

**Exploring Online Extensive Reading Course in Indonesian Higher
Education: A Teacher's Perspectives and Practices**

Thesis Undergraduate

**Presented to Department of English language Education ISLAMIC
UNIVERSITY OF INDONESIA as partial Fulfillment of the requirements to
Obtain Educational Degree in English Language Education**



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YOGYAKARTA

2023

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Education: A Teacher's Perspectives and Practices**

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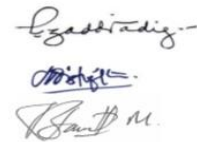
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis entitled Exploring Online Extensive Reading Course in Indonesian Higher Education: A Teacher' Perspectives and Practices which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should. This is undoubtedly my original creation. I am solely accountable for the information contained in this thesis. To the best of my knowledge, any observations or findings made by others and included in this thesis are acknowledged in accordance with ethical standards.

Yogyakarta, 07 February 2023



Wahyu Dimas Junawan

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MOTTO

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

“Barang siapa yang menempuh suatu jalan untuk mencari ilmu, maka Allah memudahkan untuknya jalan menuju surga.”

(HR Bukhari dan Muslim).



The background of the page features a large, semi-transparent watermark of the Universitas Islam Indonesia logo. The logo consists of a stylized yellow flower with two petals, set within a yellow rounded rectangular border. The text 'UNIVERSITAS ISLAM INDONESIA' is written vertically on the left and right sides of the border, and 'ISLAM' is written horizontally at the top. Below the logo, the Arabic name 'الجامعة الإسلامية الإندونيسية' is written in a calligraphic style.

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to: Both of My beloved Mother: Nurhasanah and My beloved Father: Mr.Musmuliadi S.Pd., My beloved Sisters Dinda, Selfie, Naura for providing motivation. I am grateful to everyone who helped me out until this thesis was finished. Likewise, I thank myself for persevering and maintaining my faith.

ACKNOWLEDGMENT

In the name of Allah Ta'ala, I thank you for your abundant mercy and the grace you have bestowed upon the writer to enable him to carry out his thesis. Salutations and salaams to the Prophet Muhammad SAW, his family, and all of his devotees.

I have received a lot of encouragement, company, and help while writing. I want to show my gratitude to:

1. My lovely irreplaceable family, my father musmuliadi S.Pd., my beloved mother and all of my sisters gave me great motivation and endless support and prayer.
2. My thesis supervisor Mr. Nizamuddin Sadiq S.Pd., M.Hum., Ph.D. and my prior supervisor Mr. Adam Anshori S.S., M.A. I am really grateful for the guidance, time, and suggestion so I can complete this thesis.
3. My lecturers and staff of the English Language Education Department for all the knowledge, guidance, assistance, and support.
4. My friends and my lovely Revian Yuni Safira who always encourages me and thanks for her prayers and anger that makes me feel motivated to write this thesis, she always support me to do my thesis anytime even though i do not have time to meet her but she really supported all of my writing activity, once again thanks for all the motivation you gave me during the crucial time which means a lot to me.
5. My English Language Education peers for the enjoyable time, support, and all of those who have contributed to this thesis that I cannot mention one by one.

Yogyakarta, 07 February 2023

Author,



Wahyu Dimas Junawan

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TABLE OF CONTENT

APPROVAL SHEET	i
RATIFICATION SHEET	ii
STATEMENT OF ORIGINALITY	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENT	vii
LIST OF FIGURES	x
Figure 2.1 Literature Review Flow Chart	x
Figure 4.1 Findings Summary	x
LIST OF APPENDICES	xi
Appendix 1. Draft of Interview Questions	xi
Appendix 1.1 Draft of Interview Questions 1	xi
Appendix 1.2 Draft of Interview Questions 2	xi
Appendix 1.3 Draft of Interview Questions 3	xi
Appendix 1.4 Draft of Interview Questions 4	xi
Appendix 1.5 Draft of Interview Questions 5	xi
Appendix 2. Interview Protocol	xi
ABSTRACT	1
CHAPTER I INTRODUCTION	2
1.1 Background of The Study	2
1.2 Objective of The Study	3
1.3 Formulation of The Problem	4
1.4 Significance of The Study	4
CHAPTER II LITERATURE REVIEW	5
2.1 Definition of Extensive Reading	5
2.2 Characteristic of Extensive Reading	7
2.3 Characteristics of Online Learning	11
2.4 Implementation of Online Extensive Reading	12
2.5 Previous Study	16
2.6 The Flow of Reviewed Literature	18

CHAPTER III RESEARCH METHODOLOGY	19
3.1 Methodology	19
3.2 Data Preparation	20
3.3 Data collection techniques	20
3.4 Techniques of analyzing the data	23
3.5 Trustworthiness	23
CHAPTER IV FINDINGS AND DISCUSSIONS	27
4.1 Introduction	27
4.2 Findings	27
4.2.1 Participants Perspectives on Online Extensive Reading (OER) Definition and Principles	28
4.2.1.1 Defining Online Extensive Reading	27
4.2.1.2 General Principle of Extensive Reading	29
4.2.2 Participant Perspectives of Content	31
4.2.2.1 Rationale of Creating Engaging Content in OER	31
4.2.2.2 Characterizing of (OER) Class	31
4.2.2.3 Characterizing OER Content	32
4.2.2.4 Characterizing Adaptable Content	33
4.2.3 Participant Perspectives of Content	33
4.2.3.1 Access to OER	33
4.2.3.2 OER Requirements	34
4.2.3.3 Challenges in OER Class	35
4.2.3.4 Creating an Engaging Content of OER	37
4.2.3.5 Creating Adaptable Content	38
4.2.4 Participant Perspectives of PROCESS	40
4.2.4.1 Fundamental Principles of Quick Learning	40
4.2.5 Participant Practices of Process	40
4.2.5.1 Adjusting the OER Content	41
4.2.5.2 Lecturer Roles in Adjusting OER content	41
4.2.5.3 Processing of Synchronized Content	42

4.2.5.4 Lecture Role in Students Learning	44
4.2.5.5 Factors that Affect Students Learning Activity	45
4.2.6 Participant Perspectives of Productivity	46
4.2.6.1 Measuring Student Performance in OER Class	46
4.2.7 Participant Practice of Productivity	47
4.2.7.1 Controlling Students Productivity in OER Class	47
4.2.7.2 Assessing Student Productivity Achievement in OER Class	49
4.2.8 Participant Perspectives of Affect	49
4.2.8.1 Importance of Communication	49
4.2.9 Participant Practices of Affect	50
4.2.9.1 Lecture Empathy of Students Ability in OER Class	51
4.2.9.2 Utilizing Extensive Reading Activities	52
4.2.9.3 Building a Realistic and Disciplined OER Classroom Atmosphere	53
4.2.9.4 Building a Good Relationship with Students	55
4.2.10 Participant Perspectives of Learning Environment	57
4.2.4.1 Students Uniqueness	57
4.2.11 Participant Practices of Learning Environment	58
4.2.11.1 Factors Affecting OER Learning Environment	58
4.3 Discussions	60
CHAPTER V CONCLUSION AND RECOMMENDATION	63
5.1 Conclusion	63
5.2 Researchers' Recommendation	65
REFERENCES	66
APPENDICES	69

LIST OF FIGURES

Figure 2.1 Literature Review Flow Chart	18
Figure 4.1 Findings of the study	26



LIST OF APPENDICES

Appendix 1. Draft of Interview Questions	66
Appendix 1.1 Draft of Interview Questions 1	77
Appendix 1.2 Draft of Interview Questions 2	71
Appendix 1.3 Draft of Interview Questions 3	74
Appendix 1.4 Draft of Interview Questions 4	75
Appendix 1.5 Draft of Interview Questions 5	79
Appendix 3. interview protocol	82
Appendix 2. Interview Data Transcription and analysis	85



Exploring Online Extensive Reading Course in Indonesian Higher Education: A Teacher's Perspectives and Practices

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ABSTRACT

Extensive Reading (ER) is known for its practices in higher education around the world, particularly in Indonesia. Extensive Reading (ER) can be defined as reading in detail with no limitations to gain the point in reading, as stated by Waring (2011), Extensive Reading is an approach that contains multiple ways to approach learning objectives. This study applies a qualitative with descriptive research method with Braun and Clarke's (2016) thematic analysis as the analyzing tools in this study the researcher conducted the research because of an interest in Extensive Reading, but with a focus on the brand-new teaching method caused by the infamous covid-19, which is (OER) Online Extensive Reading, the focus is to dig deeper into the lecture perspective and practices in the (OER) class. In the study, five parameters from Tomlinson and Moon (2013) were used to dig deeper about the OER which is: content, process, product, affect, and learning environment, and the result was amazingly proven that ER is a Supreme method that can influence higher students to read more and more without limitation and to learn while having fun, not only influence but motivate the students without comparing each student progress to another. Online Extensive Reading can be defined as a fun and adaptable method or a flexible method that can be used and reached at any time and in any place.

Keywords : *Online Extensive Reading, Extensive Reading, engaging and adaptable method*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Students at higher education can't be separated from reading because reading is one of the academic activities that students need to do. Among many requirements that involve reading, students should read the course materials for their study at the least. In addition, to be successful for their exams (both midterm exam and final examination), students need to read. For this purpose, Aldridge (2018) points out that students read for the purpose of attaining the qualification.

As reading is very important skills that students need to acquire, reading is designed in the higher curriculum as courses. One of the courses that is offered in many universities, one of which is in Islamic University of Indonesia and in SAMPOERNA University in Indonesia the name is extensive reading (ER) course. Before the COVID-19 pandemic spread to the entire world, this course was conducted face-to-face in the classroom. Back in 2019 to 2021, the extensive reading course is taught online; therefore, it is called an online extensive reading course.

Extensive reading has been an interesting topic investigated by academics (e.g., Aldridge, 2018; Li, Majumdar, Chen, Yang & Ogata, 2021) and (Nhapullo, 2017). Aldridge (2018) explores the close association between higher education and reading. He draws on the resources of literary studies to illuminate the phenomenon of educational engagement. The results of his study show that students engage in almost all of the domain of studies such as engage in the motivation, with the environment, with reading,

with the technique, and with the method. Meanwhile, Li et. al., (2021) investigated the relations between self-directed learning (SDL) ability, SDL behaviors, and reading outcomes and further explored the process of planning behaviors in SDL. This study examined the context of SDL for extensive reading using a goal-oriented active learning (GOAL) system. They found that students with the high SDL ability have significantly better reading outcomes in terms of books completed and the number of days read compared to students with low SDL ability. In addition, students with the high SDL ability engaged significantly in planning behaviors compared to students with the low SDL ability. In addition, Nhapullo (2017) focuses his study on exploring the feasibility of ER method to his subject in the Mozambican EFL context. The results of this study show that ER has a great impact on academic reading in university context. Students' reading speed and ability improved after the implementation of ER. The students also demonstrated that they could increase their reading speed, reading comprehension, and it really synchronizes to academic reading,

Considering the empirical evidence above, it seems that study that focuses on online extensive reading courses is still rare because Online Extensive Reading is a brand new teaching method as a result of covid-19. The aim of this study is to investigate an online extensive reading course in one private university in Indonesia. The focus is on exploring teachers' perspectives and practices in teaching online extensive reading (OER).

1.2 Objectives of the Study

The objective of this study is on exploring teacher's perspectives and practices in teaching online extensive reading (OER) in Indonesian Higher Education.

