Students' Perception on the Online Extensive Reading

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ABSTRACT

Extensive Reading is the reading activity that is useful for the students especially for language learners. In English Language Education Department at private university in Yogyakarta, most of the students have already done extensive reading activity in English which is reading for hobby or reading with no academic purposes just for pleasure. Some students of English Language Education Department use the Internet as the media for doing extensive reading. The aims of this research are to discover the benefits and the challenges perceived by the students while doing online extensive reading in English. This researcher used three participants which were students of English Language Education Department at private university in Yogyakarta. First participant is I, 20 years old male student who study in English Language Education Department from batch 2014. He likes to read short online article, online news about football and music, and online mini biography in English. Second participant is L, 20 years old female students from batch 2014. She likes to read online novel about science fiction and horror, and online short article in English. Third participant is M, 19 years old female student from batch 2015. She likes to read online novel online magazine about Hollywood and football, online novel, and online short story in English. The research used the interview to gather the data needed for the completion of this research. The result of interview revealed that there are two findings in this research which are the benefits and the challenges of online extensive reading. Fist, the benefits were categorized into 3 categories. Based on the data, the benefits divided into 3 part as follows: practicality, resourcefulness, and linguistic benefits. The second result was about the challenges of online extensive reading. The researcher divided the challenges into 2 categories which were mentioned by participants as follows: technical difficulties and linguistic difficulties. In conclusion, the online extensive reading has some benefits which are useful for the student in process of

English learning. However there are some challenges which are found in this research.

Keyword: Online extensive reading, benefits, challenges

INTRODUCTION

Nowadays, reading has an important role in education. By reading, the students can get knowledge from several aspects at once. Also, the student can understand the content of the text and then retell it to their friends. There are several elements that are contained in the reading materials such as linguistic, knowledge, culture, and moral values (Choudhury, 2014). Reading can support students in terms of studying new things. The more the students do reading activities the more they learn (Abdurrahman, 2003).

Reading is an activity where reader can analyze and comprehend the sentence, so they can recognize what the writer delivered. Understanding the contents in the text is one of the main objectives in reading. For the reader, comprehending the content of the text is important, so they can understand the main idea of each paragraph. Reading is not a simple way of taking the words from the page. Reading is a process where the reader uses their intelligence to identify the meaning of the text (Sinambela, Manik, & Pangaribuan, 2015).

In English learning, reading is one of the activities that is often done by students, and it is important for students to develop their language skill. One of the types of reading approach that used by the students is extensive reading. Extensive reading is reading approach where the readers do reading for pleasure and also they should choose their own reading material based on their interest (Powell, 2015). Based on the explanation above, it can be concluded that Extensive reading is reading for fun and also there is no pressure on it. There are several materials which belong into extensive reading materials. For example, articles, magazines, comics, novels, newspapers and etc. Student can choose the reading materials based on their interest and ability (Jacobs, 2014).

One of the media that support the extensive reading is the Internet. Internet is one of the source of reading materials in the world. The Internet as a source of all the information that exists in the world has an important role for student. It can help student

to get any reading materials quickly and easily. Internet provides lot of reading materials for the readers (Gou, 2012). As people know, in this era Internet is one of primary needs for student. Student can get a lot of reading materials in Internet as much as they want.

Based on the personal observation from the researcher, some students in English Language Education Department at a private university in Yogyakarta actively do extensive reading activities in English. Students do extensive reading activities such as reading comics, news articles, novels, and etc. Also, most of them using internet as the source of reading material because it easier than reading printed text. Some of them used notebook and Smartphone for browsing and surfing using campus Wi-Fi to get reading materials which are interesting for them. However, sometimes the students find some obstacles that make it hard for them to do online extensive reading, for example the materials of reading are not always in accordance with their ability of language. Also, the level of students' motivation in reading activities are different. For the teacher, there is no way yet for measuring students' progress in online extensive reading activities. Therefore, the researcher chooses to do a research entitled Student's Perception on the Online Extensive Reading in order to explore the benefits and the challenges of online extensive reading among the students of language education.

