

## **An Analysis of EFL Students' Perspective on Classroom Activities During Extensive Reading Class**

**Christina IT Panggabean<sup>1</sup>**

(PGRI Ronggolawe University, Indonesia)

**Risa Triassanti<sup>2</sup>**

(PGRI Ronggolawe University, Indonesia)

**Sintia Avila Kurniawati<sup>3</sup>**

(PGRI Ronggolawe University, Indonesia)

**Lusi Ambar Sari<sup>4</sup>**

(PGRI Ronggolawe University, Indonesia)

**Dwi Novitasari<sup>5</sup>**

(PGRI Ronggolawe University, Indonesia)

\*(triassantirisa@gmail.com)

### **ABSTRACT**

This article aims at explaining the EFL students' perspectives on classroom activities on classroom activities during Extensive Reading Classes. To be specific it describes the classroom activities and the students' perspectives on the activities in Extensive Reading Classes. Descriptive qualitative is used as the research design of this study. The participants of this study were a lecturer of the Extensive Reading class and 12 students of the English language education class 2019 in the Faculty of Teacher Training and Education of PGRI Ronggolawe University. To collect the data observation using video recording, questionnaire, and interview were used. The data were analyzed descriptively. From the analysis, the result showed that classroom activities used in Extensive Reading classes were reading activities by individual students in which the students chose their reading materials freely, and then they chose two reading materials to be presented in the class. From the study, it was also found that the students felt satisfied with the activities and stated that they could improve their reading skills after taking the Extensive Reading Class. However, the students agreed that the classroom needed some improvement to make the activities more fun and interactive.

**Keywords:** Classroom Activities; Extensive Reading; Students Perspective; Qualitative.

## INTRODUCTION

In the Indonesian education system, English, as the first international foreign language, is vital in being taught from elementary school as local content and from junior high school to tertiary levels as a required subject. This policy of the Indonesian government is made to support the readiness of Indonesian people to be involved in a global community in many aspects, which needs English as a critical language in global communication. Considering the importance of English, Indonesian students should master English as well as they can to participate in the global community and succeed in international relations. The students should motivate themselves to achieve English language skills. However, the teacher also has his/her role in facilitating the students with classroom activities that motivate the students to learn and master English language skills (Santiana et al., 2023). One of the language skills that are important for students is reading skill. Having English reading skills may facilitate the students to comprehend reading texts in various genres.

However, EFL students still face problems in certain aspects of reading skills. Cain et al., (2004), mentioned that poor readers had problems making inferences and lacked understanding of the text. Realizing this, teachers need to create and provide appropriate activities in their reading classes, like extensive reading classes. To enhance the students' motivation to read, as it is also applied to other lessons, teachers should try different kinds of reading activities in their reading class in line with the teachers' experience (Nguyen & Gu, 2020). Besides the teachers' experience in applying their knowledge in teaching reading, our students' perceptions of their reading experience need to be considered so that our reading class can run successfully. Perception can be defined as a roughly hierarchical process in which sensory information is successively transformed into representations that form the basis for action (Zacks et al., 2007). Meanwhile, Qiong (2017) explained that perception is the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information.

Realizing the importance of the student's perceptions of their reading class, the teachers can choose the appropriate reading class activities for their students (Triassanti, 2022). By understanding their perceptions, the students will be able to study the material better. The teacher may try to provide what the students need and facilitate them with activities that are helpful to enhance their reading skills so that the students will easily follow the classroom activities designed by the teacher.

Classroom activities are activities in which the students do their tasks after the teacher provides them with theoretical and practical knowledge of the subject. Classroom activities have been receiving broad attention as an active learning strategy, which provides students with hands-on experience to practice their communication skills. The classroom activities involve interactions between the teacher and students and also a student and their classmates. In this case, in classroom activities, students are expected to show their knowledge and performance, whether in a team or individually. Unless the classroom has some activities, the learning process does not run effectively, and the students would become passive (Agustin & Noviyenty, 2019).

In the classroom context, the perceptions of the teacher and the students of classroom activities are essential to consider to create a learning environment that is motivating and engaging for the students to learn so that they can succeed in their

learning. Several studies proved the advantages of classroom activities (Huang et al., 2016). One of them is Moore (2014), who ensured that classroom activities could engage students in learning activities, facilitate learning by doing, and practice communication skills. Moreover, they provide many benefits, give immediate feedback to students, and arouse a high degree of interest and enthusiasm. In addition, classroom activities allow teachers to work with a wide range of student capabilities and allow experimentation with a model of the natural environment.