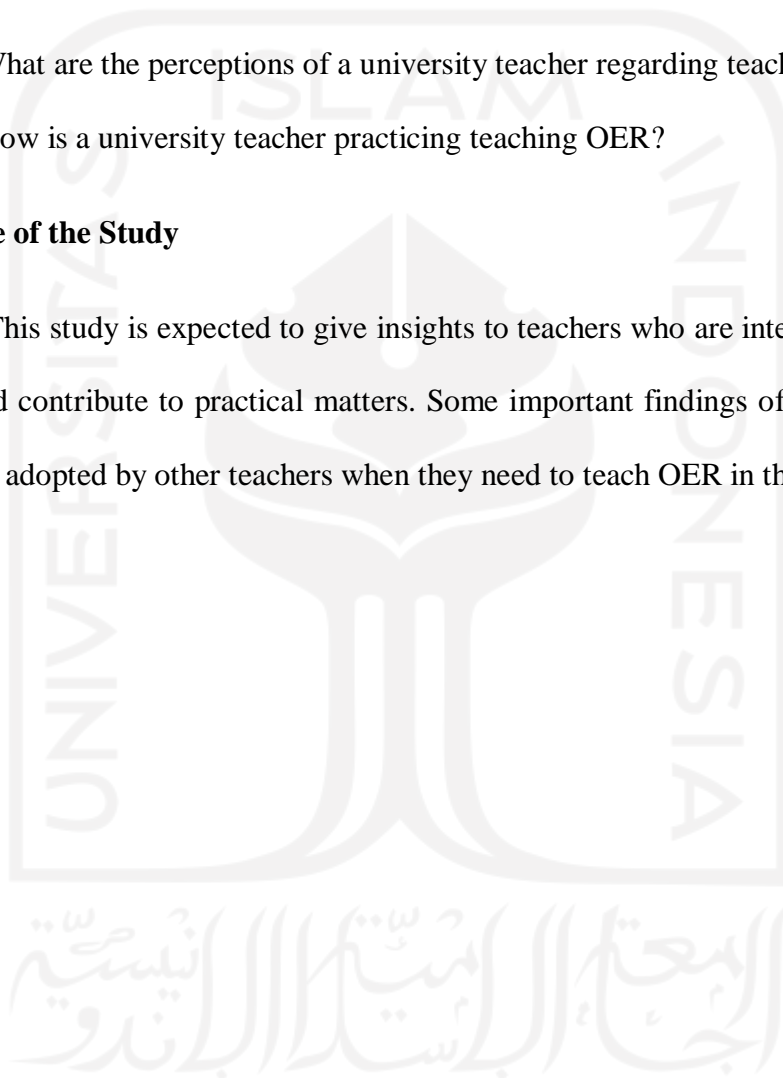
1.3 Formulation of the Problem

To limit the scope of the study, the research question is formulated as follows:

1. What are the perceptions of a university teacher regarding teaching OER?
2. How is a university teacher practicing teaching OER?

1.4 Significance of the Study

This study is expected to give insights to teachers who are interested in teaching OER and contribute to practical matters. Some important findings of teaching practice could be adopted by other teachers when they need to teach OER in their classrooms.



CHAPTER II

LITERATURE REVIEW

This chapter provides theories of related and relevant studies of this research. It also contains a theoretical framework in order to make this research understandable. In this part of the study, the researcher will review some of the relevant study or theories that are relevant to the problem that have been mentioned earlier, the researcher restricted the theories into two major theoretical descriptions namely extensive reading in particular and ER as a general and its Implementation.

2.1 Definition of Extensive Reading

Extensive Reading (ER) is a skill that is very useful in higher educational regions beside listening, speaking and writing. ER involves reader and reading texts for enjoyment and to develop their comprehension of general reading understanding and skill. It can be compared with intensive reading, which means reading in detail, extensive reading with specific learning purposes and tasks. In addition, ER is an approach that contains multiple ways to approach the objectives in learning, it depends on the teacher itself (Waring, 2011). This approach is quite similar to incidental reading technique where the reader has free time to read the book that they like and practice it day to day in a real life context. Reading alone will increase encounters with unknown words, bringing learning opportunities by inferencing (Krashen, 1989).

Davis (1995 p. 329) defines:

An extensive reading programme is a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouragement, and materials to read pleurably, at their own level, as many books as they can, without the pressures of testing or marks. Thus, pupils are competing only against

themselves, and it is up to the teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available. The watchwords are quantity and variety, rather than quality, so that books are selected for their attractiveness and relevance to the pupils' lives, rather than for literary merit.

Meanwhile, Hedge (2000) points out characteristics of Extensive Reading (ER) as follows:

1. Reading large quantities of material such as short stories and novels, newspaper and magazine articles, or professional reading.
2. Reading consistently over time on a frequent and regular basis.
3. Reading longer text (more than a few paragraphs in length) of the types listed in the first point above.
4. Reading for general meaning, primarily for pleasure, curiosity, or professional interest.
5. Reading longer texts during class time but also engaging in individual, independent reading at home, ideally of self selected material.

ER can be defined as reading extensively in order to gain a general understanding of the text or for the pleasure of the reading experience, which is why Day and Bamford (1998) suggested that "students read as much as possible" (pp. 78). Based on the definition above, it can be concluded that ER is an engineering skill in reading that encourages or motivates students to read books in accordance with their level of ability and eagerness. Hedge's theory appears to have a greater effect than the other theories based on extensive reading, so Hedge's theory is the primary theory used in this study, with Day and Bamford's serving as a supporting theory.

2.2. Characteristic of Extensive Reading

There are ten characteristics that have been created by Day and Bamford (2002, P. 136-137) namely ten principles to do the extensive reading.

Firstly, *reading material is easy*. Reading material should be simple because it is the key to success in extensive reading (Day & Bamford (2004). Hu and Nation (2000) have stated that learners must know at least 98% of the words in a fiction text for unassisted understanding. This is the point that distinguishes ER from other approaches, when the other approach focuses on reading material that focuses on academic knowledge or is not flexible, ER is as flexible as he can be and focuses on desired result.

Secondly, *a variety of reading material on a wide range of topics are available*. Achievement in ER counts on what students are reading enthusiastically. To awaken the desire of reading we must put a wide range topic or a wide range topic are available to read by the subject the text should available whether fiction or nonfiction, Newspaper, Entertainer text, Information text, General text, Specialized text, light or serious it does not have a limit as long as they want to read, it will encourage the desire of reading itself within them, "Ask the what they like reading in their own language, peer over their shoulders in the library, ask the librarian (Williams, 1986, p.42).

Thirdly, *learners choose what they want to read*. Freedom in selecting material for reading means that the subject has a free will for what they want to read, it means we as the teacher cannot put a limit on what they want to read because if we does our students will never likes reading, " they read not for me or anyone else, but for themselves" (Henry, 1995, p.06). ER is special for it is limitless in the reading space, if there are limits

it is absurd to be called ER because students have a free will in selecting what they want to read.

Fourthly, *learners read as much as possible*. This is the point why the approach is called “extensive” because the amount of time we spend in reading makes this approach extensive due to this point. Of course, it will be different in terms of speed between the intermediate one and the beginner one. Bamford (2002) asserts “*there is no upper limit to the amount of reading that can be done, but a book a week is probably the minimum amount of reading necessary to achieve the benefits of Extensive reading and to establish reading habit* (p.138).

Fifthly, *the purpose of reading is usually related to pleasure, information and general understanding*. According to Kredatusova (2007), “*extensive reading for pleasure and information the aim of reading is not hundred percent comprehension; to meet the purpose of reading sufficient understanding is satisfactory* (p.11). In other words, she intends to highlight that the main point in extensive reading is to find the comfortable joy in reading because if you read something and you are not enjoying it or feel pleasure in it then it is not extensive reading because one of the characteristics of ER method is in the pleasure.

Sixthly, the center of extensive reading is experience, students to its extent do not give them a question about their comprehension but to give them a task to complete but it has to be about what they have already read in the first place. The aim of this is to find out what students understood about certain things in the book or e-book that they have read and to know what their experience after extensive reading. Extensive reading is not pursued by understanding the question (Bamford, 2002), for some reason teacher

sometimes ask the students about their experience after reading, about their favorite character or which part was the best or worst about the book they have read, for some extend the teacher should trigger them with an interesting and useful way.

Seventhly, *reading speed is usually faster than slower*. Nuttall notes that "speed, enjoyment and comprehension are closely linked with one another" (1996: 128). According to what she have stated that faster is not about the speed of our oral in spelling the sentence but when you feel enjoy and pleasure in reading you will read and read as many chapter as you can because you enjoy it and feel pleasure in it that is what it means by the speed usually faster than slower unlike the reader who does not enjoy and feel the pleasure in reading they usually slower does not often read the book that is what it means by slower. Nuttal (1996, p.128) notes that "speed, enjoyment and comprehension are closely linked with one another". He adds that "the vicious circle of the weak reader: reads slowly; doesn't enjoy reading; doesn't read much, doesn't understand, reads slowly." (p. 127).

Eighthly, *reading is individual and silent*. As Henry describes it, "the most beautiful silence on earth, that of students engrossed in their reading" (1995: xv). Extensive reading means learners reading at their own pace. It can be in the school or outside the school, students have a free will in ER they can choose where and when. Reading is a personal interaction with the text, and an experience that they have responsibility for, extensive reading means learners reading in their steps (Bamford, 2002). Teachers orient and guide their students to read extensively. Day and Bamford (2002) argue that teachers can encourage students to read as much and widely as possible

and give the confidence to the students to read at higher. This means that the teacher has to make their students feel comfortable by the way the teacher implements the Extensive reading method.

Ninthly, *the teacher is a role model of a reader*. A teacher is a reflection of its students. That is why teachers are the role model for their students, what teachers do little by little will be followed by the students. Teachers give them a good example about the objective. Maley (1999) asserts that “*we need to realize how much influence we have on our students. Students do not just (or even) learn the subject matter, we teach them; they learn from their teacher, teacher attitude, more than technical expertise, is what they will recall when they leave us (p.7)*”.

Tenthly, *reading has its own rewards*. On the other hand, language teachers should have an important role for their students. The teacher has a task to check students' progress and teachers should give students some motivation to engage the students in reading. Teachers need to be responsible for students' obstacles during the Extensive reading activities and have a responsibility to know why the students stop their reading.

Extensive reading is an instrument that give students a free will about what they want to read but my only problem is that the teacher forces their students to read the genre that they don't like at all, as reported by Benettayeb (2010), Bamford points out that learners should be allowed to choose the text related to their likeness and reading proficiency in Extensive reading (1998).

2.3. Characteristics of Online Learning

Online learning or E-learning is not something new in the domain of education whether in junior or senior high school especially in higher education. Rudi and Riyana (2007) stated that online or electronic learning has four characteristics, as follows:

1. Study is more personal and independent. With all the information by the site's interface
2. Full access to any resources, there are no boundaries. It is due to the global nature of the electronic site and it's related to all individuals.
3. Learning and educational institutions act as mediators and teachers.
4. Educational information, educational programs and communication technologies are there in one place (website). It means that we can Get in the restructure of an executives who can keep optimal use of educational framework arrays.

All four of the above characteristics are to familiarize and recognize between traditional and online learning (e-learning). Students are required to have perception or judgment for learning materials to measure their insights through motivation that have been conveyed by the online learning process whether in apps interface or in websites, these things are no longer dependent on the instructor. Even online learning itself, information, sources and sight is everywhere and free for all it means everyone can have access to it.