Reading is one of the important aspects in educational program, especially in English Language Education Department.at a private university in Yogyakarta. For some students, reading is the important key to improve their English skills. In English Language Education Department, reading is one of the subjects that was taught by the teachers in the class. However, some students are doing extensive reading more than intensive reading. Some students do extensive reading as reading for fun. Some students make the extensive reading activities as a hobby. Sometimes they used the Internet as the access to get reading materials. As long as they have Smartphone or any gadget for accessing the Internet, it is easy for the student to get any reading materials. However, based on the researcher experience and observation throughout this research, there are some issues in extensive reading activities at English Language Education Department at a private university in Yogyakarta.

First, based on the researcher's experience, the lecturers in English Language

Education Department at a private university in Yogyakarta used intensive reading activities more than extensive reading activities. The lecturers more prefer use intensive reading than extensive reading in learning process. For example, in learning process the lecturers give assignments that are related with subject about reading, and then the students have to read some texts from the lecturer, and the student should give the review to the lecturers about the text or they should write some important point from the text. On the other hand, based on informal interview, some students prefer to do extensive reading such as reading novel, comic, magazine, news articles which are included into extensive reading materials. Second, they are more prefer used their gadget such as notebook or Smartphone to browse reading material or find some material in online in order to finish their assignment from the lecturer than go to library or get some printed books from the store.

Other issues that are related to English skill of students as the EFL learners after doing extensive reading. Based on the researcher observation, some students who likes to read for pleasure are more confident in speaking English, and especially when they do English conversation with their friend. Also, they have richer vocabulary than the other students who do not like to do extensive reading. Derived from the research background and the statement of the problem about the role of extensive reading including the benefits and the challenges at private university in Yogyakarta, the researcher is interested to explore the Students' Perception on the Online Extensive Reading at a private university in Yogyakarta .

The aim of this research is to disclose the students' perception on the online extensive reading. More specifically, research questions in this research is set up as follow:

1. What is the students' perception on the benefits of online extensive reading?

2. What is the students' perception on the challenges of online extensive reading?

This research would like to obtain the benefits and the challenges of online extensive reading in ELED at one of private universities in Yogyakarta students' perception. Thus, it is related to the purpose of the study that is to find out benefits and the challenges of online extensive reading based on students' perception.

Reading is a process that is conducted and used by readers or learner to get a message which delivered by the writer through the text. By reading, someone indirectly has collected every word, after that the reader can conclude a thing based on what the reader finds in the text. Hedgcock and Ferris (2009) stated that reading is process of constructing and understanding the meaning of word in the text. The National Reading Panel has noted that there are five specific practices that teachers should be using when teaching children to read or when helping them improves their reading skills. They are (1) phonemic cognition, (2) guidance in phonics, (3) oral reading practice with feedback, (4) vocabulary direction, and (5) comprehension guide strategy (Prado & Plourde, 2005). The most important of five practices is reading comprehension. Reading comprehension is how the reader getting meaning from written text and it is needed by the reader to know and understand what they read.

Reading comprehension. As above mention, the purpose of reading is comprehension or getting meaning from written text. Reading comprehension in this study deals with the students' ability to comprehend reading texts. Reading is the process of understanding a reading text (Grellet 1996). That statement means that when students do a reading activity, they have to make sure that they can comprehend the writer's ideas in the text. Reading comprehension skill are important for student because it help them for doing effective reading (Roebl, Shiue, 2012).

Reading is one of activities that that can help to improve student's English language ability. Reading is divided into two types: intensive and extensive, intensive reading is a practice of particular reading skill in which the readers do reading in detail for specific task and objective from the teacher (Renandya, 2007)

Extensive reading. Extensive reading can be defined as reading as much as possible for our pleasure, extensive reading is reading activities where reading confidence and reading fluency are prioritizing. Nation (2009) stated that extensive reading is a way where the readers can focus on the meaning of the text and improve their fluency by doing reading

In the extensive reading activity the role of teachers here is as control and guide for student, stated by Bennetayeb, (2015). So, they free to choose and read the text for enjoyment. In addition, they can extract information about the text without any academic intent. Dao (2014), mention that extensive reading involves 1) lot of handy materials reading; 2) reading for fun; 3) reading to bring up

students' confidence, and 4) reading for fluency improvement.