Classroom activities were classified into five categories. They are competitive, recreational, conversational, cooperative, and simulation activities. Competitive activities involve group competitions (Ma & Lin, 2015). Through competitive activities, students are encouraged to compete and practice their English which may bring enthusiasm toward the activities. Recreational activities are entertainment-oriented, which is applied to facilitate the students to practice English in a relaxing environment like Role Play. Conversational activities are two-way or multi-way activities, such as debate, retelling a story, and presentation, to allow learners to communicate with their partners. Cooperative activities are group activities in which students cooperate among their partners in the group so that members can support each other through group efforts to achieve the purpose of learning. Pairwork, brainstorming, and mini discussion can be applied in cooperative activities.

Meanwhile, simulation is an activity in which a real-world situation is imitated according to the model representing an actual situation. An example of simulation is doing a project to solve real problems, doing job interviews, or playing a role as an educator. In the Extensive Reading class, teachers can create classroom activities by applying one type of activities explained above or combining some types as long as the students have opportunities to enhance their English language skills. Extensive reading (ER) is applied to increase language learners' exposure to the target language through reading large quantities of accessible, interesting materials. In Extensive Reading activities, the students read several books of their choice for pleasure (Santiana, et al., 2023). According to Day et al., (1998), there is no agreement on how extensive is extensive enough, but at least one book per week seems necessary to support language development and build good reading habits. Bamford & Day (2004) assured that students who read extensively in the new language become better and more confident readers. When students read better, their listening and speaking abilities and vocabulary improve. To enhance their reading skills, students are expected to read as much as possible for enjoyment and be free to choose what, when, and where they read, whether in a classroom or not. Meanwhile, Wilkinson (2012) emphasized that extensive reading is the most efficient way to help students change old habits and become confident second-language readers.

The primary purposes of the study are to describe (i) classroom activities applied in the Extensive Reading Class, (ii) the students' perspectives on Extensive Reading classroom activities, and (iii) ER influence the success of teaching and learning English.

## **METHOD**

This research used qualitative data. The researcher employed observation and distributed questionnaires to get data on the activities in the Extensive Reading Class and the student's responses to classroom activities. To support the data, the interview was also applied. The data analyzed can determine whether there is a connection between the activities and the level of interest in reading English materials outside class. The techniques of collecting data are relevant to the approach of qualitative

research that explores personal or individual perspectives in identifying their surroundings and occurrences (Dost et al., 2017). The participants of this research were the lecturer of the Extensive Reading Class and the sixth-semester students of the English language education study program in the Faculty of Teacher Training and Education of PGRI Ronggolawe University (UNIROW) Tuban. The researchers selected two lecturers who taught this course and twelve students who took the Extensive Reading course.

Before the questionnaire was distributed, a three-week class observation in an Extensive reading class was conducted. The purpose of observing the class was to see how Extensive reading classes were organized and what activities were used in the classes. The data (classroom activities) collected from the classroom observations and video recorded were later included in the questionnaire. The close-ended questions in the questionnaire used in this study consisted of twenty-five questions divided into four parts: (1) what are the students' perspectives of reading? (2) what are the students' perspectives of classroom activities? (3) what are the students' perspectives of the lecturer? Moreover, (4) what are the students' expectations of classroom activities? This questionnaire used the Likert Scale format. Likert scale (typically) provides five possible answers to a statement or question that allows respondents to indicate their positive-to-negative strength of agreement or strength of feeling regarding the question or statement (Mikulecky & Jeffries, 2007).

After the observation, the researchers distributed questionnaires through Google Forms. Then, the researchers had an interview to learn more about the classroom activities planned by the lecturers and the student's perceptions of the classroom activity. It is in line with Creswell (2012) that an interview is an appropriate instrument to get deeper information in qualitative research. The researchers chose one of the lecturers to be interviewed, Lecturer A, who was asked seven questions in the interview. In addition, four students were chosen for interview based on the questionnaire result, and there were six questions for that interview.

The data collected were analyzed to provide information on the classroom activities in the Extensive Reading Class and the students' responses regarding the classroom activities.