Reported by Indrakusuma and Putri (2016), defines e-learning by stating the following characteristics:

1. E-learning is the provision of education, information, communication and online preparation.
2. E-learning offers a series of tools (traditional learning models, CD-ROM, learning textbook, computer-based training) that can enrich the value of traditional learning so they can cope with the challenge of globalizations.

3. E-learning means strengthening the learning model by enriching contents and developing educational technology, rather than replacing the existing classroom learning model.
4. Students' abilities shift significantly depending on the shape, content and form of expression. The more the learning style, content and teaching tools are in harmony, the better the student's skills will be, resulting in better result

2.4 Implementation of Online Extensive Reading

Implementation is something that really needs to be applied, testing and proving. Implementation is a tool to make an idea or theory to be real, for example extensive reading, grounded learning, game-based learning, blended learning and inquiry learning. The credible of all these methods need to be tested and are these learning approach useful in academic territory and how the teacher Implemented ER in school, Implementation is bunch of frames of idea or plan that need to be applied in addition to test or prove the idea whether the idea is good or not effective or ineffective. The Implementation of extensive reading in school is a need in order to know how effective ER method was in term of student's comprehension in reading and how ER can prove that reading in pleasure can higher our level in reading time by time without we even realize our ability in reading have grown from beginner to intermediate level.

In order to succeed in the implementation, the following characteristics are generally implemented to be among the most important (Day 2006; Day, Bamford and Lee 2000; Jacobs, Davis and Renandya 1997; Renandya and Jacobs 2002).

- a. Students Read Large Amounts of Material

One of the main characteristics that sets extended reading programs apart from intensive reading programs is this. Teachers in ER work to create a culture of reading where kids read frequently. The approach won't yield the best results until pupils become "hooked" on reading and read a lot.

b. Students Usually Choose What They Want to Read

It is straightforward to develop this quality in students who are extremely driven. For children who are less driven, though, having access to reading material they enjoy could have a big influence. Typically, these students don't read a lot. Students must have access to a wide variety of books and other intriguing items if they are to become avid readers. Unfortunately, the kinds of books that these pupils are more likely to seek out (such as comic books, ghost stories, etc.) could be hard to find or perhaps nonexistent in school libraries.

c. Reading Materials Vary in Terms of Topic and Genre

To become accustomed to reading in a number of genres and for a variety of purposes, students should be exposed to a wide range of reading materials. Although younger pupils might favor fiction, nonfiction must be gradually introduced to them. While there is usually a good selection of fiction, there aren't many factual books for readers who aren't as proficient. Finding literature for adult learners who want to study sped-up books on topics like law, business, technology, and medicine is significantly more challenging.

d. The Material Students Read Is within their Level of Comprehension

In contrast to intensive reading, where the text is often above students' linguistic proficiency, extensive reading should have text that is at or even below

their current proficiency. To use SLA terminology, students should be reading texts at an $i+1$, I or $i-1$ level, where I represents their current skill level and 1 denotes linguistic elements that are just a little bit beyond their level of understanding. The general idea is that it is preferable to read less difficult texts to get learners started in the program rather than more difficult ones. Even $i-2$ content may be useful for students who have little experience with contextualized language and lack confidence in their reading, at least in the beginning stages of the reading program (Day 2006).

e. Students Usually Take Part in Post-Reading Activities

Unfortunately, writing a summary or a book review is the most frequently mentioned post-reading assignment used by teachers. Although there are benefits to this job, it should be utilized less frequently because it takes a lot of time and is generally hated by pupils. There are other post-reading activities that are more productive and perhaps less time-consuming. These incorporate asking learners to:

1. design a bookmark to suit the book
2. role play the story
3. design a poster to advertise the book
4. read interesting/exciting/well-written parts aloud
5. copy interesting words and useful expressions into a notebook
6. write a letter to the author.

f. Teachers Read with their Students,

Consequently, Modeling Reading Enthusiasm If we ourselves do not read, we cannot expect our students to read. When first beginning a comprehensive reading program, this suggestion is very crucial. The books or other materials we are reading or have just finished reading might be displayed to pupils. We can also read aloud to them selected passages from our favorite novels while they watch us read in silence. This conveys to our pupils that reading is important to us and that they should appreciate it as well.

a. Teachers and Students Keep Track of Student Progress

Ideally, students read on their own without the need to monitor their reading. However, regular monitoring is recommended especially when working with reluctant readers.

In addition to using book records, a monthly student-teacher conference can be planned to see whether any of the kids are experiencing reading difficulties. This conference can last no more than five minutes. Here, it should be underlined that monitoring should be viewed as a means of showing student progress and inspiring learners rather than as a means of teacher evaluation.

2.1 Previous Study

Extensive reading is a famous topic in the educational world and has a wide range of outcomes for the subject. Extensive reading is an approach that has been created by Day and Bamford (1998). They state that there are 10 ways in developing extensive

reading: 1) *the reading material should be easy*, 2) *the variety of material on a wide range topic*, 3) *learners choose what they want to read*, 4) *learners read as much as possible*, 5) *reading usually faster than slower*, 6) *the purpose of reading is usually related to pleasure*, 7) *reading is individual and silence*, 8) *reading is its own reward*, 9) *the teacher orients and guides their students*, and 10) *the teacher is a role model for the learners*.

Huang (2015) found that the objective of ER is worth pursuing. High grades is not the main objective of ER but a continuing process of learning and the roles of parents and teachers are needed to make ER a successful method. The study by Putra (2020) showed that ER successfully increased reading motivation among students, and changed their reading habit and their reading attitude toward the target language. The result of this study is there are significant differences in the reading comprehension achievement that happened after the students gave the Implementation of extensive reading program treatment but there are some challenges that were encountered by the students. The first is the difficulties of a change of teacher role and the second one is the teacher did not give enough reading material in a large number of books. The difficulties of monitoring the type comprehension of the quantity the students are reading at home.

Macalistar (2008) found that the implementation of the component of extensive reading is received and accepted positively by the learners and in some cases positive attitudes towards reading. Intanuari (2010) demonstrated that the Implementation of ER in the classroom is based on the ten strategies that have been found by Day and Bamford (2002). In her study, Intanuari found that the first and second principles actually worked because students tend to find the easiest to read and the variety of material on a wide

range topic have to be available and only two from 4 basic principles that could be implemented. Students read slower than faster and she found that the students were reading not for general understanding so in short there are only seven principles of ER method that can be implemented in English Teacher Educational Program (ETEP) and Satya Wacana Christian University (SWCU).

Wijaya (2018) showed in her study that the teachers have successfully implemented the ER method and ER method has increased their interest and joy in reading and having good reading and the teacher has succeeded to apply that strategy. The point is there are more students that are highly motivated and their skills have increased by extensive reading methods. Delfi & Yamat (2017) shared her study in developing English competency for Indonesian EFL learners majoring in English. Extensive reading has a big role in student development. The more the students read the more they acquire the language, and the more the students acquire the language the more they develop the language. Basically, ER has a big contribution to school to students in terms of English skill.

Martina, Syafryadin, and Utama (2020) investigated the practice of ER among EFL learners at tertiary level. In this study, they have found that there are few of the students that remember what ER is by definition because few of them already know the basics, even though the students are familiar with ER but still have difficulties when it comes to implementing the ER in class, the students classified as a low achiever.

In short, all of the studies seemingly have the same findings about ER methods in school. The implementation of extensive reading has been a great success in addition to implementing the method and most of them are using Day and Bamford's (2002)

theory. ER methods prove that the more the learners read the more they acquire the language and the more they acquire the language the more they can develop the language competency. This shows us how useful the ER method was in proving reading motivation and shows us how extensive reading contributes to English competency.

2.6 The Flow of Reviewed Literature

Based on the literature that has been reviewed above, the flow of those reviewed literatures is concluded in the following chart.

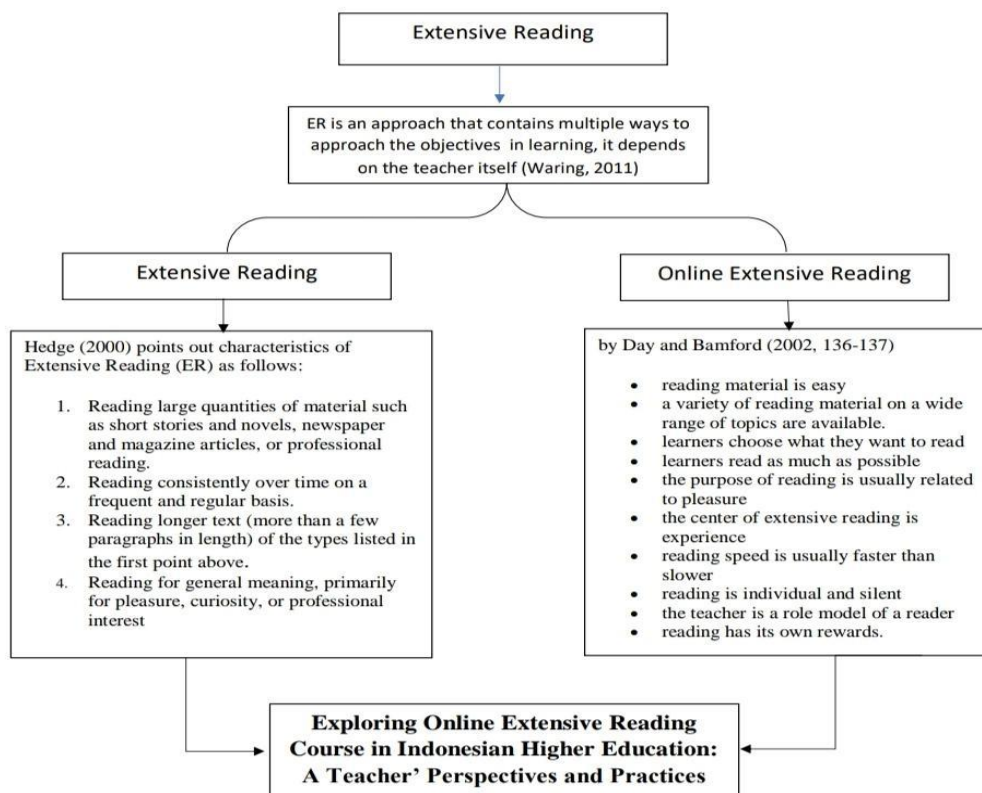


Figure 2.1 Literature Review Flow Chart

CHAPTER III

Methodology

This study applies a qualitative with descriptive research method because it explores a phenomenon of extensive reading in an online classroom from an EFL teacher's point of view. Sheman and Webb (1988) assume that qualitative research is concerned with meaning as they appear to, or are achieved by persons in lived social situations. It means the data from qualitative methods have to explore the thing that becomes the point or construct of the study as we explore and are concerned with the meaning who appears backward. Meanwhile, qualitative research means descriptive, which is due to which the data is collected whether from the form of words or image rather than numbers (Bogdan and Biklen, 1982).

Berg (2001) classifies qualitative descriptive study into descriptive, exploratory, and explanatory. The first type collects the majority of the data via text with super detail about some phenomenon that becomes the concern of the study. The researcher explores and provides further information about certain phenomena regarding the topic. The second type explores the new term of learning that becomes the concern of the study which is only possible by interview. The research examined a problem or an issue that has not been clearly defined. Finally, the last type includes: a) Investigating details with small amounts of data, b) Applying with a why or how question, c) Identifying impactful information but may not always give a solid conclusion, and d) helping form views or theories relies on primary and secondary research methods. This type of research determined how variables interact with each other and identifying cause and effect of the relationships.