Characteristic of extensive reading. As mentioned earlier, extensive reading is an enjoyable reading activity in which students happy to read a book of their own choices. Day and Bamford (2004) described some characteristics of extensive reading. These features are: (1) level of the reading materials is convenient, (2) a variety of reading materials on a wide range of topics, (3) learners choose reading materials accordance their interest, (4) learners read as much as possible, (5) the aim of reading is related to enjoyment, the interesting information, and general understanding, and (6) it conducted by individually and silently.

Online Extensive Reading. As the students have known that Internet has a significant role in human life. The Internet as an online media brings more advantages especially to students. Internet presenting various sources readings that have a lot of benefit for many people, it is included various texts in English. There are many content in the Internet which is using English. The fact above support for extensive reading activities, so extensive reading can also be done through online. Online extensive reading made up of reading text as part of electronic screen page (Pino-Silva, 2006). As a conclusion, online extensive reading is reading activities using the Internet as source of reading texts through electronic gadgets such as Smartphone and notebook.

The Benefits of online extensive reading. Internet provided many sources for extensive reading in language learning. Using the Internet for extensive reading is numerous advantages. The Internet can provide a lot of interesting materials. Guo (2012) contended that all of authentic materials from the Internet are highly worthy because those materials can generate greater interest among teachers and students than materials that structured traditionally done. Pino-Silva (2006) conducted a study on online extensive reading and found that students could gain access to hundreds of newer and interesting articles. It can be said that people have many choices accordance with their interest, and they can be found it easier. It is more practical to read online than reading from printed books (Pino-Silva, 2006).

Since the era of computer and electronic mobile devices has progressed incredibly, the Internet also has significant development. Internet facilitates the student to search a lot of reading materials. Arnold (2009) stated that nowadays students can get reading material so easy because the Internet is so popular among universities, so they can

enjoy for doing extensive whenever they want. In addition, the students can access the Internet through the computer or the smartphone easier. Technological developments make learners can easily access their needs anywhere and at any time they want.

Online extensive reading also can improve student's English skills, one of skills that can be developed through online extensive reading activity is vocabulary skill. Guo (2012) stated that extensive reading through the Internet can help student improve vocabulary because it makes the student should dealt with new vocab and strengthen the vocabs that already known repeatedly. Based on the explanations above, we can conclude that online extensive reading is useful for improving student's vocabulary knowledge.

Online extensive reading helps the reader to improving their skill for grammar and structured in English. Poorsoti & Asl (2016) stated that "It is obvious that constant repetition of writing styles, structures and words in an extensive text has the potential to lead the learner to pick up them subconsciously that will subsequently contribute to better writing in terms of fluency and accuracy" (p.199).

The Challenges of online extensive reading. Extensive reading through online activities should be done with relaxed and no pressure. But there are some issues that are often faced by the student, for example, may be the language that is used by the author. First, the reader may sometimes encounter reading materials use languages that are too high or scientific. Husin (2014) stated that understanding tough vocabs and the incapacity to define these sentences are among the general obstacles for the students to enjoy their reading material. For some readers, online extensive reading is not always easy to be done. The reader sometimes feels difficult in order to comprehending the text on screen because the reader actually used to reading through printed book. As Coiro (2014) stated that nowadays, the researcher cannot always believe that the reader who read well in the books will also be good reader on the Internet. In addition, Myberg dan Wiberg (2015) stated that it is more about the readers' manner toward the digital media than the true experience of reading. There are skepticism toward online reading so it be a common perspective that online reading rather than the goal of reading.

The researcher also believe that online extensive reading is reading for pleasure but sometimes the reader has lost their attention to the reading material because the reading material are too long in paragraph. Husin (2014) stated that the goal of extensive reading is to have fun in reading, it's not successfully

achieved because the selected materials are too various and so many word which are unknown to the reader.

