The Needs Analysis in Developing An English E-Book of Berau's and Paser's Folklores by Using Flipbook Maker Application for Extensive Reading Classes of University Students: Lecturers' Voice

Yuli Puji Astutik*, Rudi Hartono, Mursid Saleh

Universitas Negeri Semarang, Indonesia
*Corresponding Author: yulipujiastutik_05@students.unnes.ac.id

Abstract. As a part of Research & Development, needs analysis cannot be separated from the overall process. This paper was aimed at analyzing the need in developing an English e-book of Berau's and Paser's folklore by using the Flipbook Maker application for Extensive Reading (ER) classes of university students based on the perspective of the lecturers. The researcher used a descriptive qualitative approach in investigating the needs to meet the research objective. She used a questionnaire to collect the data from 8 English lecturers in five universities in East Kalimantan. The research finding showed that almost all the lecturers understood that ER is a program that can improve students' skills in every aspect of English. They implemented ER to make their students love reading. They suggested that the material of ER should be non-authentic material including culture or local wisdom. They thought that the material should be a combination of printed and displayed (e-book) material. All of the lecturers suggested that ER should be implemented at schools to support English teaching and learning, and teachers need to provide them with some interesting books or watch videos or movies with English subtitles.

Key words: Folklores; Flipbook Maker Application; Extensive Reading.

INTRODUCTION

Extensive Reading (ER) is a program that has been proven to be able to improve students' skills effectively. Some researchers explained that there are many benefits of ER. ER increases language input (Raissi & Roustei, 2013) develops the readers' attitudes, abilities, and skills (Abdellah, 2013), gains vocabulary (Pigada & Schmitt, 2006; Nation, 2015) develops reading skills (McLean & Rouault, 2017), improving students' reading proficiency (Nakanishi, 2014) reading rates and comprehension (Chang & Millet, 2015; Al-Nafisah, 2015; Suk, 2016) gain grammar knowledge (Lee et al, 2015; Krashen, 2012; Renandya, 2007) learner's second language (L2) development (Renandya, Hu & Xiang 2015; Mansour & Al-Shorman 2014;) better and confident readers, better writers, improving listening and speaking abilities (Jacobs & Renandya, 2015), nearly all aspects of language competence (Chang & Renandya, 2017; Lee, 2014).

Due to the great influence of the ER on students' competence, it is reasonable that ER program needs to be implemented for students to support learning because the ability of students in Indonesia is still beyond the expectations desired by students and teachers. Based on PISA (Program for International Student Assessment) data implemented by world countries. The first time PISA implementation, was in 2000, and based on the latest data released by PISA in 2018, it is known that students' reading ability in Indonesia is at the lower level of all countries that take part in the assessment. In addition, other data also showed that Indonesia is in 60th rank compared to all the countries that took part in the survey on literacy skills organized by Central Connecticut State University in 2017, namely the World's Most Literate Nations. Based on the Indonesia National Assessment Program in 2016 that was conducted by the Education Research Center of Kemendiknas or Ministry of Education and Culture, it was revealed that the average reading literacy ability of students in Indonesia was 46.83% in the Poor category, only 6.6% in the Good category, and the rest 47.11% are in the Enough category (P.Kemendikbud, 2017) Safeia & Bulca (2012) explained that ER can be used as the savior for both learners and teachers in the education field. Providing a big amount of text, is expected to increase the effectiveness of the learning process.

Anandari & Iswandari, (2019) explain that the result of PISthe A survey in Indonesia indicated that almost all the students aged 9-15 years have

a low ability to understand texthe t. This is considered as arning for the whole country to pay special attention to the level of students' literacy, because reading is one of the indindicators of students' success in learning.

The survey, of course, needs serious attention from the government, teachers, students, and all stakeholders. This is also considered a serious national problem that must be immediately resolved. One of the solutions to this problem is by implementing ER program to facilitate students to be effective English readers. ER is considered vital in English learning because ER can facilitate students to read independently. Wulyani et al, (2022) proposed the implementation of ER gives a positive contribution to the success of the School Literacy Initiative (Gerakan Literasi Sekolah).

