The Reading Schedule**

| DAY | GENRE               | TEXT |
|-----|---------------------|------|
| 1   | Fairy Tale          | 31   |
| 2   | Fable               | 15   |
| 3   | Personal Experience | 64   |
| 4   | Romance             | 21   |
| 5   | Adventure story     | 23   |
| 6   | Funny Story         | 33   |
| 7   | Arabian night story | 27   |
| 8   | Legend              | 23   |
| 9   | Long stories        | 13   |
| 10  | Free                | 250  |

Based on table 3.1 which explains the student's reading schedule and the number of texts according to the genre determined by the researcher, students read this text once a day. In each genre there is a type of text that students can choose according to their preferences, some students read logs on time, students do this activity in class and outside of class. On the tenth day, the researcher frees students to choose the genre and the text that the researcher provides through the application (English Stories).

**Table 3.2 Number of Text**

| NO. | PARTICIPANT | RESULT      |
|-----|-------------|-------------|
|     |             | READING LOG |
| 1.  | Student 1   | 10 text     |
| 2.  | Student 2   | 10 text     |
| 3.  | Student 3   | 9 text      |
| 4.  | Student 4   | 10 text     |
| 5.  | Student 5   | 10 text     |
| 6.  | Student 6   | 10 text     |
| 7.  | Student 7   | 7 text      |
| 8.  | Student 8   | 7 text      |
| 9.  | Student 9   | 12 text     |
| 10. | Student 10  | 10 text     |
| 11. | Student 11  | 10 text     |
| 12. | Student 12  | 8 text      |
| 13. | Student 13  | 10 Text     |

In table 3.2, it is explained that the implementation of mobile-assisted extensive reading at MA Al-Husna was successful because some students completed reading challenges by doing their assignments in reading logs through Google Form. However, four students did not work for up to 10 days, this was because the researchers set a limit for students to read a minimum of 7 days and a maximum of 10 days for students to read. There, student 9 did more reading activities than was instructed to read the logs.

The condition of 5 students during the implementation of mobile-assisted extensive

reading from the first day to the last day was student 8 working on the reading log on day one, two, four, seven, eight, nine, and ten days. For the third, fifth, and sixth days the students did not do the reading logs. Student 12 did this activity from day one to day eight, the rest on day nine and ten students did not fill in the reading log. While student 3 did the reading logs on day seven, eight, nine, and day ten. on the seventh day, the students sent the reading log 3 times, on the eighth day the students sent 2 times, then on the ninth day the students worked on the reading log and sent it to Google form 2 times, and on the tenth day, the students sent the reading log results as much as 3 times.

After all, they were sick, and student 8 explained that he forgot to do his assignment because of extracurricular activities so time runs out. Then the reason student 12 worked on 8 texts, was because students experienced problems on their Smartphone so that students could not complete the Reading logs maximally. The reason student 3 worked on 9 texts, students felt confused about adjusting the genre and the day on the reading log format because students did it not routinely every day but it was done simultaneously. For each statement provided by this questionnaire, the researcher developed ten statements. Each statement is given four answer options with the Likert scale : SA , A,D,and SD. The researcher made a questionnaire to collect data. This statement is to gather students' perceptions during extensive mobile-assisted reading.

**Table 3.3 Result Data of Questionnaire**

| No. | Questions  | SD |      | D |       | A  |       | SA |       |
|-----|--|----|------|---|-------|----|-------|----|-------|
|     |  | F  | %    | F | %     | F  | %     | F  | %     |
|     | I enjoy extensive reading with the English text because it is not difficult and the topic is very interesting.   | 0  | 0%   | 1 | 7,7%  | 11 | 84,6% | 1  | 7,7%  |
|     | I am interested in reading in English because I want to improve my reading skills so that I get a lot of information from what I read.                           | 0  | 0%   | 2 | 15,3% | 6  | 46,2% | 5  | 38,5% |
|     | By using extensive reading, I don't have to use a dictionary to read because reading a lot of English texts trains me to give meaning to words that I just know. | 0  | 0%   | 4 | 30,8% | 4  | 30,8% | 5  | 38,4% |
|     | Extensive reading helps me become fluent in reading.   | 0  | 0%   | 3 | 23%   | 5  | 38,5% | 5  | 38,5% |
|     | Reading books/texts helps me increase my English vocabulary.   | 0  | 0%   | 1 | 7,6%  | 6  | 46,2% | 6  | 46,2% |
|     | With this reading technique, I don't feel bored reading.   | 1  | 7,7% | 3 | 23%   | 8  | 61,6% | 1  | 7,7%  |

|   |   |      |   |       |   |       |   |       |
|---|---|------|---|-------|---|-------|---|-------|
| I read via Smartphone makes it easy for me to practice my reading anywhere and anytime. | 1 | 7,6% | 4 | 30,8% | 4 | 30,8% | 4 | 30,8% |
| Extensive reading keeps me motivated to read more.                                      | 1 | 7,7% | 1 | 7,7%  | 7 | 53,8% | 4 | 30,8% |
| Making reading logs improved my progress in reading English texts.                      | 1 | 7,7% | 1 | 7,7%  | 5 | 38,4% | 6 | 46,2% |
| I like to read in extensive reading because I can choose textbooks as I like.           | 0 | 0%   | 2 | 15,4% | 7 | 53,8% | 4 | 30,8% |

