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Students' perception on Extensive Reading (ER) through virtual book club to promote a pleasure reading

Rusiana[a], Nuraeningsih[a,*], Made Hery Santosa[b]

[a] *English, English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus, Central Java 59327, Indonesia*
[b] *English, English Education Study Program, Faculty of Languages and Arts, Universitas Pendidikan Ganesha, Bali 81116 Indonesia*

Article Info

Abstract

Book club is broadly believed to give contribution to students' positive attitude of willingness and enjoyment in reading. Online ER book club was set up for the first year students in a higher education level to support ER class, especially to promote pleasure reading. This study aimed to delve into the students' perception on ER book club of first semester students of the English Education Department of a private university Central Java, Indonesia. Framed within a descriptive qualitative method, a questionnaire and an interview guide were administered to the research participants. The questionnaire aspects comprise perceiver, target, and situation where ER aspects, namely, book choice, reading fluency and reading comprehension, were embedded in the items. An interview was also conducted to get more detailed facts about the book club. The findings reveal that students perceived the ER book club positively. ER book club provides fruitful and enjoyable activities for the students that promote their interest for pleasure reading and improve their English skills, particularly reading ability. Based on the findings, the writers suggest making the ER book club as a regularly sustainable program to maintain a positive culture of reading for pleasure that might lead to good reading habits.

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Introduction

The nature of reading for pleasure is reading for enjoyment in and outside of the classroom context. Reading for pleasure (RFP) nowadays is believed to contribute to English proficiency. Pleasure reading bridges to academic language and allows the brain to experience it (Jennifer & Ponniah, 2015). To promote RFP, two important keys are reading and Extensive Reading (ER). They are inseparable items for RFP to happen. The experience and sense of reading for pleasure requires one to firstly read and sustainably read. A long time ago, people believed that successful readers are those who read academic texts. RFP is considered as supplementary and has not generally been taken into account in the language teaching context. The commonly known practices also show that reading often refers to intensive reading, reading a short text for finding information and having no or little characteristics of ER.

Characteristics of ER are self-selected reading, reading a lot, reading for pleasure, reading at the right level (Ng et al., 2019). An essential skill would be acquired after repeated exposure to a huge amount of written text of extensive reading. On the contrary, in intensive reading, students might experience reading as painful reading, which is mostly done for the sake of answering questions and meeting the test requirements. Intensive reading does not promote learner's reading fluency (Renandya, 2007).

More recently, reading for pleasure, a new approach of reading practice, has been introduced. RFP provides more comprehensible input that makes academic language easier (Jennifer & Ponniah, 2015). The more reading input, the more language forms are acquired. A previous study reveals that Pleasure Reading Groups performed better than the Intensive Reading Group. Reading one book every 2 weeks or more was claimed as the most effective way for promoting learner's reading speed (Beglar et al., 2012). In addition, Marsh (2014) found that all of the pleasure reading groups improved after a month of observation.

Reading and ER are necessary since feeling of enjoyment in reading is the basis capital to a positive response toward reading. The emerging question is which one should come first, any reading or extensive reading? An expert claims that narrowed extensive reading works better. Thus more focused extensive reading is much more beneficial. (Ferrer & Staley, 2016). Extensive reading provides greater opportunities of exposure to language component such as vocabulary, grammar, tense, and meaningful expressions which are useable in daily contexts. Contextual piece of ER allows students to construct and connect the language to make meanings. The success of making meaning can be a predictor of one to be addressed as literate.

Reading, which is commonly associated with literacy, has become a big concern for many developing countries including Indonesia. The literacy level in Indonesia remains far from being ideal. Seven out of ten of fifteen-year-old students have low reading literacy. They are only able to find out routine information from a short passage and a simple procedure. In 2021, Indonesia's ranking of PISA survey was 62 out of 70 countries. The ranking seems not to have significantly improved since the stipulation of Literacy Movement (*Gerakan Literasi*) in 2015. Reaching seven years of the implementation of the movement, 'a better place' of literacy is likely a big dream for Indonesia. The real practice of the Literacy Movement is not yet maximum and the pandemic worsened it. Limited face to face meeting has become one of barriers to run the program. Not all schools and universities are ready with the online environment for running the literacy program.