ER has some characteristics which are different from reading comprehension. The characteristics are: the level of difficulty in reading material is in line with students' understanding even without assistance, students read plenty of reading material different from intensive reading where students only read short paragraphs in textbooks, students can choose reading material according to what they want, and after students finish reading the book, they can do other activities created to improve their thinking ability, and pleasure to improve reading to a greater extent. It needs greater attention from the teacher to encourage student's enthusiasm for reading.

The appropriateness of ER material should be considered before implementing ER (Nation & Waring, 2020) the material in the ER should be by the level of the reader so that only a few words are not understood by the reader (about two words in a hundred words or less) so that the grammar constructions are largely familiar. Meanwhile, (Ro, 2016) what distinguishes between IR and ER is that in ER students are required to read a lot of texts so that the term extensive can be fulfilled. (Daskalovska, 2018) ER means reading text in large quantities based on the level of students' abilities and interests. Furthermore, (Lee, 2014) suggested that ER can be included in the curriculum of EFL by implementing continuous and sustainable silent reading. ER is as effective and efficient as traditional instruction if it is carried out for a longer duration. Two keys to the successful implementation of the ER program are by facilitating students with easy access to books and giving them the opportunity to choose suitable books they need.

According to (Collet, 2018) educators and administrators must ensure the reading materials that meet students' needs are sufficiently available and easily accessible both in the learning environment and the library. Various aspects influence the success of students in reading, based on the opinion of (Milliner, 2021) a successful extensive reader, is someone who reads far beyond the target set in the process of teaching and learning. The perspective of those experts can give portray, that facilitating the students with suitable material that is in line with their level of understanding can help students to be active readers which will affect all components of English learning. Therefore, this research aimed to portray the need for developing ER e-books based on Berau's and Paser's folklore by using the kvisoft flipbook maker application for ER classes of university students. This research is also expected to fill the gap of the previous research where the specific objective was to integrate ER with local folklores of East Kalimantan which has not been done by previous researchers.

By having this needs analysis process that came from the perspective of the lecturers as the educational practitioners, it is hoped that it can be the starting point for the researchers in developing the material of ER that meet the students' need the non-authentic material so that they can learn easily in the form of language constructions and the attractiveness of the material itself as it comes from students' local wisdom. After describing the research background, the research questions can be described as follows:

1. How is the needs analysis process in Developing An English E-Book of Berau's and Paser's Folklores by Using Flipbook Maker Application for Extensive Reading Classes of University Students: Lecturers' Voice

Literature Review

Folklores

Dikul & Kiting (2019) emphasize that folklore is a former story of every nation that becomes the exceptional characteristic of diversity and culture where it can show the richness of the culture and history of the nation. Usually, it is signed by animal characters, humans, and also gods. In general, these folklores tell about the origin of a place and about incidents.

Kvisoft Flipbook Maker Application

Sugianto et al. (2013) emphasized that Kvisoft Flipbook Maker is a kind of software that can be used to demonstrate a visual display of books on a computer screen or other platforms consisting of the materials. This software is available to be downloaded from the internet. Besides, According to Andini et al (2018) "The flipbook which uses technology with flipping experience, animation, video, and music is different from the ordinary printed book."

Nufus et al. (2020) also give emphasize that the Kvisoft Flipbook Maker Pro 3.6.10 application is an application for making e-books, e-paper, and e-magazines. Can insert pictures, graphics, sound, links, and videos on worksheets. Designed to provide a more attractive display with eye-catching images, sounds, or videos.

Extensive Reading

Chen, et al. (2013) pointed out that ER is a program that facilitates students to have relaxing reading, informally and allows the students to choose their desired material bade on their capacity and interests. Furthermore, Azizah & Sugirin (2019), give a point of view that the aims of ER not only provide students with entertainment when they read but can also develop students' understanding of the language and the skill. Furthermore, Hadiyanto (2019) argued that ER is a new way of teaching reading that aims to introduce the joy of reading to language learners. In ER, students learn to read by reading a large number of easy and enjoyable materials for real-world reading purposes.