### 3. Result of students' questionnaire

Based on table 3.2, 13 students agree that reading using extensive reading is not difficult and the topic is very interesting so that students enjoy reading using this technique. Reading a book or text using English makes students interested in reading because students agree with them that improving their reading skills will get a lot of information received. students strongly agree with using extensive reading they don't need to use a dictionary to find out its meaning, because often doing reading activities will train students to give meaning to words they just know, even though there are serial results, one of which disagrees is because students find it difficult to know the meaning.

Students have various responses about this, it is proven by the results of the series that students do not agree with this and most of the others respond well.

Students agree that extensive reading makes students motivated to read more. The existence of reading logs helps students to improve their progress in reading English texts or books because students can see their reading skills through reading logs, this is evidenced by the results of students' responses who strongly agree with this. Students like to read using extensive reading techniques because students have the freedom to choose text or books as they like, this is evidenced by the results of students agreeing on this.

They enjoy reading lessons using the application (English Stories). They enjoy reading extensively. Therefore, they were happy during online learning and showed a positive response during this research process. Interviews were conducted to determine students' perception implementation of mobile-assisted extensive reading.

The interview was conducted with five students from class X social science. In general, students' perceptions of the application of mobile-assisted extensive reading were very positive, most students gave good responses.

After analyzing the results of this study, several data sources were obtained, such as observation checklists, questionnaires, and interviews.

Researchers discuss several findings that answer the research objectives as stated earlier. The researcher discussed "How is the implementation of mobile-assisted extensive reading in senior high school?". Regarding the first research question, data were obtained from checklist observations and reading log, the use of extensive reading techniques in the application of mobile-assisted extensive reading to students can help students become accustomed to reading. So that in this study the application of extensive reading to improve students' understanding and interest in reading narrative texts at MA Al-Husna Bandung was successful.

Discuss the first research question from the observations of checklists and reading logs that were carried out in class, students enjoyed reading the books or texts they had chosen according to students' interests. Reading students like with the main purpose of reading for pleasure, etc. 4. Reading log monitors students' reading activities, reading log that is filled in by students after reading the text. This sheet serves to record the identity of the text that students have read, the reader's opinion about how interesting and difficult/easy the book is to read. They can also comment on the characters in the book, the storyline, or their reactions to the stories they read. Low-ability students can do sentence completion exercises such as 'my favorite character is ... because ... .' or 'I like this book because ...', or write their reactions in their first language.

According to Day and Bamford, Extensive Reading provides students with many easy-to-understand English books from various genres, enabling them to enjoy the learning process while improving their reading skills at the same time Day & Bamford . Similar to research by researchers who apply various genres in narrative text material as a benchmark for students to read. And these findings are relevant according to Richards and Schmidt “that extensive reading is intended to develop good reading habits, build vocabulary and knowledge structures, and encourage reading interest”. This is evidenced by the results of interviews that students enjoy the learning process because it is easy to understand, with students doing assignments in the form of reading notebooks as expected by researchers so that students have an interest in reading interest, this proves that the results of the study are the same as the theory.

From the data obtained from the results of questionnaires and interviews, it can be seen that many students like to read English texts. Positive student responses such as being interested, enjoying, and being motivated. Students are more active and have fun during the learning process, this also makes students respond to the material well, they do the reading logs according to the direction of the researcher. It can be conducted that extensive reading activities can be accepted by students. For students’ perceptions about the use of Smartphone, some students feel happy because they can take advantage of existing technology so that students feel helped by reading through Smartphone besides being able to read anywhere and anytime, and easier access. This is supported by Miangah & Nezarat “Learning via cell phone or m-learning provides students the opportunity

to study where they are on the bus, outside, or at work, while working part-time. time.

In fact, they can study whenever and wherever they are”. Similar to Ni’mah & Umamah, students’ perceptions of the use of digital reading in extensive reading practice, all participants gave positive responses. However, some students prefer to read books directly, because they feel tired if they use their Smartphone for too long. According to Richards and Schmidt. “Projected to build positive attitudes towards reading, develop good reading habits, build vocabulary and knowledge structures”.

## 4. Closing

### 4.1 Conclusion

Based on the results in the previous chapter of this study. Researchers concluded the learning outcomes of class X MA Al-Husna Bandung students in the 2020/2021 school year. Based on the first research question of this study, namely «How is the implementation of extensive learning to read mobile-assisted in high school?». In general, students’ perceptions of mobile-assisted extensive reading were very pleased. Most of the students gave positive responses such as fun, motivated, and interesting.

### 4.2 Suggestion

In order to make the students to find the motivation to read, the teachers need to find creative ways to make it happen. It is a big challenge for the teacher because it is not an easy job. Therefore, it still needs more studies to conduct to find the most effective way to make the students to read on their own will and find it important to carry on.

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