Research on literacy, more specifically, reading literacy has been abundantly conducted nationwide and worldwide. Delgadova (2015) revealed that Slovak first year university students are insufficiently prepared to deal with academic texts of intermediate level of complexity and lack analytical and critical thinking while Hong Kong students with three indices of reading engagement – namely, reading enjoyment, reading diversity and online reading shows that reading enjoyment is the strongest predictor (Ho & Lau, 2018).

One of alternatives for improving literacy is by conducting a book club. Studies on book club have mostly revealed positive findings of different angles. An ethnographic study shows that the discussion on the book club contributes to the development of reading habits, improvement of debate on personal experiences related to various stories, and learning greater academic skills (Álvarez-Álvarez, 2016). A unique book club study was conducted with students of high school and college students as research participant collaborating in online book club. The findings recommend text selection and interaction with college students for fostering better motivation for high school students (Schreuder & Savitz, 2020). In another research in primary school setting, a series of booktalk dilemmas were conducted to promote reading for pleasure. The practices covered calculating tasks, vocabulary lessons or reading aloud exercises (Eriksson, 2002).

The book club program in this present study is a pilot program. It is necessary to figure out the students' perception to be the basis of the consideration for the Department and the betterment of the program. This research investigates the students' perceptions of the online book club to promote reading for pleasure in the online environment.

Literature Review

The Nature of Extensive Reading

Extensive reading has been defined in various terms which refer to the same entity. The common terms are such as sustained silent reading (Day, 2015), reading for pleasure (Mikulecky, 1990; Ng et al., 2019), and graded reading (Waring, 1997). Among the experts of ER, Day and Bamford, Renandya, Robb, Waring have made very significant contributions for the body of knowledge on ER by theorizing, researching, and extending the practices of ER.

Extensive reading is well-known with the ten principal keys as suggested by Day and Bamford (2002). They consist of reading for pleasure; reading in a large amount; reading at the learner's level; and reading various texts; learners' freedom in selecting texts; fast reading; individually silent reading; reading for reading; teachers' guidance; and teachers' role as a model. These principles have been implemented in many ER programs all over the world. As the ER aims to gain pleasure from reading, the very first condition is students should have freedom in choosing topics of their interests. The role of teachers or schools is providing books, either printed or online collections. Regarding the types of reading resource, online resources nowadays are far more accessible and preferable to printed ones. Printed resources are not a limitation anymore because the internet allows students to access easily (Arnold, 2009). In addition, teachers should make sure that their students read at their level to facilitate them comprehending texts more easily (Day & Bamford, 1998).

Extensive Reading has been considered as a prominent approach in learning English as a foreign or second language. There are huge amounts of research studying ER, and scientifically, ER has contributed in achieving language proficiency. Renandya et al. (1999) showed that ER gives positive impact to students' English competence. Villas (2016) supports the previous research that ER has significant effect on reading speed and general language skills. In addition, ER is able to improve reading comprehension and speed (Park, 2017; Tamrackitkun, 2010; Tanaka & Skapelton, 2007; Timothy, 2001). ER is also empirically fruitful to enhance students' positive reading attitude (Yamashita, 2013) and motivation (Jang et al., 2015) and many more. Therefore, ER is beneficial not only to develop language elements, but also psychological aspects of learning.

The purpose of ER is to improve good reading habits and reading fluency. ER also benefits the affective aspects of reading, such as attitude, motivation, and interest (Kreshen, 2004). Waring (2020) states that one of the features of extensive reading is no pen in hand. It literally means that extensive reading is joyful without any following stressful reading activity. Extensive reading should not have ended up with tasks and assignments that possibly prevent the learners from enjoying the reading. In pleasure reading, the accompanying activity should not be one that may demotivate learners to read. They have to feel the reading and get the idea that reading is a need. In line with this idea, van Amelsvoort (2017) made an effort to foster intrinsic reading motivation by encouraging hundreds of Japanese university students to read extensively outside the classroom by employing no quizzes and post reading activities. The results reveal that after 14 weeks of the program, 29 percent of the students did not read any books, 40 percent read only 1-3 books, 5.7 percent students read up to 12 books, and only two students read one book per week. It is obvious that empowering students' intrinsic motivation with simple encouragement did not gain any success. Instead of suggesting students to read more, the researcher also suggested to create a system that allows teachers to monitor students, and students can check self-progress.