METHODS

This is a kind of R&D research followed by the stages proposed by Borg & Gall (2003) that covers 10 steps from the needs analysis process to the dissemination and implementation process. However, in this report, the researchers only implemented the result of the first stage namely the needs analysis process from the lecturers' voices. This research involved eight female lecturers from 5 universities in East Kalimantan as the sample that had been chosen randomly. The researchers then gathered the data by distributing a questionnaire online via Google Forms. This kind of data collection technique helped the researchers to gain and analyze the data faster. It could also help the researchers in limiting the budget in this research. The questionnaire covers ten questions related to the phenomenon of ER teaching, especially in East Kalimantan.

RESULTS AND DISCUSSIONS

This is the interpretation of the data that has been gathered in the process of needs analysis from the response of eight lecturers in five universities in East Kalimantan.

Table 1. "What do you know about ER program? Please write three sentences."

Respondents	Response
1	ER is a reading activity that has interesting content with a fun theory
	ER makes students have fun reading so they can understand the text
	ER is using interesting vocabulary
2	ER is a reading approach to reading a second language
	ER gives opportunity to students to read in-length passages to their wants,
	the benefits of ER, as readers, they can get complete information from the passage.
3	ER is fun reading
	The students are permitted to choose their book
	They may read what they like to read for example novel.
4	A program to increase reading skill
5	Reading the text for enjoyment
6	Approach to language learning
	The students are facilitated with longer text and a large amount of material
	The purpose is to acquire information and enjoyment
7	It is a type of reading where the learner reads the text for enjoyment
	It is used to get the overall texts comprehension.
	ER is to obtain a large amount of interesting material and concentrate on meaning,
	to build learner's skill and confidence on reading
8	ER text is general
	ER theme is general

From the result of lecturers' responses in the table above, it can be seen that only respondent 4 understands that ER is a program to develop students' overall skills. Almost all of the respondents have already known that ER purpose is reading for enjoyment where the students could choose their reading material by themselves.

Table 2. "When teaching English, do you do ER activities? If yes, in what form? If not, why not?"

Respondents	Response
1.	yes, I do because it makes my students like to read.
2.	No. because I teach students who take another study program. it means I need to start the shorter text first.
3.	I haven't.. I focus on curriculum target
4.	Yes.. reading poetry, short story, novels, article
5.	No, I don't.
6.	Yes, I do ER activities so that my students will enjoy the reading class
7.	Yes, ER can be applied by using interesting media and methods such as creating a group to obtain general information together and it is suitable for students who are not interested in reading books or text
8.	Yes I do, by reading longer text generally

The result of the second item of the questionnaire that has been tabulated above it can be summarized that only three respondents out of eight that didn't implement ER in their classroom. Respondent 2 didn't implement ER in her class because she taught another program so she preferred to use shorter text. Meanwhile, the fifth respondent didn't give any reason for not teaching ER in her classroom.

Table 3. What differentiates Extensive Reading from Intensive Reading? Please write three differences.

Respondents	Response
1.	"ER is an approach to language learning IR is a reading method to make the students understand text deeply"
2.	"ER text is longer than IR IR is focused on understanding the detail of the text content. ER is focused on the fluency of reading"
3.	In IR, We guide the student to comprehend the text by focusing on vocab, and grammar.
4.	"ER is reading for pleasure, focus on fluency, direct information about the main idea of the text, etc." IR is for academic, focus on accuracy, concentrate on distilling information "
5.	In extensive reading, we have to read a lot of books for enjoyment, while in intensive reading we have to read the text with great mental effort and focus
6.	"1. ER can teach mostly outside the class, IR teaches mostly inside the class 2. ER does not use a dictionary, IR uses a dictionary 3. ER helps develop reading fluency, IR helpful in developing reading skills, vocabulary, and grammatical knowledge 4. ER nature in supplementary material, IR nature in comprehensive 5. ER's purpose is to acquire information for enjoyment, and IR's purpose for understanding the literal meaning of the text 6. The material section of ER is selected by the individual himself, IR reading material is recommended and decided by the teacher"
7.	"Extensive reading 1. Long text 2. General understanding 3. To develop reading fluency Intensive reading 1. Short text 2. Detail meaning of the text 3. To develop reading skills, vocabulary, and grammar knowledge"
8.	"ER: read the text with the general theme IR: Focus on a specific topic, Ex Scanning/Skimming/previewing/predicting."

The result of the third questionnaire item indicated that almost all of the lecturers already had a clear understanding of the differences between ER and IR. Only the first respondent didn't give clear differences between the two. Furthermore, the third respondent only gave an explanation related to IR but she didn't give any explanation about ER.