In this study, exploratory research is employed as this study explores the new term of learning and collects teacher's perception about the implementation of extensive reading in online classroom by exploring further with several questions until the objective of this study has been fulfilled. so, this study is qualitative descriptive research that uses exploratory as the main approach to gain the information.

2. Data Preparation

The setting of this study is at the English Language Department in a national private university located in Yogyakarta. This location was chosen due to the online extensive reading (OER) class being run in this domain and it has the same characteristic of the data that is needed. Meanwhile, the participant of this study is a lecturer who has been teaching in OER class in the English Language Department for three years in English Language Education.

3.3. Data collection techniques

The data collection techniques for this research are interviewed as the primary instrument of the study. A semi-structured interview is employed in this study. The participant is interviewed in place and face-to-face. The entire process of interview is recorded utilizing voice recording via handphone. The instrument for this research by the researcher is an interview protocol. Bahasa Indonesia is used as the main language for conducting the data interview for a better understanding and accomplishing the research objectives smoothly.

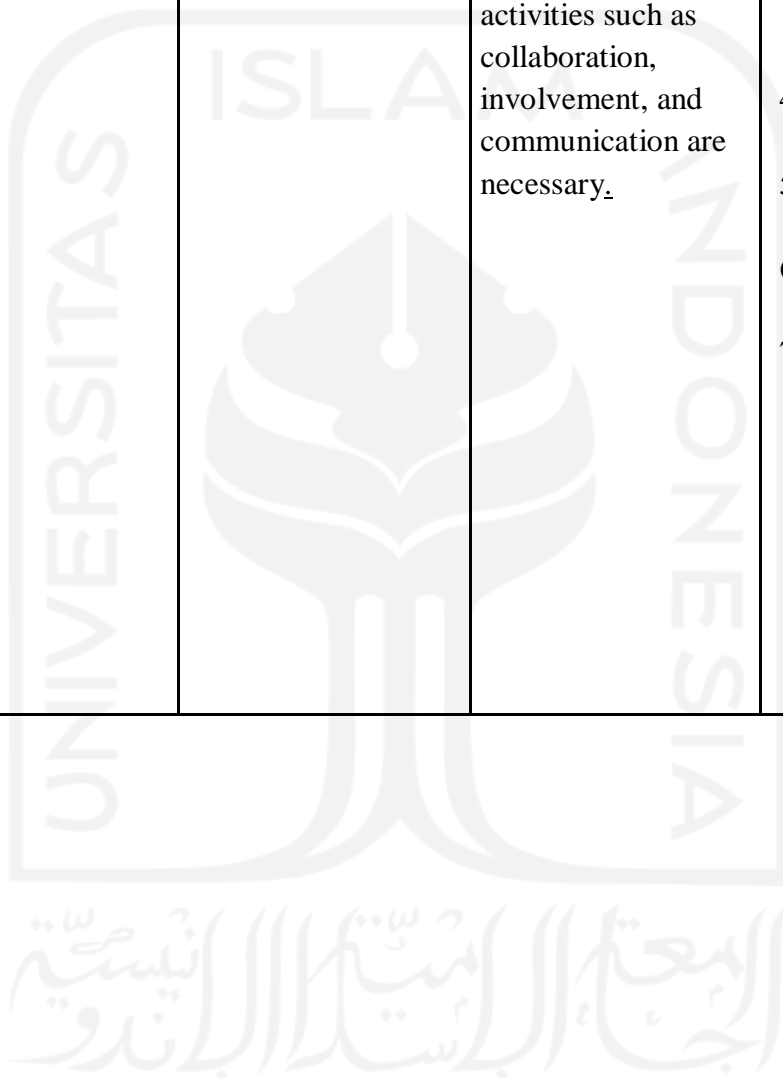
Table 3.1

Interview Parameter

Construct	Conceptual Definition	Parameter	Practical Component	Question
Extensive Reading	ER is an approach that contains multiple ways to approach the objectives in learning, it depends on the teacher itself (Waring, 2011).	Five components are worth teachers' attention and thinking: content, process, product, affect, and learning environment (Tomlinson and Moon 2013).	<p style="text-align: center;"><u>Content</u></p> <p>The instructional material should be engaging and adaptable to the various needs of students.</p>	<ol style="list-style-type: none"> 1. What factors do you consider when creating engaging materials/content for online ER classes? 2. What factors do you consider when creating material/content that is adaptable to the various needs of students enrolled in online ER classes? 3. How do you structure engaging content in online ER classes? 4. How do you structure content in online ER classes to be adaptable to the diverse needs of students in an OER class?

		<p style="text-align: center;"><u>Process</u></p> <p>Learning, both the acquisition of new information and the development of one's abilities, is adapted to each individual student's unique profile of how they learn best and fastest.</p>	<ol style="list-style-type: none"> 1. How do you align the learning process that allows students with unique individual profiles to obtain new information in the OER class? 2. How do you align the student ability development process to enable them with each unique individual profile in the OER class? 3. How do you align your learning process so that students with various unique profiles can learn in the way that suits them best? 4. How do you align your learning process so that students with unique profiles can learn quickly?
		<p style="text-align: center;"><u>Product</u></p> <p>linked to summative assessment evaluation, thus justifies a wide range of options for showcasing acquired skills and knowledge.</p>	<ol style="list-style-type: none"> 1. How do you monitor and assess students' reading progress in the OER class? 2. Do you believe in the success of your students in taking the OER class in this way? Why is that? 3. How do you determine student success in taking this OER class?

			<p style="text-align: center;"><u>Affect</u></p> <p>In order to establish a sense of empathy and dynamic relationships, interpersonal activities such as collaboration, involvement, and communication are necessary.</p>	<ol style="list-style-type: none"> 1. How do you build a sense of empathy with students in the OER class? 2. How do you build dynamic relationships with students in the OER classes? 3. How do you do interpersonal communication with students in the OER class? 4. How do you do collaborative activities in the OER class? 5. How do you increase student engagement in OER classes? 6. How do you communicate effectively in the OER class? 7. What do you do to motivate students to read in the OER class?
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			<p><u>Learning environment</u></p> <p>The learning environment should be inclusive and learner-friendly to members with diverse preferences and behavioral patterns.</p>	<ol style="list-style-type: none"> 1. Do you think the learning environment influences student development in extensive reading? Why is that? 2. How do you build a learning environment that supports students' motivation to read extensively in OER classes? 3. How do you build an inclusive learning environment for students in the OER class? 4. How do you create a learner-friendly learning environment for OER students?
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3.4 Techniques of analyzing the data

Braun and Clarke's (2016) thematic analysis are used to analyze the data. This method is to be employed, determined, analyzed to present the theme and to describe the data in complete detail, furthermore. Braun and Clarke (2006) have written six steps of thematic analysis:

Step 1: Familiarizing initial codes

Step 2: Generating initial codes

Step 3: Searching for themes

Step 4: reviewing themes

Step 5: Defining and naming themes

Step 6: Producing the reports

5. **Trustworthiness**

Guba and Lincoln (1994) have stated four references namely credibility, dependability, confirmability and authenticity. The credibility of this study is to make sure of the legitimacy and the quality of the data by consulting the process of data collection with the undergraduate thesis supervisor who is an expert in the related field. In addition, the credibility of this study is doing a member-checking procedure.

1. Dependability

In this study dependability is done through the researcher double checking, analyzing, providing and interpreting the adequate contextual information of each piece of the data so the data are legit.

2. Confirmability

confirmability means to make sure there is no bias in the data that has been conducted. So, in this study, the confirmability is done through discussing each data that has been conducted with the expert related to the context.

3. Authenticity

The authenticity is done through member checking to make sure of the authenticity of the data the researcher has discussed the values of participants in

the related study with different perspectives to make sure the result is identical and original.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describes the findings of study. Preceded by introduction, findings, discussions and answers of the research questions are reported.

4.1 Introduction

Findings of this study are wrapped up after the data are analyzed. Using Tomlinson and Moon's (2013) parameters, the data analyzed are elaborated further to the research questions of this study in terms of perspectives and practices. The elaboration of these parameters and research questions is considered as findings, which are described in the next section.

4.2 Findings

The findings show that teacher perspectives and practices could be analyzed from the following parameters: content, process, product, affect and learning environment (Tomlinson & Moon, 2013). Each of the parameters could generate themes. The perspectives of content have seven themes, while the practices have five themes. The perspectives of the process include one theme and the practices emerge five themes. The perspectives of the product contain one theme, and the practices are two themes. The perspectives of the affect have one theme and the practices have four themes. The perspectives and the practices of the learning environment have one theme respectively. The overall findings are concluded in the figure 4.1 below.

4.2.1.1 Defining Online Extensive Reading

The participant defined online extensive reading (OER) as a broad reading activity that is conducted online, and it is intended to provide students with reading comfortability. OER could be in diverse forms and these forms depend on the use of technology provided by teachers to facilitate OER activities. For example, the meeting is on the zoom platform; the books could be downloaded from websites. Therefore, the teacher (participant) manages to share several online sources so that her students could access and download the books. She mentioned this issue in her accounts below.

Excerpt 1

“While the OER is an ER class that is conducted online, it actually takes various forms depending on how the teacher uses technology to facilitate online ER activities which are carried out using zoom the meeting uses zoom the books can be downloaded from the website so I gave several websites where they can access the books and download them “(09:00-11:30) (12-23-2022)

Furthermore, the teacher, as the participant of this study, delineates that extensive reading (ER) is not limited by rooms as it can be accessed anywhere, inside or outside classrooms. The difference is taken place by teacher guidance or not. She further comments that when ER takes place in the classroom the teacher could monitor and guide the students in their readings. Meanwhile, when it is outside the classroom, students would manage their reading activities by themselves. She expresses this matter in the following accounts.

Excerpt 2

“ER actually can be done in the classroom or outside the classroom. If in the classroom, of course, it is monitored and guided by the class teacher. If it is done outside the classroom, it means he chooses his own book reads himself “(09:00-11:30) (12-23-2022)

4.2.1.2 General Principle of Extensive Reading

The participant describes the principle of ER. The primary principle is that readers are free to choose books. Whoever they are, be it a teacher, parent, sibling, or mentor has nothing to do with the reader's choice of reading and they cannot be forced to read certain books because the one of principles of OER itself is freedom in choosing books. She describes the issue in her accounts below.

Excerpt 4

“ER is actually an extensive reading activity. The book has principles for a student or whoever it is. You may choose which book to read, not being told by someone else or told by the teacher” (09:00-11:30) (12-23-2022)

Furthermore, the lecture explains that ER principles have to always be according to the students and students alone, not anyone else. Students determine their own level of difficulties in reading books. Each student reads books with different kinds of difficulties, it is for the purpose of reading for fun. She also mentioned this issue in her accounts below.

Excerpt 5

“He himself determines the level of difficulty of reading, it must also be adjusted to the ability of each student, so each student will read a different book with a different level of difficulty because the purpose of ER is for students to read comfortably” (09:00-11:30) (12-23-2022)

Another principle is that reading time is quite flexible. Extensive readers can read anywhere, inside or outside of class. The form of the book is also free. They can read hardcopy or electronic books. She mentioned this issue below.

Excerpt 6

“Reading time is actually flexible when students have free time to read, they don't have to be in class, they can read outside of class” (09:00-11:30) (12-23-2022)

4.2.2. Participant Perspectives of Content

The teacher's perspective focuses on four key aspects in content creation, namely (1) rationale of creating engaging content in OER, (2) characterizing of (OER) class (3) characterizing OER content, and (4) characterizing adaptable content. Detailed description of each theme is presented below.