## **RESULTS AND DISCUSSION**

### **RESULTS**

#### **Classroom Activities Applied in the Extensive Reading Class**

In this section, the result of the observation of Extensive reading Classroom activities is explained. Based on their observations, the researchers found that the Extensive Reading class 2019 at PGRI Ronggolawe University was included in the category of conversational activities because the classroom activity used in the Extensive Reading Class is Presentation. The students would present twice in this course. The lecturers assigned the students to read a novel, a scientific article, a short story, and short news, and then present their understanding and analysis of the text to the class. The presentations encouraged active participation and discussion among the students, fostering a conversational atmosphere in the classroom. Additionally, the researchers noted that the presentation format allowed for individual expression and creativity, as students were able to choose their own topics and approach their presentations in unique ways and asked the students to choose one of their reading materials to be presented. The first presentation had reading materials from short stories, scientific articles, popular articles, and short news. Meanwhile, in the second

presentation, the students had to present the result of their reading of a novel. The presentation made the students more interactive with the other students and the lecturers. They did a question-and-answer session at the end of the presentation.

### The Students' Perspectives on Extensive Reading Classroom Activities

After distributing the questionnaires, the data was obtained for further analysis. The result of data analysis from the questionnaire is shown in the following tables.

**Table 1. Student's Perspective of Reading Based on the Indicator**

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Most Percentage
Reading is one of the important skills in learning English.	16,7%	0%	25%	25%	33,3%	33,3% Strongly Agree
Reading activities are very beneficial for me	8,3%	0%	8,4%	50%	33,3%	50% Agree

The participants agreed that reading is an important skill in learning English. The participants also feel that reading activities are very beneficial for them. They can improve their reading skill and get new vocabulary.

**Table 2. Student's Perspective of Extensive Reading Classroom Activities Based on the Indicator**

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Most Percentage
I have difficulty participating in extensive reading classes	33,3%	16,7%	25%	25%	0%	33,3% Strongly Disagree
I feel comfortable with the activities in extensive reading classes	16,7%	16,7%	8,3%	33,3%	25%	33,3% Agree
I felt motivated to participate in extensive reading class	16,7%	8,3%	33,3%	25%	16,7%	33,3% Neutral
The atmosphere of the classroom is crowded during extensive reading	8,3%	8,4%	25%	50%	8,3%	50% Agree
By participating in extensive reading activities, I became fond of reading	8,3%	8,4%	25%	50%	8,3%	50% Agree
Classroom activity in extensive reading classes is very classic.	8,3%	0%	50%	33,3%	8,3%	50% Neutral
I prefer doing challenging class activities rather than boring class Activities	8,3%	8,3%	16,7%	50%	16,7%	50% Agree

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Most Percentage
I am satisfied with the classroom activity in the extensive reading class	8,3%	8,4%	8,3%	8,3%	66,7%	66,7% Strongly Agree
Presentation activities are enough for extensive reading class	16,7%	25%	0%	58,3%	0%	58,3% Agree
The learning and teaching methods encouraged the participation of the students	8,3%	8,4%	8,3%	8,3%	66,7%	66,7% Strongly Agree

The participants agreed that they enjoyed the classroom activities in the extensive reading class. They felt satisfied and comfortable during the class. The learning and teaching methods also encouraged their participation. They did not have any difficulty participating in extensive reading classes. However, 50% of the students agreed that the atmosphere of the classroom was crowded during the class which disturbed the students' attention.

**Table 3. Students' Perspective of the Lecturers in Extensive Reading Classroom Based on the Indicator**

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Most Percentage
The role of the teacher in the classroom is appropriate	8,3%	0%	16,7%	58,3%	16,7%	58,3% Agree
The classroom activity was well organized	8,3%	0%	16,7%	66,7%	8,3%	66,7% Agree
Teachers always give feedback at the end of learning	16,7%	0%	25%	41,7%	16,7%	41,7% Agree
Feedback from teachers is helpful	8,3%	16,7%	8,3%	41,7%	25%	41,7% Agree

The participants agreed that the classroom activities designed by the lecturers were well organized. The students realized the role of the teacher was important in the extensive reading class. The lecturer also gave feedback to the students. Furthermore, the students stated that the feedback given by their lecturers were helpful for their improvement, especially in reading skill. Based on the student's responses, their perspective about the lecturer in organizing the class is good and they responded positively toward their lecturer's feedback.