The last, extensive reading seldom has materials that are related to educational or curriculum. Otherwise, the teachers are often used materials that are focus on curricular responsibilities, for example, textbook task, revising essays, and preparation for tests. It also can be a challenge for the teacher, because it is difficult to how teachers value and handle student's responsibility for their extensive reading (Robb & Kano, 2013).

METHODOLOGY

This research focuses on finding students' perception on the online extensive reading at English Language Education Department at a private university in Yogyakarta. The research adopted a qualitative research design because this design is able to find the phenomenon from participants' perspective in more detailed about online extensive reading. This is supported by Tewksbury (2009) who stated that qualitative research provides more emphasis on interpretation and providing someone with full sight, looking at contexts, environmental absorption, and deeper understanding about concepts. Qualitative research aims to reveal participants' opinions. Similarly, Creswell

(2012) stated that qualitative research is suitable to be applied because it can identify research participants' opinion, belief, or perception.

This research used a descriptive qualitative method to note every phenomenon that occurs in order to get specific data. The researcher chose this method because he wanted to find out personal opinions and experience of the participants about online extensive reading. Qualitative research facilitates the researcher to step into participants' perspective, so they can get their feelings and thoughts which are part of their experience (Sutton & Austin, 2015). The researcher wanted to find out phenomenon about online extensive reading, so the researcher used descriptive qualitative method. As Kluwer (2015) mentioned that qualitative descriptive studies provide whole summaries of a phenomenon or of events.

This research was conducted at English Language Department at a private university in Yogyakarta. Based on researcher's observation, the main reason was the researcher found that many students were actively doing online reading, and the students are basically study about English, so they are get used to reading English texts, and also researcher had the access to conduct research because the researcher are studying in

Yogyakarta. Moreover, the university has a good accreditation with many facilities that they can support the student for doing online extensive reading such as Wi-Fi for connected to the internet in class room and every corner of the campus and special place for the students that provide the electric plugs, so the students can charge their notebook and Smartphone comfortably.

The participants of this research were students of English Language Department at a private university in Yogyakarta. The researcher chose students of English Language Department at a private university in Yogyakarta because based on the researcher's observation the students already did extensive reading activities which most of their reading materials were in English. In order to strengthen the result of researcher's observation, the researcher did small interview to the participants. Based on the small interview by the researcher, they spent their time on the Internet by using campus Wi-Fi whether for reading comic, novel, online article or checking their social media. Also, most of their reading materials are in English. Hence, the researcher became more interested in doing the research.

The research took three participants of active students in English Language Department at a private university in

Yogyakarta. There were two criteria that participants need to meet. First, they were registered as active student of English Language Education at a private university in Yogyakarta when the data were collected. Second, the participants actively use the Internet for doing online extensive reading activities and also the reading material in English. The researcher did not limit the student's batch because the important criteria is the students who had done online extensive reading in English, so it simplified the researcher in getting the participants who were qualified.

The researcher used snowball sampling to get the participants. Snowball sampling is a method to identify and take samples in network constantly (Neuman, 2003). First, the researcher did informal interview to one students and asked the participant whether he or she has done online extensive reading or not. Second, if that student matched with the criteria, the researcher took that student as the participant if he or she agreed for it. Next, the researcher found another participant by asking for recommendation from the first participant which matched with criteria. There are three participants in this research, they are I, L, and M. First participant is I, 20 years old male student who study in English Language Education Department from batch 2014. He

likes to read short online article, online news about football and music, and online mini biography in English. Second participant is L, 20 years old female students from batch 2014. She likes to read online novel about science fiction and horror, and online short article in English. Third participant is M, 19 years old female student from batch 2015. She likes to read online novel online magazine about Hollywood and football, online novel, and online short story in English. The researcher used initial name which is the first word of participants' name in order to stating each participants' identity.