4.2.2.1 Rationale of Creating Engaging Content in OER

For teachers, creating engaging content is important for students and therefore the teacher needs to prepare the activities. Several reasons that teachers need to create engaging content include students being happy. By being happy, they are not feeling bored. Another reason is that engaging content would motivate students. When students were motivated, they would be learning while having fun. She describes the issue in her accounts below.

Excerpt 7

“Engaging content, as a teacher, of course preparing activities so that students are happy, so students are not bored, students are motivated, so they learn while having fun” (09:00-11:30) (12-23-2022)

4.2.1.4 Characterizing (OER) Class

The teacher characterizes the OER class because the situation in the class is very different. According to her, the word characteristic often relates to the description of something that is unique or has a distinguishing form so that it may be noticed and grouped. The lecturer's materials must have accessible content so that all students can access it. The content should also actually refer to the learning objectives and scenarios in the classroom because each class has a unique situation due to the diversity of the students. She mentioned the matter in her accounts below.

Excerpt 8

“According to the learning objectives and the character class situation of the class can be different so sometimes we also think that we think so for example this activity is okay, I don't use it in this class “(09:00-11:30) (12-23-2022)

4.2.1.5 Characterizing OER Content

The participant characterizes that there are several characteristics of OER content. Firstly, by creating content that meets the needs of students, which necessitates light content. Secondly, by considering existing learning objectives, which can be interpreted so that the main learning from OER is not misguided. Thirdly, by selecting activities that are appropriate for students, the four activities created must go through a modification process so that implementation time in class goes better, and the final feature is the numerous adaptations made by lecturers to students in Online Extensive Reading classes. From the viewpoint of my participant in the above excerpt, she concluded that when making the content the first thing she has to do is to make the material light or simple for all students in the class to access. The second reference is that it must make reference to learning objectives, but learning objectives aren't actually a reference for doing so since they only seek to improve students' proficiency in particular terms, which has nothing to do with engaging, the third one involves a lot of material adjustment to accommodate different pupils and classroom dynamics, and finally, there needs to be a lot of adaptation in class. She describes the matter in her accounts below.

Excerpt 9

“Light weight according to the learning objectives and class situation because sometimes the character of the class can be different so sometimes, we also think, for example, is this activity okay or not if I use it in this class, because sometimes we have to modify, modify the activity so that he it can be implemented better, that's just the content, lots of adaptation modifications” (09:00-11:30) (12-23-2022)

4.2.1.6 Characterizing Adaptable Content

The participant characterizes that there are two engaging content characters, namely content in accordance with learning objectives and adaptable content activities. The participant clearly delineates that in order to make the content more adaptable in OER class is to see our students as the primary foundation, what they need, what they're capable of and what their characteristics are. Students are the main point in making content adaptable in the classroom, especially OER class. She has mentioned the issues in the following accounts below.

Excerpt 10

“Even those who are mediocre should be able to do that activity learning objectives then must be engaging must be fun and students can do that activity “(09:00-11:30) (12-23-2022)

4.2.3 Participant Practices on OER

The lecturer's practices focus on five key aspects in content creation (1) access to OER, (2) OER requirements, (3) challenges in OER class, (4) creating engaging OER content, and (5) creating adaptable content. The practice on OER can be explained below.

4.2.3.1 Access to OER

The participant described that when accessing OER is always required signal and online tools in order to get an access to the class and books, not only how to get an access to OER book but signal is like a chain on a gear.

According to the lecture, as the participant of this study, lecturers prepare enjoyable, inspiring, and engaging content for students before they access OER so that it

is simpler for students to access OER learning in class. They can study while having fun.

She describes the issues in her accounts below.

Excerpt 11

“As a teacher, of course we prepare activities that we make so that students are happy. I think all teachers should think about that so students don't get bored, students are motivated so they learn while having fun” (09:00-11:30) (12-23-2022)

Furthermore, she represents that primary tools that the instructors use to access open educational resources (OER) classes are online tools, and lecturers provide them with electronic book sources that they may access from anywhere, including at home or elsewhere.

Excerpt 12

“In my previous class, because of the pandemic, it was totally online, it was done using a zoom meeting, using zoom, I gave several websites where they can access books and download them, and they can read at home” (09:00-11:30) (12-23-2022)

4.2.3.2 OER Requirements

The participant figured that in order to optimize the OER classes, numerous OER needs have been taken into account. The books and words provided by the lecturer can motivate or it can not motivate students. The lecture delineates that the teachers must always pay attention to students, pay attention to the needs of students in OER classes, there is no comparison between the students, by any means the word that is used in the class has to contain motivation Her statements on the issues as follows.

Excerpt 12

“ER's goal is for students to read comfortably the vocabulary used certainly makes him not motivated to read again, so the level of difficulty of the selected book must also be adjusted to the level of proficiency of the student concerned, reading time is actually flexible when students have free time to read, so you don't have to be in class you can read outside of class” (09:00-11:30) (12-23-2022)

Furthermore, the lecturer figured out that the maximum number was set with the intention of encouraging students to read as much as possible, she said, adding another requirement in the OER class is to provide a reference for the number of words that have been read, not books that have been read but the words. The minimum requirements must be met, and if they are exceeded it will be even better. She went to further describe the issues in her accounts as follows.

Excerpt 13

“Books to read, actually in the past I didn't determine the number of books read but the number of words, so I asked students to read books for one semester at a minimum I first determined if more than that was fine, but the maximum was determined so that the student reads it really a lot” (09:00-11:30) (12-23-2022)

4.2.3.3 Challenges in OER Class

The lecturer who was the participant of this study described the challenges into two aspects. The first is dealing with students who are very diligent to the point of reading lots of books so that the words they get are up to fifty thousand words, and the second is dealing with students who have no motivation to read at all. Building the motivation of students who do not like to read is a significant challenge because it can be concluded that if left unchecked, there will be a gap between students who are too diligent and students who are not. She mentioned the issues in her accounts below.

Excerpt 14

“The challenge is that there is a student who is very diligent in reading, so that he can read a lot of words, so he can get up to fifty thousand words, the second, when facing a student who does not like to read it means how to make the student can be motivated to read it takes time so that it cannot be instant” (09:00-11:30) (12-23-2022)

Furthermore, the other challenge is to maintain students' motivation in reading, once they are motivated to read then the way to maintain the motivation is challenged by the lecture in ER class, it is obvious since cultivating motivation to read is obviously more difficult than maintaining it. She describes this particular issue in her following accounts below.

Excerpt 15

“The other challenge is to maintain motivation there are students who don't like to read when they are later introduced to ER, they become enthusiastic about reading, but it doesn't stop there, the enthusiasm for reading must be maintained so that they continue to like reading, not only in class “(09:00-11:30) (12-23-2022)

Everything has benefits and challenges and this is the most crucial aspect that challenges lectures in implementing ER in Online class. The challenge is the connection, the signal itself, because in online teaching signals always become a reason to make an excuse not to enter the class, not to turn on the camera, if this happened the teacher would not be able to see students' expressions more realistically. The aforementioned data demonstrates that online classes are never separated from the challenges, the challenges are from the high motivational students and low motivation students, how to motivate low motivated students in reading and how to keep the students like to read and one of the crucial challenges in online class is connection or signal from a device. Because the Online Extensive Reading class uses a signal, it is possible that many students will use a bad signal as an excuse not to enter class or turn on the camera, greatly affecting the situation and atmosphere of the class, such as the lack of a realistic class and the inability to observe student engagement in the online course. She went to describe the challenges in her accounts below.

Excerpt 16

“The only problem is if there is an online class where the signal isn't good so later there will be an excuse to miss the signal isn't good, I can't ask permission not to turn on the camera for example like that it's also a challenge in itself because in the end we can't see his expression can't see her engagement more real” (09:00-11:30) (12-23-2022)

4.2.3.4 Creating an Engaging Content of OER

The lecture characterizes that the students themselves are very diverse and a piece of content must have benefits in order to be perfectly accessed by students, she delineates that the basis of the lecture in producing OER material is by preventing students from feeling bored in the classroom by establishing a comfortable, entertaining, and motivating class. All of that material was done through individual research of how to find a way that will make students comfortable, motivated and fun. This issue is described in her accounts below.

Excerpt 17

“As a teacher, of course, prepare for activities that of course we make it so that students are like engaging content, yes it should, i think all teachers should think there so that students are not bored, students are motivated so that they learn while having fun” (09:00-11:30) (12-23-2022)

She further described that lecture searched the website for examples of engaging content to help her improve these three areas in OER class, and she discovered that OER classes that apply the in-pairs method are more engaging than performing OER activities individually. She elaborates on this matter in her accounts as follows.

Excerpt 18

“I read a lot yes i read from the website read from some of those references about how the class is to be more engaging by providing some activities that involve students i prefer it on a group basis the individual sometimes less engaging i'm looking

more for those that are grouped or in pairs” (09:00-11:30) (12-23-2022)

According to excerpt 17 teachers have to make sure the students learn while having fun and not bored them by creating engaging content in OER class and the lecture search from the internet about how to make the class more engaging, she said that group work is more engaging than individual as mentioned in (excerpt 18).

4.2.3.5 Creating Adaptable Content

Adaptable refers to a thing that can adjust in any situation anytime and anywhere it can adapt to any form of existing situation and conditions, according to the participant, (OER) content has an adaptable nature. Online Extensive Reading (OER) must be attained and can be reached by all students whether it is an ordinary or below low motivation. She mentioned the issues in her accounts below.

“Content that is adaptable, of course it must be in accordance with the learning objectives yes both activities must be in accordance with or can be adopted or adapted to or done by all students so that activities can not only be done by those who are smart but even those who are mediocre should be able to do that activity” (09:00-11:30) (12-23-2022)

Therefore, participants described that when creating adaptable content is paying attention to students, determining whether the student can access the content created by the lecturer or whether all students can access the content (there is no inequality in it), and recognizing the importance of the learning objectives. The issues are described by her accounts below.

Excerpt 19

“It must be in accordance with the learning objectives must be in accordance with or can adopted or adapted to or performed by all

students so the activity can not only be done by those who are smart but even those who are mediocre should be able to do that activity “(09:00-11:30) (12-23-2022)

Participants went on to describe that in order to assess the diversity of students, several stages were required. The first stage was to look at the level of difficulty of the activities to be made, because not all activities could be carried out for individuals or groups, and the second stage was to adjust which one was more useful for individuals or groups. It can be concluded that several characteristics must be known before creating adaptable content, namely the level of difficulty, adjusting ministers, and adjusting methods for these activities. Furthermore, according to the participant statement, the lecture matches the level of difficulty with the students' learning objectives, and prior to the lecture, each student's issue is examined personally. Given that not all tasks can be applied to individuals or groups, lecturers must be aware of which materials are appropriate for group assignments and which materials or assignments are for individuals. Therefore, based on the aforementioned claim that everything depends on the lecturer when selecting activities for students. In short OER content has to meet several conditions before the content will be implemented to the activity to prevent students' boredom and to motivate their engagement with the adaptable content through multiple ways before it jumps to the implementation such as through the difficulty level of the students and through the personal approach to each student. She describes the issues in her accounts below.