Many photographs of extensive reading represent happiness, deep self-immersion in the texts, and a private atmosphere. It is necessary that reading will be an integral part of learners' lives. Reading joyfully starts from reading painfully. Therefore, as an effort to get learners to read and enjoy reading, providing meaningful activities can be an alternative. As the essential in reading is interest, the availability of various resources should be seriously addressed. The extent range of genre allows learners to have freedom to read what they like. It meets the characteristics of extensive reading as Susser & Robb (1990) classified, they are: (1) reading texts of their interest, (2) reading at their level, and (3) reading as a need.

Virtual Book Club in a Private University Central Java, Indonesia

Affordance of Reading FP could be done through many ways including book club. Book Club in our context is a compulsory book club which was established for the first year students of English Education Department of a private University in Central Java, Indonesia who were taking ER course, a-two-credit-subject. This book club was aimed at supporting the course and giving real experience to students to deal with RFP in real life context beginning from choosing the stories, reading, discussing, and appreciating or producing a piece of written or spoken text. The book club was conducted fully online. Lecturer team and tutor team were guiding the students running the book club. The lecturer team was those who were teaching ER course and whose interests were ER; the tutors were junior and senior students who applied for the role and were experienced with ER course previously. Students were suggested to select online e-books in http://www.er-central.com to read. They cover various categories such as factual, stories, children and student writing, but in this research only factual and stories were chosen by the students. The stories include fairytales, detective, adventure, science fiction, mystery, adventure and romance.

One noticeable research based extensive reading activity is book club. Book club traditionally known as group of people sitting and talking about one book they have read. For the six past years, the practice of book club has been differently conducted through various platform such as blogs, Twitter, and Google+. Porath (2018) reveals that educators engaged in participating book club via a variety of platforms. Nowadays, the platform extends to a virtual room such as Zoom and Meet. Original work by Sedo (2003) states that either face to face book club or online book club facilitates the members to discuss the books and establish social relation that enables them to learn about the themselves and the world.

Book club offers an opportunity for learners for a discussion, ideas and feelings sharing after reading activity. Book Club is an alternative program to promote reading for pleasure. Hales et al. (2021) conducted research about establishing a meaningful book club for children. They assist students in the critique and analysis of opposing viewpoints as well as the practice of professional communication. With different participants' age, Lassonde et al. (2005) explored the changing attitude pre-service teachers have after joining a book club. The research revealed that teacher-students changed their attitude and dispositions and maintained their reading habit. Álvarez-Álvarez (2016) showed that book clubs gathering is potentially a medium of reading innovations and literature cultivation.

As a supplementary activity for online ER course, the book club program was designed in the online learning environment. There have been several practices of online book club, such as seen in research conducted by Marsh (2014), who introduced literacy through reading stories virtually. The study revealed extensive environmental writing throughout the digital world; opportunities for one-to-one social interaction through a chat mode and the sending and receiving of postcards, text messages and letters; display of chat that facilitates one-to-many communications; a range of texts available for reading in-world such as a newspaper, books and magazines; games that require reading in order to solve problems and achieve goals; opportunities to create texts to submit to in-world publications; links from the site to related sites that promote reading and writing, like fan sites and blogs.

Students' Perception on Virtual Book Club

The students' perception on the book club is necessary in order to figure out whether the program meets the needs.

As this book club was established as the supplementary for ER course, presenting a clear image of the student's perception toward the program is important. Adapted from Robbins and Judge (2013), the perception covers perceiver, the target of the survey, and the situation. Aspects of ER such as book choice, reading rate and reading comprehension are embedded in the questionnaire items. Perceiver deals with the individuals who are attempting to present their point of view regarding the subject of the research. In this study, the perceiver involves attitude, interest, experience, motive, and expectation. Target means the thing the perceiver is trying to understand; it could be a phenomenon, a circumstance, someone else, etc. It includes novelty, motion, background, proximity, and similarity. The third element is situation indicating the environment in which the perception is occurring, which covers situation social setting, time, and work setting.