Table 4. "In your opinion, what materials are suitable for ER Activities (you may choose more than one answer)"

Respondents	Response
1.	b. Are interesting for students
2.	b. Are interesting for students
3.	b. Are interesting for students
4.	d. Allow students to love reading
5.	b. Are interesting for students
6.	d. Allow students to love reading
7.	c. Include new vocabulary items
8.	b. Are interesting for students

The table above showed that all the lecturers agreed that the material suitable for ER should be interesting for students and allow the students to love reading and should include new vocabulary items.

Table 5. In your opinion, the material of ER should be

Respondents	Response
1.	b. Non-Authentic Materials (include the culture or local wisdom)
2.	b. Non-Authentic Materials (include the culture or local wisdom)
3.	b. Non-Authentic Materials (include the culture or local wisdom)
4.	b. Non-Authentic Materials (include the culture or local wisdom)
5.	b. Non-Authentic Materials (include the culture or local wisdom)
6.	b. Non-Authentic Materials (include the culture or local wisdom)
7.	b. Non-Authentic Materials (include the culture or local wisdom)
8.	b. Non-Authentic Materials (include the culture or local wisdom)

The lecturers' responses for the fifth questionnaire item indicated that all of them were agree that the material of ER should be non-authentic materials that include the culture or local wisdom.

Table 6. In your opinion, the level of English used in the ER material should be:

Respondents	Response
1.	b. The same level with the student's competence so that they don't face difficulties when reading texts
2.	c. lower than the level of the student's competence so that they feel comfortable when reading
3.	b. The same level with the student's competence so that they don't face difficulties when reading texts
4.	b. The same level with the student's competence so that they don't face difficulties when reading texts
5.	b. The same level with the student's competence so that they don't face difficulties when reading texts
6.	b. The same level with the student's competence so that they don't face difficulties when reading texts
7.	b. The same level with the student's competence so that they don't face difficulties when reading texts
8.	c. lower than the level of the student's competence so that they feel comfortable when reading

Based on the table of questionnaire item number six, it can be concluded that all the lecturers agreed that the level of English used in ER material should be at the lower level of students' competence or it should be the same level as the students so that they don't face difficulties when reading text.

Table 7. In your opinion, the ER material should be in the form of:

Respondents	Response
1.	c. the combination between printed and displayed (e-book)
2.	c. the combination between printed and displayed (e-book)
3.	c. the combination between printed and displayed (e-book)
4.	c. the combination between printed and displayed (e-book)
5.	c. the combination between printed and displayed (e-book)
6.	c. the combination between printed and displayed (e-book)
7.	c. the combination between printed and displayed (e-book)
8.	c. the combination between printed and displayed (e-book)

Table of the seventh questionnaire item indicated that all the lecturers agreed that ER material should be in the form of both printed and displayed (e-book)

Table 8. After the students finish their ER activities, the teachers:

Respondents	Response
1.	a. Need to ensure that the students understand what they read by providing them with comprehension questions of the texts.
2.	a. Need to ensure that the students understand what they read by providing them with comprehension questions of the texts.
3.	a. Need to ensure that the students understand what they read by providing them with comprehension questions of the texts.
4.	a. Need to ensure that the students understand what they read by providing them with comprehension questions of the texts.
5.	b. Don't need to check the student's comprehension of the texts
6.	a. Need to ensure that the students understand what they read by providing them with comprehension questions of the texts.
7.	a. Need to ensure that the students understand what they read by providing them with comprehension questions of the texts.
8.	a. Need to ensure that the students understand what they read by providing them with comprehension questions of the texts.

The result of the eighth questionnaire item on the table above indicated that almost all the lecturers agreed that after implementing ER material they need to provide the students with comprehension questions where these statements contradict the term enjoyment. Only respondent five thought that teachers don't need to check the student's comprehension of the texts.

Table 9. What are the challenges that you face when you are implementing ER at your school? If you have not implemented ER at your school what are the challenges that you might face?