**Table 4. Students' Expectations  
 of the Extensive Reading Classroom Activities  
 Based on the Indicator**

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Most Percentage
I need newclassroom activities with extensive reading class	16,7%	16,7%	25%	25%	16,7%	25% Neutral and agree
I participated in extensive reading activities/classes to create fluency	16,7%	8,3%	8,3%	50%	16,7%	50% Agree
I want a collaborative activity in an extensive reading class	8,3%	8,4%	25%	25%	33,3%	33,3% Strongly Agree
The classroom activities should be fun and interactive	16,7%	0%	16,7%	25%	41,7%	41,7% Strongly Agree
Class activity will be better if it involves several media	16,7%	0%	25%	50%	8,3%	50% Agree
Classroom activities require more discussion, between teachers and students or students with students	16,7%	8,3%	8,3%	50%	16,7%	50% Agree
All students actively participate in classroom activities such as discussions or Q&A	8,3%	16,7%	33,3%	41,7%	0%	41,7% Agree
The addition of quizzes by the teacher in the middle of learning will be a lot of fun	8,3%	0%	8,4%	50%	33,3%	50% Agree
Classroom activity in extensive reading class require some improvement	8,3%	0%	16,7%	66,7%	8,3%	66,7% Agree

The students realized the importance of their participation in the classroom activities since their participation may increase their fluency in using English. However, according to the students, the classroom activities of the class mostly needed some improvement. The students needed more various classroom activities for this course, and they wanted collaborative activities and quizzes to be included, which were more fun and interactive. The result showed that the students preferred to have more than one classroom activity for the Extensive Reading class because they needed a new atmosphere for their teaching-learning environment. They believed that incorporating collaborative activities and quizzes would not only make the class more enjoyable but also enhance their understanding and retention of the material. Additionally, the students felt that introducing new classroom activities would create a

dynamic and engaging learning environment, allowing them to explore different aspects of the language and develop their skills more effectively.

### **ER Influence the Success of Teaching and Learning English**

The researchers took one of the lecturers to be interviewed to know the lecturer's perspective. The interview focused on the classroom activities applied in ER class, including aims, models, and issues of that classroom activity. The result of the interview with the lecturer showed that the Extensive Reading course aims to build the student's confidence, give enjoyment and pleasure, and create fluency because the students carried out reading activities and then presented their reading results in front of the class. The lecturer believed that the Extensive Reading course could improve the students' reading fluency since extensive reading activities were done both at home and in the classroom. In addition, the students may choose their own reading materials. Mainly, the lecturer designed the classroom activities for ER class in the form of a presentation. Through presentation, the students could share their experiences and the result of their reading. Besides, the lecturer could assess the student's reading skills and mastery of the content of the reading materials. However, some issues occurred during the classroom activities. Some of the students did not arrive on time during learning. This would affect the duration of learning. Besides that, when the presentation activity occurred, not all students actively participated in discussions, and some tended to be passive and silent.

Despite the shortcoming, the lecturer said the students made some progress after joining the ER class. They improved vocabulary mastery after reading a lot, and their speaking skill improved too. Besides their reading skill improved, the students also spoke English more fluently. It could be seen from their performance which became better after they presented their second presentation.

The researchers took four students to be interviewed to know their responses to the classroom activities during the Extensive Reading class. This interview focused on the students' responses when they attended the Extensive Reading class. The data interview from student 1 (S1) showed that she agreed that reading is essential because she could get more motivation and knowledge from reading. S1 got an extensive reading course this semester and felt familiar with the classroom activities. Similar to S1, student 2 (S2) also stated that reading is an important skill. In her reading activities, S2 read interesting topics as her reading materials. S2 would only read if she were interested in the topics or titles. If she found that the topics were not attractive, then she would not read them. Besides, she felt that uninteresting topics made her reading skill improve slowly.

Meanwhile, student 3 (S3) also agreed that reading is essential to increase her English reading skills. However, she did not like reading if she only read books or articles. While the data interview from student 4 (S4) showed that she also agreed that reading is an essential skill because it made her understand the meaning of the reading texts, and she liked Extensive Reading activities because they could improve her reading skills.

### **DISCUSSION**

The study's findings showed that the main activities of the students in the Extensive Reading Class after they read the reading materials of their choice is the presentation of the result of their reading activities. It showed how far the students mastered and understood the contents of their reading materials. After the



presentation, the audience could ask in a question-and-answer session. From these classroom activities, the student who became the presenter, the students who became the audience, and the lecturers who gave comments on the presentation could interact. The presentation has become an everyday activity for students at tertiary levels to show students oral communication in the form of a presentation. Presentation in English is an essential skill that shows someone's mastery of the target language (Panggabean & Triassanti, 2020). In addition, presentation increased the interest level of classroom experience (Apperson et al., 2006). In the Extensive Reading class, the result of the students' reading activities could be shown in their presentation. Besides, in the presentation, the students could share their reading experience with other students and could give knowledge to the other students.