Methodology

Participants

The research was conducted using qualitative descriptive method to explore the perception of the online book club to promote reading for pleasure in the online environment. A questionnaire and interview were utilized to collect data. The number of participants was 86 students of first semester students of the English Department of a private university in Central Java, Indonesia. Seven students as the representatives of the survey respondents were interviewed.

Data Collection

The data were collected through a perception survey and an interview guide. The Likert scale questionnaire with 20 items was administered to the research participants via Google form at the end of the semester to the entire population of 97 students, and more than 95 percent of respondents returned their responses. Thus, 86 students took a part in this research. The questionnaire was written by adapting Robbins and Judge's criteria (2013) with three aspects comprising perceiver, target, and situation. They were then divided into more specific themes, namely, attitude, interest, experience, motive, expectation, novelty, motion, background, proximity, similarity, social setting, time, and work setting. ER aspects, namely, book choice, reading fluency and reading comprehension were embedded in the items.

An interview was also conducted to get more detailed facts about the book club activities, the benefits gained by the participants and their suggestions to make better implementation in the future. To check the validity, the writers used triangulation by comparing the resulted data from the questionnaire and the interview. The result showed that they yielded similar data, and it indicates that they support each other or it is valid.

Data Analysis

After collecting the data, the survey result was analyzed quantitatively using percentage, whereas the data yielded from the interview was analyzed qualitatively based on its emerging theme. For detailed steps, the writers followed (Miles et al., 2014's interactive model analysis) consisting of data reduction, data display and drawing conclusion.

Results

Perceiver

As stated above, the questionnaire items are comprised of perceiver, target and situation, which was adapted from Robbins and Judge (2013). Perceiver aspect is classified into attitude, interest, experience, motive and expectation.

The research findings related to perceiver are presented as the following.

The overview of students' attitude in joining ER book club activities can be seen in Table 1. The finding reveals that almost all students (98.8%) perceived that they enjoyed ER book club activities. It means that ER book club successfully provides enjoyable activities that make students feel happy and have positive attitude responding to the club. The second item, *I think I love reading very much* yields similar result. There is 93 percent out of 86 respondents stating that they love reading very much. This shows that they have high affection to reading activities that promoted by the book club.

Based on the interview result, the participants enjoyed the program as it was fun, but they also got some advantages for developing their English proficiency. A student said that "*I enjoyed this program because from this program I have lot of experience and I think this program improved my vocabulary*". Thus, it can be concluded that the participant had positive attitude in joining the ER book club.

The next item is students' interest in exploring books and graded readers in the ER book club. It can be seen from Table 2 that most students were interested in exploring books and graded readers in ER book club. There were 83 out of 86 respondents who stated that they had big interest to discover books attracting their attention in the ER book club.

Table 1 Perceiver

No.	Classification	Statement	F	%
1.	Attitude	I think I am happy and enjoy ER book club activities.	85	98.8
		I think I love reading very much.	80	93
2.	Interest	I am interested in exploring books and graded readers in ER book club.	83	96.5
3.	Experience	Joining ER Club makes me more challenged to improve my reading fluency	84	97.7
		I think I can comprehend the stories I read without dictionary assistance	73	84.9
		ER book club encourages me to read a lot	84	97.7
4.	Motive	I join ER book club because I love reading	75	87.2
		I join ER book club because it's compulsory for all first semester students	80	96.4
5.	Expectation	I hope ER book club helps me improve my reading skill	85	98.8
		I hope ER book club facilitates me to practice speaking with my friends	85	98.8

Table 2 Target

No.	Classification	Statement	F	%
1.	Novelty	ER book club activities enables me to read faster	83	96.5
		The stories which are available in ER book club expand my vocabulary	83	96.5
2.	Motion	Every student can easily join ER book club	83	96.5
		ER book club allows me to choose the story that I want	82	95.3
3.	Background	ER book club is an easily accessed for English Education Department students	83	96.5
4.	Proximity	I always join ER book club because it gives me a lot of knowledge	80	93
5.	Similarity	ER book club is similar to other book clubs but it focuses on reading graded readers that match with my reading level	83	96.5

In addition, the interview results showed that after joining the book club, many students feel that they have a bit more interest for reading books. Some participants said that their reading interests were improved. One student claimed, *"From that program, I found that reading is more interesting than I could ever imagine before"*. This indicates that the reading experience they got through joining the book club relatively affected their reading interest.