The data collection was conducted by interviewing the participants since interview can get more specific data. The point of interviewing are not only build whole portrait, words, and participant's perception but also enable the researcher to speak more confident for sharing opinion (Alshenqeeti, 2014). This method is appropriate since the researcher needed to get complete information from the participants about online extensive reading in English. The researcher became more confident during conversation in the interview process, so it helped the researcher to achieve the satisfactory answers for each question in order to get specific data. The researcher expected that the result of interview can reveal the benefits and challenges on extensive reading through online in English.

The researcher used a procedure for collecting the data which were divided into few steps. First, the researcher arranged the interview guideline; this step began by preparing the questions. Second, the researcher got in touch to the first participants in order to ask that participant whether they are active in online extensive reading activity or not. Then, after the first participant fitted the criteria and agreed to be interviewed. The researcher made the appointment with the participants for interviewing. Then, the researcher started the interview with first participant according to the schedule of appointment that already made before.

The researcher has done first interview with first participant on July 16, 2018 at 14:00 pm at a private university in Yogyakarta. The first Interview was done for eight minutes. Then, the researcher got second participant from first participants' recommendation. Then, after the researcher got agreement from second participant, the researcher made appointment for interview. The researcher has done interview with second participant on July 17, 2018 at 13:00 pm at a private university in Yogyakarta. The interview with second participant was done for seven minutes. Next, the researcher got third participant from

second participants' recommendation. The researcher made appointment with third participant after the researcher got agreement from third participant. The researcher has done interview with third participant on July 18, 2018 at 19:00 pm at a private university in Yogyakarta. The third interview was done for seven minutes.

The researcher used interview guidelines and recorder as the instrument of the research to help the researcher gained the data. The researcher used the experts' literature in order to arrange the interview guidelines for the interview. The researcher used Bahasa Indonesia for interviewing because Bahasa Indonesia is the first language of both participants and researcher. The researcher used Bahasa Indonesia to prevent ambiguous answers and miscommunications during interview process, so it made participants' point clearer.

The researcher chose the open-ended questions for interviewing. The reason researcher used open-ended question was to get complete answers from participants. So, if there were uncompleted answers, the researcher chased the uncompleted answers by giving follow up questions. Reja, Manfreda, Hlebec, and Vehovar (2003) noted that "the benefit of the open-ended questions include the possibility of discovering the responses that individuals give spontaneously, and thus avoiding the bias that may result from suggesting responses to individuals" (p.161). In this research, researcher used recorder in order to record the conversation during interview process to avoid the loss of data.

The most necessary step in this chapter is data analysis. The researcher analyzed the data that were obtained from the interview process. The result of processing data was used to answer the research question. There were several steps in data analysis. First, the researcher transcribed the interview's recordings. Second, the result of transcribing was checked by participant which is called member checking. Member checking was done by showing the result to the participants. In member checking, the transcribed recording was given back to the participants in printed texts. The result is all of three participants in the research approved the transcript of the interviews. Also, all of three participants confirmed the data of the interview was valid. Member checking steps above was used by the researcher because the researcher wanted to avoid reducing or adding the data. Then, the next step is coding. Coding is sorting out data based on theme or problems of case including pro and contra revealed in the respondents' narratives and explained by the researcher (Sutton, Austin, 2015).

The processes of coding were divided into three sections. First section was open coding. It is the process of breaking down part of data into smaller piece of essence, and it includes examined, compared, conceptualized, and categorized (Cohen, Manion, & Morison, 2011). In this step, the researcher categorized the interviews' transcripts into smaller category or labeled each phenomenon in data interview. The researcher put the data of open coding in main points. There were 25 main points from interviews' transcripts which found by the researcher. Then, the result of open coding was placed by the researcher into next section. Second section was axial coding. It is process of assembling the data of each category that has similar point after open coding (Cohen, Manion, & Morison, 2011). The researcher tagged every single category of data interview. In this step, the researcher labeled the categories which were separated from open coding. There were 2 labels of categories from 25 main point of open coding data, which are the benefits and the challenges on the online extensive reading. The last section was selective coding. Selective coding is process of coding include selecting the essence category, and then combine them to build theory (Cohen, Manion, & Marisson). In this section, the researcher matched the main category from data of axial coding into literatures. After the coding data, the researcher reported the result of the data using descriptive qualitative.