The students in this study responded to the classroom activities in the Extensive Reading class positively. Most of the students enjoyed the activities and were motivated to participate in the class. They felt satisfied with the activities, and the learning activities encouraged their participation. Reading activities in the form of self-study could improve the student's reading skills and be effective in language learning. Meanwhile, Park (2016) proved that learners actively involved in extensive reading activity experienced an improvement in different aspects of their reading skills, such as reading comprehension and reading rate. In line with the present research finding, Lindawati (2021) mentioned that in her Extensive Reading Class, the students were interested in self-conducted activities, which enhanced their interest in reading. Besides, the reading activities enriched the students' English vocabulary from different reading materials. Most students realized the importance of reading, and reading activities benefitted them. It is supported by Ma & Lin (2015), who stated that vocabulary is essential in learning a foreign language.

The study's findings also showed that the lecturers were considered to have acted appropriately as the facilitator of the classroom activities in the Extensive Reading Class. They provided clear information on what the students would do in their Extensive Reading class and organized the activities properly. Furthermore, the lecturers gave feedback which the students found helpful for them. Feedback is naturally crucial for the students so that they would know the result of their performance to show their achievement in learning. Hattie & Timperley (2007) state that feedback has the most potent influence on the student's learning and achievement and affects the student's further performance (Sun et al., 2021). Through feedback from the teacher, the students realized to what extent the teacher liked them.

From the data analysis of the students' perspectives, they expected that the classroom activities in the Extensive Reading Class could be more varied. They needed a more fun and interactive environment that involved different types of group work to have collaborative activities and more interaction among the students and the lecturers with various media, including digital media such as quizzes and more interactive activities to give a more enjoyable environment so that it would reduce the students' boredom to face the same activities. The students suggested that the classroom activities still need some improvement. Ma & Lin (2015) explain teachers need to make an effort to develop their resources in challenging contexts. The lecturers in this study had done their best to provide students with activities that may improve their reading skills, build students' confidence, and create enjoyment for students in their self-read of their chosen reading materials both outside and inside the class. It is in line with Apperson (2006) about the advantages of Extensive Reading activities for students, which include vocabulary building and structural awareness, background knowledge

enhancement, automatic development, comprehension skill improvement, and the increase of confidence and motivation of the students. Based on the result of the study, the lecturers should consider the needs of the students that expected more various activities so that they could engage in the classroom activities in Extensive Reading class. The various activities appropriate for the students may promote their confidence and motivation, and active participation so that they can succeed in learning reading skills. It is the lecturers' responsibility to provide positive changes for the next Extensive Reading Class for the students to be successful in their learning. As Tsui (2003) assured, teachers had to face challenges in their professional development for the betterment of the students. The effort to make the students more engaged in their classroom activities should be supported by reflection, conscious deliberation, and appropriate theories (Tsui, 2009).

## CONCLUSION

From the finding we can find that classroom activity applied in the Extensive Reading class is a Presentation in which the students presented the result of their reading activities followed by a question-and-answer session and the lecturers' comments on their performance as feedback for the students. The students realized that reading skill is important and the reading activities they had were beneficial for them to improve their reading skill. Based on the students' perspectives about their classroom activity in Extensive Reading class, it can be concluded that the students felt satisfied and comfortable during the classroom activities, and the reading activities outside and inside the classroom improved their reading skills. The classroom activity was well organized by the lecturers and the lecturers provided feedback at the end of learning so that the students could know the extent of their reading achievement and could improve their reading skills.

However, they agreed that Extensive reading classroom activities required some improvement, such as various classroom activities, involving several media, and creating more collaborative and interactive involvement among the students so that the classroom environment can be more fun and enjoyable.

## REFERENCES

- Agustin, H., & Noviyenty, L. (2019). *An analysis of classroom activities pursuant to effective techniques teaching English in integrated vocational schools*. <http://e-theses.iaincurup.ac.id/id/eprint/2125>.
- Apperson, J., Laws, E., Education, J. S.-C. &, & 2006, undefined. (2006). The impact of presentation graphics on students' experience in the classroom. *Elsevier*, 47(1), 116–126. <https://doi.org/10.1016/j.compedu.2004.09.003>.
- Bamford, J., & Day, R. R. (Eds.). (2004). *Extensive reading activities for teaching language*. Cambridge University Press.
- Cain, K., Oakhill, J., psychology, P. B.-J. of educational, & 2004, undefined. (2004). Children's reading comprehension ability: Concurrent prediction by working memory, verbal ability, and component skills. *Psycnet.Apa.Org*. <https://doi.org/10.1037/0022-0663.96.1.31>.

- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. <http://nuir.nkumbauniversity.ac.ug/xmlui/handle/20.500.12383/985>.
- Day, R. R., Bamford, J., Renandya, W. A., Jacobs, G. M., & Yu, V. W. S. (1998). Extensive reading in the second language classroom. *RELC Journal*, 29(2), 187–191. <https://doi.org/10.1177/003368829802900211>.
- Dost, I. N., Bohloulzadeh, G., & Hafshejani, N. K. (2017). The impact of teachers' personality on senior high school EFL learners' general English achievement. *International Journal of English Literature and Social Sciences*, 2(3), 77-93.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>.
- Huang, X., Studies, X. H.-H. E., & 2016, undefined. (2016). Teachers' and Students' Perceptions of Classroom Activities Commonly Used in English Speaking Classes. *ERIC*, 6(1), 87. <https://doi.org/10.5539/hes.v6n1p87>.
- Lindawati, R. (2021). Students' Perceptions Towards Extensive Reading in EFL Contexts. *International Journal of English and Applied Linguistics (IJEAL)*, 1(2), 99-104.
- Ma, Y., & Lin, W. (2015). A Study on the Relationship between English Reading Comprehension and English Vocabulary Knowledge. *Education Research International*, 2015, 1–14. <https://doi.org/10.1155/2015/209154>.
- Mikulecky, B. S., & Jeffries, L. (2007). *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills*. Reading Faster.
- Moore, K. D. (2014). *Effective instructional strategies: From Theory to Practice*. Sage Publications.
- Nguyen, H., & Gu, Y. (2020). Impact of TOEIC Listening and Reading as a University Exit Test in Vietnam. *Language Assessment Quarterly*, 17(2), 147–167. <https://doi.org/10.1080/15434303.2020.1722672>.
- Panggabean, C. I. T., & Triassanti, R. (2020). The implementation of metacognitive strategy training to enhance EFL students oral presentation skill. *English Education: Journal of English Teaching and Research*, 5(1), 32-40.
- Park, J. (2016). Integrating reading and writing through extensive reading. *ELT Journal*, 70(3), 287–295. <https://doi.org/10.1093/ELT/CCV049>.
- Qiong, O. U. (2017). A brief introduction to perception. *Studies in literature and language*, 15(4), 18-28.

- Santiana, S., Faisal, R. F., Sri, M., Siliwangi, U., Info, A., Literacy, D., & Reading, E. (2023). *An Insight Into Blog Use in EFL Reading Class*. 7(1), 132–150. <https://doi.org/10.32851/ijebp.v7n1.p132-150>.
- Sun, Q., Education, Z. Y.-A. & E. in H., & 2022, undefined. (2021). "We lose a lot of value": feedback on English for academic purposes speaking skills in online teaching in a UK-China joint-venture university. *Taylor & Francis*, 47(4), 622–635. <https://doi.org/10.1080/02602938.2021.1940838>.
- Triassanti, R., Panggabean, C. I. T., Susatyo, B., Wardhono, A., Rohmادتis, Y., & Al Magribi, S. (2022). Teachers and Students' Perceptions on the Use of ICT in Learning English at A Junior High School in Tuban. *DIDAKTIKA: Jurnal Pemikiran Pendidikan*, 28(2), 60-71.
- Tsui, A. (2003). *Understanding expertise in teaching: Case studies of second language teachers*. Cambridge University Press.
- Tsui, A. B. M. (2009). Distinctive qualities of expert teachers. *Teachers and Teaching: Theory and Practice*, 15(4), 421–439. <https://doi.org/10.1080/13540600903057179>.
- Wilkinson, D. (2012). *A Data-driven Approach to Increasing Student Motivation in the Reading Classroom*. *Language Education in Asia*, 3(2), 252-262.
- Zacks, J. M., Speer, N. K., Swallow, K. M., Braver, T. S., & Reynolds, J. R. (2007). Event perception: A mind-brain perspective. In *Psychological Bulletin* (Vol. 133, Issue 2, pp. 273–293). <https://doi.org/10.1037/0033-2909.133.2.273>