Related to the students' experience in joining ER book club, it is found that almost all students reported that joining ER book club challenged them to improve their reading fluency. This finding shows that ER book club fruitfully encouraged the respondents to read more, which improved their reading speed.

The next theme identified is students' motive in joining ER book club, which is described in Table 1. The first motive for joining ER book club is reading preference. There were 75 out of 86 respondents reporting the motive of reading preference. Compared to the next finding, the other motive for joining ER book club is students' obligation, with a higher number of students stating agree to the item. The results indicate that not all students have got reading preference and they still depend on the department system to rule and organize the program as a compulsory program.

Although most students' motive in joining the club is due to obligation, the interview result shows that many of them will join it when it is voluntary. A student said "*Yes, I would really like to be the volunteer of this program because it is enjoyable and fun. I have no pressure at all*". Another said "*Yes, off course. Because I love reading so much and reading is interesting. Besides, I can improve my reading skills and get a lot of friends from the activity.*" This finding indicates reading awareness has grown among them and should be maintained sustainably by continuing the program in the future.

Besides motives, people generally expect something in joining a program, and so do the students. They have expectations in joining ER book club. Almost all students (98.8%) confirmed that they hope ER book club can improve their reading skill. The same result can be seen in the next item. Almost all students hope ER book club can facilitate them to practice speaking with their friends. The findings indicate that they have high expectation to the department as the program organizer to help them improve their English skills, especially in speaking and reading.

Target

The second aspect of students' perception on ER book club is target. It consists of novelty, motion, background, proximity and the similarity of the ER book club. The finding is displayed in Table 2.

The first item is ER book club's novelty. As the ER book club was the first book club in the university, it has novelty, which most students confirmed by stating that ER book club activities provide novelty, which can be a solution for some English learning difficulties. Most students (96.5%) perceived that ER book club activities enabled them to read faster. The same response was given to the other item that the stories they read in ER book club expanded their vocabulary mastery. A big number of participants indicated that they got an advantage joining ER book club, especially in facilitating to be fast readers and enriching their vocabulary.

Furthermore, based on the interview, the participants believe that the program is very beneficial for them as a student said "*Off course, I do. Before joining the club, I didn't get so much opportunity to read English books like that. I think that's my first time I could read and discussed more about English book. That's a big improvement, because usually I just read Indonesian books. So, when I start reading an English book, my reading skill could improve so much faster and better than before*".

One of the requirements of ER is the ease of joining the program. The writers put this item in the questionnaire to ask the respondents' view of their motivation in the ER book club. Based on the finding, it was found that students dominantly agree that every student can easily join the club as the percentage is 96.5 percent. They also confirmed that they were free to choose the story they wanted to read (95.3%). This indicates that it is very simple to join the club as long as they are registered as students of the English Education Department. In addition, they have freedom in deciding what book they read as well.

As the ER book club was established to develop students' reading fluency, it was open to all students. Almost all participants reported that ER book club is easily accessed for them as Table 2 illustrates. This shows that the access is inclusive and no-budgeting.

Students' active participation in the program is influenced by the benefit they gained, which they think is close to their daily life. Based on Table 2, it was found that 93 percent of the respondents confirmed that they always join ER book club for knowledge improvement. They dominantly perceived that it was advantageous to join the club, and that they got fruitful knowledge for learning English. The more the students read, the more input there is.

Beside the questionnaire, some students were asked about the possible advantages they got by joining the club. The interview revealed that the benefits cover linguistic knowledge such as vocabulary improvement,

English skill, particularly reading skill and speaking skill, cognitive, reading affection and social interaction. Student Y confirmed that they widen their view and get more knowledge through the program. In addition, student Z said that by joining the club, she now reads more and has made it a new habit. Besides, student X said that she has become more confident in expressing her ideas.

The next section of the survey was concerned with ER book club similarity. The respondents reported that ER book club has similarities with other clubs, as almost all students (80 out of 86) stated that they (96.5%) found similarities between ER book club and other book clubs. However, they found that it focused on the use of graded readers as the reading source to meet the students' reading level. Table 2 shows the detailed data from the questionnaire.