FINDINGS AND DISCUSSION

Online extensive reading is simple and efficient. Based on the data collected, the researcher found that the benefits in online extensive reading are simple and efficient. I stated that "If it is online, we just need internet access and I think it is simple because it can be done anywhere" .So, student can do online extensive reading wherever they want. The result of interview also revealed that online extensive reading is simple and efficient caused by the tool for doing online extensive reading, they can do online extensive reading by using their gadget in daily life. As the L stated that "First, it is unnecessary to buy the books, it is so simple because we just need Smartphone for accessing it". Last, the statement of M strengthened the statements from both participants above, "I think it is simple and also efficient".

Online extensive reading provide feature of multi-tasking by using electronic gadget. Based on the data of collected, second participant stated that "If it is through the Internet, for example if I do not understand with vocabs, I can directly copy the word into Google translates and so it can be done by multi-tasking using phone "The statement

above reveals that the one of the benefit in online extensive reading is related to the tools of online extensive reading, it is the feature of Smartphone that make it possible for the readers to do reading activity while accessing online dictionary at the same time.

It eases the reader to find extensive reading material in the Internet. According to the data, the researcher reveals that the benefit of the online extensive reading is related to the easiness in finding reading material in the internet. As L stated that "With the Internet, its eases me to get reading material, so I just have to download it, if there are some free books". As the previous benefit presented, L also added that she just need Smartphone for doing online extensive reading. Then, the other participant also support the statement of second participant, M stated that "The Internet is a media that is easy to be access, especially for searching like an e-book".

The Internet provides a lot of reading materials. Based on the data collected, the researcher found that the benefit of online extensive reading is the capability of the internet in order to provide reading materials. The role of the internet as the source of reading material, the internet is able to provide a lot of reading materials. As I stated that, "Also the Internet has a lot of sources for the books".

The internet provides reading material with interesting content. From the result of the interview, one of the benefit in online extensive reading is doing online extensive reading makes the student more interested in reading activity. As L stated that, "By reading through internet, it also makes me more interested in reading, maybe because the contents more interesting" (P2.10). From the information from the second participant, the participants more interested in online extensive reading because the content of the reading material is more interesting.

Online extensive reading increases students' vocabulary. Based on the data collected, the benefit of online extensive reading is related to students' vocabulary. The online extensive reading material especially in English make student can improve the vocabulary. I stated that, "Since I reads an article in English so I find new vocabulary that I never know before". The first participant also added that he found some words that are rarely used by students on the class. In addition, L stated that, "And from the extensive reading through the Internet my knowledge about vocabs in English more extended". The second participant also strengthens that statement above by clearly stated, "my vocabularies are increased".

Online extensive reading can improve grammar knowledge. Based on the data collected, the researcher reveal that the next benefit of online extensive reading is related to students' grammar. M agreed that one of the benefits of the online extensive reading is to improve skills of grammar and structure. M stated that "Actually maybe it more in grammar skill, my grammar skill was improved". M also added that "So for example structured, I just like more understand and memorize grammar from the reading in the internet". The skill of grammar and structured of the student can be improved by doing online extensive reading in English.

A student learns about idiomatic expressions from online extensive reading. From the result of interview, the last benefit of online extensive reading was found by the researcher. The researcher found that the reader of online extensive reading activity can learn about idiomatic expressions. L added that, "Sometimes I find some sentences like idiom that I never know".

It decreases the student's interest when the texts are too long. From the result of the interview, the researcher found one of the challenges of online extensive reading. This is the new finding that researcher found in the result of interview. The researcher revealed that reading extensively through online can make student lost their interest when the student read a long text on the screen. There is one participant stated that, "Long article and also using English, then getting tired because the article too long", I stated.

Reading on the screen makes student's eyes tiring. Based on the data collected, one of participant believe that online extensive reading makes student's eyes tiring because the student should read the texts on the screen. I stated that "Reading on display sometimes also make feels tired, sometimes my eyes too tired, and if it is book, it is more light in my eyes, maybe because of the display".