Excerpt 20

“Looking at the level of difficulty then the level of difficulty of a certain activity then whether they correspond to the task can be completed individually or in pairs or ingroup which is more useful more engaging because not all tasks can also be done for pairs

for example or not all tasks are a group so you have to choose which one is in accordance with the purpose of doing that activity” (09:00-11:30) (12-23-2022)

4.2.4. Participant Perspectives of PROCESS

The lecturer's perspectives in the learning process of OER explained through sub-theme (1) are emerged under the theme: fundamental principles of quick learning. This theme's sub-themes used to illustrate the second parameter's theme mentioned above. Detailed description of this matter is presented in the following section.

4.2.4.1 Fundamental Principles of Quick Learning

The unexpected findings of the fastest learning strategy in OER from the participant description is that there is no fastest learning strategy in OER classes. There is no specific fast learning strategy. Students read by their own method whether it is slower or faster. According to excerpt 21 there is no fastest method of learning provided by the lecturer for students in the OER class, no one technique that makes students learn rapidly; instead, it is up to each student to develop in his or her own way and in their own way. The matter is mentioned in her accounts below.

Excerpt 21

“Learn quickly, actually learning quickly or not it returns to each student, if for example he has high enthusiasm, he has read a lot. Yes, he's actually fashioned in reading, right? Actually, he just has to speed up himself, read it himself, find his own books to enrich him, actually this is returned to the students” (09:00-11:30) (12-23-2022)

4.2.5 Participant Practices of Process

The lecture practice in the learning process explained through five sub-themes, (1) *adjusting the OER Content*. (2) *The Lecturers' roles in adjusting OER content*. (3) *processing of synchronized content*. (4) *lecture role in students learning* (5) *Factors*

Affecting Students Learning Activity. A detailed description of this matter is presented in the following section.

4.2.5.1 Adjusting the OER Content

The participant defines that teachers do a separate approach in order to know which should be added or what should be given. It means to understand students and give solutions. All students have their own problems that must be given different solutions as well. When each student's problem is discovered, the lecturer will only provide alternative solutions to students as an example in any material that needs to be changed and added. She addressed the matter in her accounts below.

Excerpt 22

“For students who are lacking, I often give a separate approach, for example, what needs to be added, what explanation needs to be given OK, this child seems to have difficulty in this matter, then maybe I can give a solution, what can he do, maybe he can add some reading like that “(09:00-11:30) (12-23-2022)”

Furthermore, the participant reflects that the lecturer's job in the students' learning process is just to make the students feel comfortable, and lecture is just a facilitator for students and an instructor for the students. This is done to decide which is the best instruction. It is up to the students to choose which is best for them and which is not and which is comfortable for them and throw away which is not. She further described the issues in her accounts below.

Excerpt 23

“The teacher or lecturer is just facilitating giving some instructions but in the end which one is the best it goes back to the students themselves, which one is more comfortable?” (09:00-11:30) (12-23-2022)

4.2.5.2 Lecturer Roles in Adjusting OER content

The lecturer who is the participant of this study went to define that, the lecturer's role is to align the student learning process is something that both teachers and lecturers must consider because process means gradual and gradual means having parts in carrying out the process and

that stage causes lecturers to find something needed in the process. In her practices she makes the low motivated students as the main reference in making the material more universal in the OER class, she used to give the low motivated students an attention to know how to align the process of the (OER) class. She describes lecture roles in adjusting OER content in her accounts below.

Excerpt 24

“Students who are really smart are usually only given a little prompt just because they are already walking so yes which is medium usually, I use mostly maybe what can be used for students who are doing so well usually attention needs to be given to those who are lacking that “(09:00-11:30) (12-23-2022)

The participant literally addresses each learner in this practice process individually. The goal is to identify the issue causing the students' troubles with the OER learning process and then provide them with a remedy. The sentence "Various treatments are given to students who have different needs" is what makes it fascinating. She continues to mention the issues in her accounts as follows.

Excerpt 25

“What is lacking is often giving his own approach, for example, he needs to be added what needs to be explained what is usually more to the individual approach of the student seems to have difficulty in this matter, then maybe I can give you what solution so he may be able to do what add to the reading what is like that different treatment is given for students who do have different needs “(09:00-11:30) (12-23-2022)

4.2.5.3 Processing of Synchronized Content

This sub-theme will provide a full explanation of the lecturer's practices on the process of coordinating student learning materials for all students.

The participant describes the part of the process to synchronize content. It is to recognize which individuals are unique and how to separate their developmental processes since unique students are different and diverse. Throughout the process, the lecturer must be aware of the student's deficiencies as well as their strengths in order to

adjust more general content that is accessible to all students rather than just certain students. She delineates that the best way to understand and coordinate the process of student development is to give each student individual attention or care so that the lecturer can identify and recognize their uniqueness, encourage them, and then provide advice based on that knowledge. She describes these issues in her accounts below.

Excerpt 26

“If the student is unique, the approach is with a personal approach, he needs to be encouraged, what is indeed distinguishing from others, that we must know he needs what he lacks so that we can give advice maybe you should read more this you should read it” (09:00-11:30) (12-23-2022)

Furthermore, the participant basically says that "if the uniqueness is an advantage" means that there is a uniqueness that is not in the form of an advantage. So, it is not strange to take a personal approach and then criticize them and give them motivation so that they can develop in accordance with their own capacities. The uniqueness has two types of uniqueness that have an advantage and disadvantages. She further describes the issues below.

Excerpt 27

“If the uniqueness is ee... in the form of advantages he has advantages, we just want to encourage it, we just want to encourage us to motivate so that he can develop ee. faster according to his capacity, he” (09:00-11:30) (12-23-2022)

The lecture explained that in order to proceed, the first step is to examine each student. After that, he suggests an alternative activity, such as recommending one book over another. A teacher or lecturer is an analyzer and alternative provider to the students. She mentioned the issue in her accounts below.

Excerpt 28

“We can only analyze and provide alternatives maybe you can do this doing that so yes you can read this read it You can try this way” (09:00-11:30) (12-23-2022)

Therefore, it is safe to say that lecturers and teachers only facilitate and instruct; they are powerless to affect students' development. Instead, lecturers only offer options; students must choose which ones they prefer, and lecturers claim that this is based on their comfort. She mentioned that lecture is only a facilitator and motivator in the class, if the lecture gives them a solution, then it is up to them to choose which one is more comfortable for them. She described the problem in her accounts below.

Excerpt 29

"The teacher or lecturer is just telling facilitate motivating ya give some clues finally which ee is best it comes back to the students themselves which one is more comfortable" (09:00-11:30) (12-23-2022)

4.2.5.4 Lecture Role in Students Learning

The participant described that teachers or lecturers are only providers and analyzers for the students themselves; therefore, it can be concluded that the lecturer conducts an analysis to determine what the student's constraints are. My interviewee herself stated that they would provide alternatives for solving student problems. My participant described the issues in her accounts below.

Excerpt 30

"We can only analyze and give, what's it called? give an alternative, so maybe you can do this, do that, yes, you can read this, read that" (09:00-11:30) (12-23-2022)

Furthermore, based on the participant statement, the teacher in this situation is only a facilitator. She told students what should be done and provided motivation, but all of the teacher's efforts, the success or failure of a lecturer's role depends on the students. If the lecturer provides several alternatives, it depends on the students choosing which alternative is suitable and comfortable for them to reside. She went on to describe the issues in her accounts below.

Excerpt 31

“But in the end, it comes back to the students, which of the learning methods are suitable for them, those who know them themselves, so the teacher or lecturer is just facilitating giving some instructions but in the end which one is the best thing is to go back to the students themselves, whichever is more comfortable”
(09:00-11:30) (12-23-2022)

4.2.5.5 Factors that Affect Students Learning Activity

The participant described that there are several factors that affected students in learning OER. The factors that can decrease student motivation can be either internal or external. Based on existing findings, sometimes there are factors that cannot be controlled and these factors were not specifically mentioned by my participants, and comparing students is also a mistake that will affect students' motivation in learning in the OER class. The participant concluded that the key to developing lessons and content for OER classes that meet the needs of students is to approach every person who is having issues, especially common pupils or students who lack motivation, by giving them encouragement. The variables that have an impact on students are likewise highly varied, some are brought on by internal or external variables as well as comparisons with other students. The key idea is that low motivated students serve as a standard for how teaching or materials should be aligned in the classroom (OER). She has mentioned this problem in her accounts below.

Excerpt 32

“Students' issues are caused by both internal and external variables, uncontrollable elements can alter the outcomes (my sources did not specify any specific factors), and students shouldn't be compared to other students. There are hence three aspects that had an impact on the student's performance.”
(09:00-11:30) (12-23-2022)

4.2.6. Participant Perspectives of Productivity

The lecturer's perspectives on student productivity that will be explained by one sub-theme, namely *Measure of student performance in OER classes*. Detailed description of this matter is presented in the following section.

4.2.6.1 Measuring Student Performance in OER Class

The participants characterize that there are several characteristics to measure student performance in OER productivity classes, which become parameters for success in assessing student performance. Firstly, all students must complete and succeed in achieving the minimal requirements that have been determined. Secondly, students must meet the standards of the learning objectives; it is not surprising that the standard will be a reference because the minimum is already considered successful, let alone the standard or above. Thirdly, students must complete all assignments, activities in class, and discussions, even if they are not exceptionally competent. If they do so, their grades will be excellent and they will be successful in the class. She describes this particular matter in her accounts below.

Excerpt 33

“So indeed the reading log is also a tool to monitor the progress of students in the classroom, finally, everything must be met at least the minimum standard of the learning objective must be met, in the case of assessment provided that the student meets standards such as learning targets are met, then all tasks are done, he did all the process, went to class, active discussions and so on although maybe when discussing he was not very good, it seemed to me that I already gave A” (09:00-11:30) (12-23-2022)

4.2.7 Participant Practice of Productivity

There are two main points of teachers practice in assessing students' productivity in OER classes, as we know assessing students' productivity is one of the obligations of the teacher in order to maintain students' lack of motivation or the conduciveness in OER class, it explained through two sub-themes, namely (1) controlling students' productivity

in OER class, and (2) assessing student productivity achievement in OER class. A detailed description of the issues is presented in the following section.

4.2.7.1 Controlling Students Productivity in OER Class

The participant defines how to track student productivity in the OER class, which lasts two years from 2019 to 2021. The lecturer uses a diary, also known as a reading-log, a book that contains progress from student productivity while attending OER classes. The contents include which books have been read, what sort of book they read, what content, how many words or books they read, and how long students read the book. All of these components are the lecturer's primary concern in controlling student productivity. She Describes this matter in Her accounts below.

Excerpt 34

“Monitor their progress, they have this book I tell them to write what it is called. Reading log, reading log is kind of like a diary, a diary book whose content is what he reads what book, whose work is, how many pages, then he reads up to what pages, so I know he has read how many books, he has read how many words, for how long they read the book” (09:00-11:30) (12-23-2022)

Furthermore, according to the lecture perspectives, monitoring through notes is necessary to comprehend students' issues. In other words, she does everything through notes in order to grasp students' personal growth. The lecture uses reading-log as a tool to discover the difficulties that students face, the lecturer describes this matter in her accounts below.

Excerpt 35

“All students have notes, from that note, I can monitor ooh this is a bit slow to read it because he has difficulty abcd oo which is smooth because the book has been added continuously for example, he added book one two and so on later from there I can monitor the individual development of each well “(09:00-11:30) (12-23-2022)

She delineates that there are numerous references in monitoring or assessing students, such as how many books they read, which books they read, for how long,

etc. However, in order to determine if the approach is successful or not. She described the issue below.