Situation

The last aspect is situation, which describes ER book club social setting, time effectiveness and work setting. The result can be seen in Table 3 below.

A book club is a social community where people can meet, discuss and share ideas with other people. ER book club is a media where EED students not only maintain their social life but also exchange knowledge in English about the stories they read. Most students reported that through ER book club, they could exchange their ideas, thoughts and opinions about the stories they read.

The success of a reading program greatly depends on the time effectiveness, whether the participants spend the time effectively for reading. The finding reveals that 88.3% of students confirmed that they spend their leisure time in joining ER book club effectively. They come to the zoom meeting, open the e-book and read. This indicates that most of them are serious about reading the books during the program as one of the respondents said when she was interviewed:

"I spend the time effectively. I just read & enjoy reading because I love reading".

The statement above shows that the student's hobby is reading. Therefore, she really enjoys reading (Beglar et al., 2012). Another respondent stated that she spent the time for reading effectively and loves reading again after having had decreased reading interest:

"I definitely spend the time effectively in the program. I used to love reading books when I was in elementary school to first year of senior high school, but the interest slowed down until I joined the program and started reading again and buying some good books. Joining ER program boosted my old interest".

The finding above proved that the program has engaged the students to develop their reading habit through reading for enjoyment. The detailed finding can be seen in Table 3.

A program is established by setting the learning environment. The ER book club was conducted compulsorily for first semester students as a supplementary program for supporting ER course. As the aim was to promote reading for pleasure, the students were assigned to choose stories that fit their interest. Based on the questionnaire result, almost all respondents reported that the program facilitated them to do fast reading. Table 3 provides the detailed percentage of the response.

Discussion

Based on the findings obtained from the questionnaire and the interview, the students have positive perception on the ER book club in aspects of perceiver, target, and situation. Perceiver aspect includes attitude, interest, experience, motive, and expectation; target covers motion, ER book club's novelty, social setting, background, proximity, and similarity; while situation comprises social setting, time effectiveness and work setting. As the online book club was a pilot project with its principal objective of promoting a pleasure reading for freshmen, the findings were good news for the department. The recommendation will be presented at the end of the discussion.

Extensive reading has been included in the curriculum for years, and varied activities in and out of class were conducted in order to improve reading fluency and students' reading habits. Book club has been widely conducted previously and became an alternative to supplement the ER course. With the supplementary program, the ER course might not be viewed as just a "course" but more comprehensively viewed as the good habits of pleasure reading.

Table 3 Situation

No.	Classification	Statement	F	%
1.	Social setting	ER book club allows me to exchange knowledge and ideas with my friends about the books	83	96.5
2.	Time effectiveness	I spend my spare time effectively by joining ER book club	76	88.3
3.	Work setting	ER book club allows me to practice fast reading	85	98.8

Most students in fact have positive reading attitude in joining ER book club. Reading attitude may foster intrinsic motivation such as positive feeling and intellectual satisfaction (Yamashita, 2013). Broadly, Ahmed (2016) revealed that students have positive attitude toward reading with little enjoyment that causes anxiety while Al-Homoud and Schmitt (2009) pointed out that students in extensive reading group have a more positive attitude toward reading, their class, and their learning than that of the intensive reading group. In addition to attitude, students' perception on interest in the ER book club was also high. They had great interest to read books that meet their preference. They were free to choose stories that the team provided. In line with the previous study, Rodrigo et al. (2014) stated that students' motivation, reading habits, and reading behavior are significantly developed when the students were allowed to access and choose their own books, and read during instruction hours. Chen et al. (2016) also proposed the use of various reading materials that will benefit reading interest.

In addition to attitude and interest, students' experience was also perceived positively. The ER book club has triggered the students to improve their reading speed. It clearly indicates that the students' experiences correspond to reading attitude. Positive reading attitude may lead to other positive actions or experiences such as feeling of challenge to improve reading fluency, confidence in reading without dictionary assistance, and a desire to read a lot. It is recognized that students were engaged, read, and joined the discussion well in the book club (Barajas, 2016). While dealing with students' motive, it was found that their motive is reading preference and obligatory assignment. No matter what the initial motive of the students in joining the book club was, it offers challenges and possibilities. It is important to make clear the aim of the book club (Barajas, 2016). In this present research, it has been explicitly stated that the book club is compulsory as it accompanies Extensive Reading course. The responses are slightly different from the higher percentage of those responding yes that they joined book club as it is compulsory. In fact, the students' expectations meet the objective of the book club. Students are expected to improve their reading skills and speaking skills. With enhanced reading skill, better improvement in other fields of learning would be very possible (Ahmed, 2016). Book club is not only crucial in developing students' reading, but also essential in improving students' motivation for more intense conversation within communities (Petrich, 2013).