The reader do not get used to reading on the screen. Based on the data collected, the researcher found one of the challenges in online extensive reading is the reader do not get used to reading on the screen. One participant agreed that the challenges of online extensive reading is the difficulty of comprehending the text on screen when do online extensive reading. She stated that, "But if I read through internet, sometimes I am confused and blank, maybe because I'm used to read through the book," L said.

The unfamiliar with the culture in the content. Based on the data collected, there are some challenges that are related to linguistic difficulties. One of the challenges is the culture in the content of reading material are

unfamiliar. As the third participant said that "Like a culture, it is different from our culture, sometimes that makes me difficult to follow the story plot". It is possible because many contents in the Internet especially in reading material are independent, there are many writers contribute to provide content on the internet. Most of content in reading material on the Internet not through editing process. Unlike the books that sold in the store, they are already through the process editing by publishers. So, there are several of the content that are difficult to understand by readers particularly in terms of the culture of another country or from readers itself. Just as Shaules (2007) stated that in many intercultural contexts, the deep cultural content in reading material is not noticed or understood in any profound sense because it constitutes the most fundamental challenge of cultural learning". In summary, the unfamiliar culture often causes miscomprehension and confusion.

The unfamiliar phrases in some paragraph. According to the data, the second challenges in online extensive reading is about the phrases that are used by the writer. As I said that "Sometimes the paragraph using phrases or something that are unfamiliar for me as the student who started learn English". It possible happen because sometimes the reader found the phrase or the sentences which are

unfamiliar for the readers. So, it can be the obstacle for the reader in order to comprehend the text. Just as Husin (2014) stated that understanding tough vocabs and the incapacity to define these sentences are among the general obstacles for the students to enjoy their reading material.

The difficulty in order to find the meaning of new words. The last challenges of online extensive reading is the difficulty in order to find the meaning of new words. As the first participant said that "The difficulty in translating word because meet some new word so finally I just guess the meaning".

CONCLUSION

The first result this study was about the benefits of online extensive reading. The benefits were categorized into 3 categories. Based on the data, the benefits divided into 3 parts as follows: Practicality, Resourcefulness, and Linguistic Benefits. Every part in the findings of the benefit in online extensive reading has sub findings in each specific case. First, practicality has two sub findings which are online extensive reading is simple and efficient and online extensive reading provide feature of multi-tasking by using electronic gadget. Second, resourcefulness has three sub findings which are it eases the reader to find extensive reading material in the Internet, the Internet provides a lot of reading materials, and

the internet provides reading material with interesting content. Third, linguistic benefits has three sub findings which are online extensive reading increases students' vocabulary, online extensive reading can improve grammar knowledge, and students learns about idiomatic expressions from online extensive reading.

The second result was about the challenges of online extensive reading. The researcher divided the challenges into 2 categories which were mentioned by participants as follows: Technical Difficulties and Linguistic Difficulties. Every categories in the findings of the challenges in online extensive reading also have sub findings in each specific case. First, technical difficulties has three sub findings which are it decrease the student's interest when the texts are too long, reading on the screen makes student's eyes tiring, and the reader do not get used to reading on the screen. Second, linguistic difficulties has three subs findings which are the unfamiliar with the culture in the content, the unfamiliar phrases in some paragraph, and the difficulty in order to find the meaning of new words.

As a conclusion, an online extensive reading has many benefits that are useful for the students, especially for English Language Education Department students'. Online

extensive reading most certainly has benefits for student to help them in reading activities, and also some of benefits reveal that online extensive reading helps the students to improve students' English skill, vocabulary knowledge and student's grammar knowledge. However, the challenges of online extensive reading may occur when the student felt lost interest to reading material for some reason, for example the reading material are too much. And also the student has problem when they read through the screen, some student said that it make their eyes tired. There is finding which also related to the challenges of online extensive reading. Some student explained that do online extensive reading is difficult in order to comprehending the text on the screen. It may happen when the students are basically do extensive reading through paper for a long time and then being habit for the reader.

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