Excerpt 36

“If as long as the minimum target is achieved the target of the learning objectives is achieved again the success of each of those students varies “(09:00-11:30) (12-23-2022)

Based on the participant description, reading logs are used to track student progress in open educational resources (OER) classes. Whether or not they are effective relies on the learning objectives, whether the minimum target is fulfilled or the maximum target is fulfilled, and whether or not the reading logs are effective in the OER class. She mentioned this in her accounts below.

Excerpt 37

“So indeed, the reading log is also a tool to monitor student progress in class, finally indeed everything must be met at least the minimum standard of the learning objective must be met “(09:00-11:30) (12-23-2022)

Furthermore, the participant concluded that the main use of reading-log is to monitor students progress during OER class by seeing the book that they have read and all the components that are already stated such as, how many words, how long they read the book, what kind of content and how many books. The class is considered smooth when the progress of each individual can be seen or the students added the book into their reading-log, in this matter she mentioned the use of Reading-log in her accounts below.

Excerpt 38

“What have you read so I know how many books he has read, how many words he has read for how long. How long have they read the book? From the notes, I can monitor ooh it's a bit slow to read because he has difficulty abcd oo this one is smooth because he has added books from there, I can monitor the progress of each individual “(09:00-11:30) (12-23-2022)

4.2.7.2 Assessing Student Productivity Achievement in OER Class

The participant defines what aspect that is needed in order to assess students' productivity in the OER class. These include not only is reading required, but there is also a reference for measuring student productivity in class. Those are reading and writing, the number of words read, the number of books read, and the length of the book read. Lecturers can easily evaluate student productivity if they pay attention to everything mentioned above. Like what she described in her accounts below.

Excerpt 39

“A diary whose contents he read, what book, whose work, how many pages, then how many pages did he read next time he reads how many books he has read; how many words have been read for how long. The duration they read the book there is a note, from the note I can monitor ooh this is a bit slow to read because he has difficulty ooh this one is smooth because the book has been adding continuously for example” (09:00-11:30) (12-23-2022)

4.2.8 Participant Perspectives of Affect

The lecturer's perspectives in the learning process of affection explained through one sub-theme, *Importance of Communication*. Detailed description of this matter is presented in the following section.

4.2.8.1 Importance of Communication

The participant basically describe that the communication is basic but the heart of the class. It can change anything and will make something look impossible. Communication has a function to make the class go as smoothly as possible and communication can make students successful in OER class by communicating often about their problems. From these we can assume that by communicating their issue the teacher would give them an alternative solution in order to make the class go well. As she mentioned these issues in her accounts below.

Excerpt 40

“You can be late for a maximum of, for example, 10 minutes or 15 minutes. Communicate later. About doing assignments or being

late for assignments. There will be consequences. That can be communicated. from the actual students, eee, what's the name of the function, so that the class goes well, all the students are successful, so they graduate, you know" (09:00-11:30) (12-23-2022)

The lecture delineates that not all students utilized communication, despite the lecturer's own statement that "you don't need to be afraid." It turned out that most students were reluctant to discuss their concerns with the lecturer; however, if they did, the lecturer could find alternate solutions for each student. However, the student's own justifications must make sense, as if they do, the lecturer will grant the student a dispensation. As it was described by her accounts below.

Excerpt 41

"It's just that sometimes there are students who don't use the opportunity well, even though from the start I usually said, you don't have to be afraid if there are problems actually you guys have a problem or something like that so other alternatives can be found, even though if it's a good reason the lecturer is mostly want to give an exemption "(09:00-11:30) (12-23-2022)

4.2.9 Participant Practices of Affect

There are four sub-themes that will explain the lecturer's entire practice with the fourth parameter (affect), namely: (1) *lecture empathy of student's ability in OER class*, (2) *utilizing extensive reading activities*, (3) *building a realistic and disciplined OER classroom atmosphere*, and (4) *build a good relationship with students*.

4.2.9.1 Lecture Empathy of Students Ability in OER Class

Empathy in general is a comprehensive ability that contains how we understand others' feelings in emotional terms. Based on the participant's description, in the flow of lecture practices an empathy can be built through to set the lecture as the example of how it will be done. It is one of the points that were mentioned by Day and Bamfords (1985) teachers are a role model of learners. She described this matter in the following accounts below.

Excerpt 42

“The way actually to set an example, actually when we teach to students is by example we show how, if we want our students to like to read, the teacher gives an example of liking to read then if we ask them to empathize “(09:00-11:30) (12-23-2022)

Furthermore, the lecturer explained that Learning from books will likely increase students' empathy because the books contain moral values that can be used to motivate students to empathy. It is safe to assume that she used herself as a role model and book as the motivated tool to build students' empathy. She continues to describe these issues in her accounts below.

Excerpt 43

“Empathy it can also be taken from learning or books the books that are used are the books that we are discussing, we can actually use them for learning materials in the book what values exist, those values can be discussed can be used as discussion material in class “(09:00-11:30) (12-23-2022)

The lecturer who is the participant of the study colonizes the advantages of using extensive reading (ER). There are six ER advantages. Students can utilize ER unlimited material and topics to explore, to motivate themselves, how to work as a team, how to solve a problem and to find a solution and she also described the issue further in below's accounts.

Excerpt 44

“Because extensive reading is free to be broad, the material is not limited to the topic is not limited to how many books to read can actually be used to explore more means that there are many things that can be discussed not only for example how to cultivate empathy but how to motivate yourself how to work together in a team how to solve problems how to find solutions “(09:00-11:30) (12-23-2022)

Furthermore, the lecture delineates that ER can be utilized as a tool to examine a variety of topics, including problem-solving, teamwork, and self-motivation, in addition to empathy. She described the issue by her accounts below.

Excerpt 45

*“Extensive reading is free the material is not limited in topic it is not limited to how many books to read that can actually be used to explore lots of things to discuss just for example how to cultivate empathy but how to motivate yourself how to work together in a team how to solve problems how to find solutions”
(09:00-11:30) (12-23-2022)*

4.2.9.2 Utilizing Extensive Reading Activities

The participant defines the components in utilizing the ER activity. When students read a lot, they focus on reading for fun, an easy book will be able to improve their reading fluency and speed. Another way to put it is that students learn to read by actually reading texts rather than just studying the vocabulary, grammar, and phrases in them, this is what the lecture utilizes from ER. The lecture described that ER can be used as the primary tool to explore and find several things like how to boost students' empathy in OER class and how to motivate themselves in OER class, this really fits with ER personality that it has no rules it has no limitation it has no deadline but it is free and for pleasure. She describes this matter in her following accounts below.

Excerpt 46

“Extensive reading is free, broad, material is not limited in topic, there is no limit to the number of books read, in fact it can be used to explore more, meaning that there are many things that can be discussed, not only for example how to foster empathy, but how to motivate yourself, how to work together in a team. solve the problem how to find a solution”

4.2.9.3 Building a Realistic and Disciplined Oer Classroom Atmosphere

One of the lecture goals is to create a realistic environment that mimics face-to-face or offline classes, which can seem unachievable. However, according to the participant, there are various approaches to make OER classes more realistic, such as by using the break out room to separate the students and tell them on camera. These are two ways in order to make the class more realistic but sadly connection always becomes a problem in OER classes. She describes this matter in her accounts below.

Excerpt 47

“Using Breakout Room actually turning on the camera is one way to make the class more real, it's just because the online class has a bad signal so that later there is an excuse, I can't ask permission not to turn on the camera for example “(09:00-11:30) (12-23-2022)”

Furthermore, the lecture mentioned there are three ways to make a good relationship: call the students, ask the students and make them discuss to give an opinion. She continued to describe how to build good relations with the students by her accounts below.

Excerpt 48

“Good relations, I often ask them I ask for elicitation, discussions to give opinions and so on that usually I often ask them so “(09:00-11:30) (12-23-2022)”

She described that in order to create a good and disciplined OER class, from the beginning of the class, the instructor needs to make a learning contract in objectives to prevent students from acting uncondusive in learning activities, like defining which line should not be crossed by students in OER class. If they are late or did not submit the task there will be consequences, this matter mentioned by her accounts below.

Excerpt 49

“Usually there is contract learning at the beginning of the class, suppose you can be late, that is the maximum amount? suppose it's 10 min or 15 min that's communication, then eem. if you don't do the task or are late for the task, there will be consequences “(09:00-11:30) (12-23-2022)”

Based on the participant's description, learning contracts have a big impact on building a disciplined OER class, because the contract contains an agreement of consequences if they cross it. She described how the lecture used a learning contract to increase discipline in OER class in her accounts below.

Excerpt 50

“In order, there is usually a learning contract at the beginning You can be late for the maximum, for example it's 10 minutes or 15 minutes not doing assignments or being late doing assignments later there will be consequences”

The participant mentioned that using break out rooms is to make an assignment or activity of the students be more disciplined but first the task must fit with the characteristic. It is for individual task/assignment then the lecturer does not use the task for pair works and if the characteristic of the task is grouped then the lecturer does not use it for individual work. The task should have fits in both characteristics. She described these issues in below's accounts.

Excerpt 51

“Grouping using a breakout room continues to have assignments.the assignments are of course, if the tasks are group assignments, the tasks should be group assignments, you have to do it together like that”

The participant mentioned that making students feel motivated is one of the lecturer's goals, basically there are multiple ways to motivate the student, including, show how to do it. It can be concluded from this point that the lecture becomes a role model of a learner, secondly discussion is another way to motivate students in reading like giving them an example of famous people that succeed because of reading and lastly praise can motivate the students. She mentioned this matter in her accounts below.

Excerpt 52

*“Showing the way is like giving way, discussing is also one way to make them motivated yes discussing then role models of course we can tell stories to our students successful people because reading we can make an example of this figure likes to read, they do a good performance, yes we give praise so, good, good this is you have good progress, it directly or indirectly motivates them
“(09:00-11:30) (12-23-2022)”*

4.2.9.4 Building a Good Relationship with Students

The participant shares her several courses on how to build a good relationship with students, including; she often calls the students, asks the students, discusses and tells them to give an opinion. Building a good relationship with students is essential for every lecturer because we know that a good relationship will bring something good as well. In order to build a good relationship with students. She described the issue in her accounts below.

Excerpt 53

“Good relationship with them. i call them often I ask questions for elicitation, discussions to give opinions and so on, usually I often ask them”

Based on the participant's description, it turns out in order to make a good relation with the students, lecturers often asked the students in the class, asked them questions for elicitation and then asked them to give an opinion in the discussion. We can conclude that the lecture often asked the students as stated above.

When it comes to how to make the communication with the students go as well as possible is just to maximize the E-tools such as zoom GC and WA to communicate outside the official class. She described how to make communication turn as smooth as possible in her accounts below.

Excerpt 54

“Communication is not only established in the classroom, but it can also be outside the classroom, we also have a group WA, we have zoom we have Google Classroom so that communication so that it is effective in using all lines “(09:00-11:30) (12-23-2022)”

Furthermore, the lecture delineates that the application must be used in accordance with the circumstances and needs of the lecturer and students. For example, if it is not possible to use WhatsApp, lecturers and students can use Google

Classroom, and if they are unable to use WA and GC. She mentioned this matter in her accounts below.

Excerpt 55

“If something that doesn't have to be ee via zoom we can use the WA line, for example we want to post references or text assignments, it can be in Google Classroom, the point is to optimize tools for communication “(09:00-11:30) (12-23-2022)

The lecturer also Will likely agrees to be invited in an open discussion by the students as mentioned in her accounts below.