The aspect target, more specifically deals with reading speed or reading rate, book selection, accessibility, etc. Beglar et al. (2012) reveal reading simplified rather than complex texts resulted in greater reading rate gains. The book club in this present research used simple and simplified texts, and almost all of the students perceived that their reading rate was improved. Moreover, reading as an activity of the book club facilitates learners to develop writing experience, expands their vocabulary, and improves their grammatical structure (Mohammad Abdullah Attiyat, 2019). The percentage is displayed in Table 3 above. Supporting the positive responses, the participation level of the book club is also very good. Willingness in joining the program and choosing the story that they want is another motion in ER book club. Tekşan (2019) suggested the involvement of teachers and families in book selection and the establishment of appropriate reading environment in improving reading motivation. It is recommended that students do readings with peer groups. The book club has involved students in selecting some books and allowed them to choose one of their interests. Federici (2019), GOCTU (2016); Tekşan (2019) revealed that book selection improved students' reading comprehension skills and reading motivation. From the selection process, discussion and comparison with peers on the selected texts happened. Students benefited to be more aware of literature forms in the target language. Similarly, this present research allowed the students to choose the books they wanted to discuss in the group. And, in terms of accessibility, the more accessible the book club, the greater the opportunity provided for the students. Waring (2021) in a session of vERtual Talk Series conducted by Indonesian Extensive Reading Association said that when students do not read, it might be the teachers do not provide books. With that image in mind, providing books as well as other accessible programs such as book club is necessary.

In the situation aspect with social setting, time effectiveness, and work setting, another student reported that he got more friends during the online meeting and enjoyed the program. These findings are relevant with previous research conducted by Tanabe (2016), that through book club, students may expand their vocabulary knowledge and knowledge in broader context related to a particular discipline (Al Husaini, 2013). Most students reported that through ER book club, they could exchange their ideas, thoughts and opinions towards the stories they read. It facilitates interpersonal connection between teachers and students, resilience, communication tools, time management (Eriksson, 2002: Hooper-bressler et al., 2018). The findings above proved that the program has engaged the students to develop their reading habit through reading for enjoyment. It is in line with Marsh

(2014), who found that online book club could encourage students to read with a pleasant situation. Based on the questionnaire result, almost all respondents reported that the program facilitated them to do fast reading. Similarly, Beglar et al. (2012) claimed that pleasure reading supports improving students' reading rate.

The positive perception gained from the questionnaire was confirmed by the interview. The effort of employing a book club for developing the students' reading for pleasure worked well. Such is understandable since book club supports ER class by providing a less formal book discussion with customized steps of pre, whilst, and post reading that assist the students to enjoy the reading and the discussion in a friendly atmosphere. Recommendations from the participants were the variation of genre, the increased number of the collections, and conduction going offline to increase the number of books available, and conducting the book club offline intensively

Conclusion and Recommendation

ER book club in the online environment which is designed and customized based on the specific context in the English department that has already had ER course in the curriculum is positively perceived by the students to promote pleasure reading. Almost one hundred percent of responses reveal that the students perceived that they benefited from the ER book club in terms of speaking and reading skill. They feel more confident in speaking, which is indirectly practiced in the discussion during the book club. Moreover, the book club has expanded their vocabulary and improved their reading interest as the result of reading for enjoyment. The recommendation for the department is establishing sustainably the book club program to a broader context and regular program. The more specific recommendations from the participants were the variation of genre, the increased number of the collections, and conduction offline to increase the number of books available, and conducting the book club offline intensively. As our study is limited on participant number, it is recommended to conduct further research with a bigger number of participants and wider scope of the research setting.

Acknowledgement

Conflict of Interest

The authors declare that there is no conflict of interest.

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