Respondents	Response
1.	The problem is how the student's interest in reading is beyond the expectation
2.	I found the students who didn't know the pronunciation of the vocabulary. so, they would feel difficult to read the words
3.	Find the fun book which is correlated with the curriculum as a target of study
4.	Students found new vocabs difficult to understand even though they have read many times
5.	It will make the class more alive
6.	The student doesn't familiar with the book, the habit of less reading, the sourcebook doesn't provide in the library as a literature
7.	When the students face a lot of new vocabulary or the content is new for them
8.	The students don't feel interested to read the text

Lectures' responses to the ninth questionnaire item were vary. Respondent 1 explained that students' interest in ER class was beyond the expectation of the teacher. It is in line with respondent 8 that students don't feel interested in reading the text. Most of the lecturers suggested that the teachers need to facilitate the students with some interesting and fun books. Respondent 5 commended that ER would make the class more alive.

Table 10. Do you have any suggestions with regard to the implementation of ER at schools?

Respondents	Response
1.	habitual reading or (literacy) in a short time before doing the main activity.
2.	for students who don't know well the vocabulary of the English IR approach is better than ER
3.	Provide fun books as much as possible
4.	ER through watching videos or movies with English subtitle
5.	It should be implemented in every school since the students can choose the text by themselves
6.	Discuss the very best seller of the latest book. Discuss the viral book
7.	"Use interesting material
	Use interesting media or strategies for learning
	Make students more active in the activity
8.	Give them high motivation

The result of the tenth questionnaire item revealed that the lecturers suggested: the teaching of ER should be facilitated by some interesting and fun books, videos, or movies with English subtitles, facilitate students to choose the text by themselves, lecturers need to give high motivation so that they eager in learning ER.

Discussion

This research was "The Needs Analysis in Developing An English E-Book of Berau's and Paser's Folklores by Using Flipbook Maker Application for Extensive Reading Classes of University Students: Lecturers' Voice". This needs analysis process only focused on the lecture's voice related to the product that is going to be developed after the needs analysis process. The questionnaire was distributed with some information and also the phenomenon of ER teaching and the lecturers' expectations related to suitable ER material, especially in the East Kalimantan area. According to the lecturers, ER material should meet the student's needs in the form of easier vocabulary and language construction. The lecturers believe that ER material that is in line with the student's level of understanding would result in students' motivation. They also suggested that ER material should be non-authentic material by distilling the local culture.

There has been some similar research related to this research. One of them is research conducted by Wahyuningsih, (2018). She did research entitled "Developing Extensive Reading Material for Semester 2 Students of the Yogyakarta University of Technology" her aim in doing this research was to develop ER that is expected to improve students' reading skills. She explained that from the needs analysis process, the appropriate ER material should describe the language skills clearly, the appearance of the ER material should be attractive, it needs a lot of practice, it should provide the learners with feedback, and let the learners know how to complete the tasks, give examples and tell the learners how to learn best.

Meanwhile, Fransisca (2021) conducted research under the title Developing Bilingual Book "Pontianak city highlight" for an extensive reading program. She adopted the principles of bilingualism and integrated local-related topic. She implemented ADDIE model but due to the time limitation, the researcher then only applied three steps. based on the analysis process, the researcher then determines of the book, the vocabulary level, and the appearance of the book.

Furthermore, Gustaf (2015) did similar research about developing the material for ER by integrating local culture. But, the product of this research was in the form of the comic in the printed version. This research is done by integrating the stories of Banjar whereas the previous research was integrating the local content of Berau and Paser as part of the areas in East Kalimantan province. In addition, the previous researcher developed books for Junior High School meanwhile the researchers of this ER, develop e-books for the University.

CONCLUSION

At the university of English education department, ER is one of the important subjects that should be taken by the students in the third or fourth semester. This subject facilitates students to read for enjoyment where the material can be chosen by the students themselves. Based on the investigation of the researchers, it can be portrayed that the material of ER, especially in East Kalimantan was difficult to find. Therefore, the researchers decided to conduct needs analysis process to develop ER E-book based on the local folklore of Berau and Paser as two areas in East Kalimantan. After distributing the questionnaire, the researchers can conclude that it is needed to develop a product that is technology-based because, from the lecturers' voice, the material of ER should be in the form of printed and displayed e-books. The lecturers also suggested that the ER material should be non-authentic material by integrating the local culture. The level of the ER material should be at the same level as the students or lower.

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