Excerpt 56

“Supposedly, teachers want to be invited to open discussion “(09:00-11:30) (12-23-2022)

The lecture categorize that maximize tools is something that really important to both students and lecturer in order to create a good and effective communication, there is only one points to make the communication more effective is that to make the online tools available in learning activity which means teacher or lecture have to maximize the use of online tools in order to create an effective communication by using an adequate tool. She described this issue in her accounts below.

Excerpt 57

“Actually, communication is not only established in the classroom, yes, but it can also be outside the classroom we also have a group wa we have zoom we have googled classroom so that communication so that it is effective in using all lines wa path googleclassroom path then zoom path if something of a nature does not have to be “(09:00-11:30) (12-23-2022)

4.2.10 Participant Perspectives of Learning Environment

The participant perspectives of the learning environment explained with only one sub-theme, namely students' uniqueness. Detailed description of this matter is presented in the following section.

4.2.10.1 Students Uniqueness

The participant defines that all students are unique, all students are unique on their own, and the uniqueness of each is diverse. She described the matter in her accounts below:

Excerpt 58

“In my opinion, mostly all students are also unique, but the level of uniqueness is different” (09:00-11:30) (12-23-2022)

Based on the participant description, the lecturers want students to be role models of a reader for students, and that students must be a good example for other students, not just lecturers but the students as well, they have to be able to motivate each other through giving examples of reading itself. She mentioned this matter in her accounts below.

Excerpt 59

“I really want the student to be a role model for other students, for example in ER giving examples to each other, the main thing is reading often, so that's what he wants him to inspire”

In theory, it is only stated that the teacher must be a role model for students, but in OER class, it turns out that students are also needed to be role models for classmates, from students, and for the students themselves.

Furthermore, Not only are students expected to be examples and motivators, but they are also expected to be able to promote on social media that reading is like this and that. It can be concluded that lecturers want students to promote reading because it has many benefits, reading is good, reading can enrich themselves and add insight, and reading can be promoted through anything, any social media. She continued to describe the issues in her accounts below.

Excerpt 60

“Inspire their friends and set an example, and actively promote reading through anything, and various ways to promote reading from their social media” (09:00-11:30) (12-23-2022)

4.2.11 Participant Practices of Learning Environment

The participant practices in learning environments explained with only one sub-theme, namely factors affecting OER learning environment. Detailed description of this matter is presented in the following section.

4.2.11.1 Factors Affecting OER Learning Environment

The participant described that there are numerous aspects that affected the learning environment, she delineates that it can originate from the lecturer himself or even the student's peers themselves. These factors include, the lecturer's bad impression and expression during the class would likely affect students in the class, it makes students feel scared, reluctant to talk to the lecturer. She mentioned this issues in her accounts below.

Excerpt 61

“Yes, the learning environment affects students in learning, for example in the classroom, the teacher's learning environment not happy the teacher is not friendly so yes surely it affects the students so reluctant yes to inforce reluctant to tell stories it certainly scares students “(09:00-11:30) (12-23-2022)

Therefore, the teacher's personality and the way they conduct themselves in the classroom will have an impact on the learning environment for the students. If a teacher has a bad habit, such as being unapproachable or always having a sad-looking expression, it will discourage students from wanting to communicate and may even make them fearful

It is crucial for teachers and students to act as role models for learners by motivating student learning in OER classes since, as stated in the previous sentence, not only teachers but also other students can negatively affect the learning environment and affect students' motivation to learn, there are three things that can affect students learning motivation in learning environment. She emphasizes this further in her accounts below.

Excerpt 62

“Some classmates are annoying, yes, when there is group work, there are annoying friends who are also influential if there is teamwork and then one student is not active and has never

participated in anything, it also affects their motivation” (09:00-11:30) (12-23-2022)

The lecturer, as the participant of this study, continued to outline the elements of the learning environment that students require. These components are as follows; the material must be a lot and the activity must be various. Not only that, the teacher and the students have to motivate students in the class by making a compact teamwork and support. She describes this matter in her accounts below.

Excerpt 63

“The material must be a lot, the activities must be varied, the teacher must also give an example of having to motivate then Friends in their class must also motivate each other to be compact so that teamwork, so the factors must be all, must be supportive, complex” (09:00-11:30) (12-23-2022)

4.3 Discussions

This study has the objectives to gather lecturer perception of online extensive reading (OER) in terms of perspective and practices. Five parameters were used to implement OER perspective and practices, which is a brand-new form of teaching Extensive reading that was created as a result of Covid 19. These parameters were content creation, process, product, affect, and learning environment.

The findings revealed that the content in OER refers to engaging, motivational, and adaptable nature that were used to teach extensive reading to students via online application (excerpt 11) (excerpt 12). Engaging is considered as if the material or activities are not boring. That is the only way to make students learn while having fun as cited in (excerpt 7). Content will be considered adaptable under several circumstances one of which is the material should be easy, depending on the situation, depend on the learning objectives, a lot of modification and adaptation (excerpt 9), Low achiever students are used as main

references for making the material in OER class rather than high motivation students (excerpt 18). This finding from the first parameters is on the same page with Huang (2015), whose research showed that high grades students are not the main objective in Extensive Reading. However, there are various obstacles that lecturers confront in OER classes. The first is students with great achievement and students with poor motivation to read (excerpt 14). However, the most difficult problem is motivating low motivation students to read and then maintaining the motivation that the teacher has generated (excerpt 15). This challenge has already been mentioned in a previous study by Martina, et al., (2020), who discovered that while most of them are familiar with the ER concept of reading, students still struggle when faced with the ER method in class, and the students are classified as low achievers.

The findings show that during the process, lecturers frequently take a separate approach to the students. This is done on purpose in order to identify which students are having difficulty in class, and then the lecturer will provide a solution to their problem and choose the solution that makes them comfortable (excerpt 22). This leads us to believe that a teacher is only a facilitator, an instructor (excerpt 23), an analyzer (excerpt 28), and a motivator for students (excerpt 29). This part of the parameter is consistent with Huang's (2015) research, which found that the roles of parents and teachers are required to make ER a successful method. When generating content, the lecturer becomes a role model for the learners (Maley, 1999).

The finding of OER in terms of productivity is that the student's productivity in OER class are two components, reading and writing. In order to monitor students, progress the lecture used reading-log as a tool to watch over the students and to assess students' productivity (excerpt 33). There are several variables to measure students' productivity, one of which is, how many words, how many books they read, what kind of book they read, and the duration of the book they read (excerpt 34). This ER component is comparable to Delfi & Yamat (2017) research, which discovered that the more learners read, the more they

acquire the language, and the more they acquire the language, the more they develop the language.

The fourth parameter (effect) discovered that communication is quite crucial and can help students succeed in OER class (excerpt 40). Whatever happens, the lecturer encourages students to convey their issue, but many of them are afraid to do so (excerpt 41). The function of a teacher and books can also raise students' empathy, and the moral worth of books can also be used as a resource to increase students' empathy (excerpt 43). The material of ER is not limited to how many books and it can be used as a tool to explore not only empathy but anything else like motivation, how to work in a team, how to solve a problem and how to find a solution. This shows the researcher that ER is a wide range topic and lecture can use it as a tool to motivate students in terms of empathy, this is similar to the previous study of Intanuari (2010) who stated that the variety of material on a wide range topic has to be available and in line with the research of Macalister (2008) which discovered that the application of the ER component is positively received and accepted by the learners, who also have a favorable attitude toward reading in some cases.

The findings show that the learning environment has an influence on students, which can be positive or negative depending on how the instructor behaved in class. This is likely consistent with Huang's (2015) study, which said that teacher roles are required to make extensive reading a successful approach. If the teacher is unhappy in class and not pleasant with the students, it will impact the students' courage to talk to the teacher.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of two sub-chapters: Conclusion and Suggestion. It summarizes the findings in the previous chapter and suggests further research in the relevant field.

5.1 Conclusion

In conclusion, this study was successful in assessing or addressing the objectives linked to teachers' perspectives and practices in exploring online extensive reading courses in higher education. Perspective and application are the two aspects of the conclusions, which are shown in the conclusion that follows.

The conclusion is that, firstly (1 content) From the viewpoint of lecturers, it appears that there are many factors that must be taken into account by lecturers or teachers in order to create engaging classes. The characteristics of an engaging class are divided into six categories: easy, level of difficulty based on the learning objectives, situation, modification, and adaptation. secondly (2 product) In order to track student development, monitoring students through online notes is essential for productivity. Additionally, online notes can be used to gauge a student's conductivity, including references to things like how many books they read, which novels they read, for how

long, and how many words they read. thirdly (3) process, lecturers and teachers just assist and guide; they have no control over the growth of students. Instead, professors merely present options, and students must decide which ones they like. According to lecturers, this is done depending on how comfortable they are. fourthly (4 affect) It is evident that there are many things that teachers and lecturers can do to boost students' motivation for learning in the OER classroom, and it can be concluded that teachers should be role models for readers, which is one of the characteristics of ER outlined by Day and Bamford (1984), and using successful people to inspire, facilitate discussions, and offer students praise is crucial because it will affect students' motivation in the class.

The conclusion about the lecture practice is, firstly (1 content) In order to avoid student boredom and to encourage their engagement with adaptable content through a variety of methods before it is implemented, such as through the difficulty level of the students and through a personalized approach, OER content must, in short, meet a number of requirements. Secondly (2 product) From what has already been established that there are two primary keywords, parameters to access OER and parameters to success in OER class, Reading-log can be described as a versatile tool and a tool that genuinely fits to online extensive reading (OER). Thirdly (3 process) It is possible to draw the conclusion that the key to creating lessons and content for OER classes that fulfill the needs of students is to approach everyone who is having problems by encouraging them, especially common students or students who lack motivation. Pupils are affected by a wide range of factors, some of which are brought on by internal or external factors as well as comparisons with other students. The fundamental tenet is that low-motivated pupils should be used as a benchmark for how instruction and course materials should be organized in the classroom (OER). Fourthly (4 affect) developing good communication and personality involves using the lecture as the model of how it will be done; this is one of the ideas raised by Day and Bamfords (1985) who noted that

teachers serve as role models for students. If we want our students to exhibit empathy, the lecture must first define empathy before it can be increased by what the students read. Books and teachers are the two primary factors in creating good communication.

The classroom environment that the instructor creates for the students will be influenced by their personality and behavior. Students will be discouraged from trying to communicate and may even become scared if a teacher has a poor habit, such as being distant or continually looking depressed. The learning environment and students' motivation to study can both be negatively impacted by teachers and other students. Three items in particular can have an adverse impact on a student's motivation to learn.

5.2 Researchers' Recommendation

The results of research are relatively restricted, but the outcomes offered by the lecturers are quite inclusive. More extensive research is required to fully grasp inclusive OER in education. This research also needs more components in order to be legitimated and maximized. Exploring Online Extensive Reading Course in Higher Education: A Teacher' Perspectives and Practices is a new study variant of Extensive Reading, and as evidence that online learning is highly capable and deserving of being used as one of the best alternatives in instructing students in 2019–2021, we can only hope that Online Extensive Reading is still relevant to be used in the future study and research.

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APPENDICES

Appendix 1. Draft of Interview Questions

Interviewer	Interviewed	Code
Berapa lama Bapak/Ibu mengampu MK online ER?	Kalo online kalo itu berarti sudah ini ya sejak pandemi jadi pandemi itu, selama perkuliahan pandemi itukan berarti ER dilakukan secara online sekarang kan udah ngga kalo sekarang sudah offline, jadi ya selama itu ya kayaknya juga dua priode ya karenakan pandemi dua tahun ya jadi kayaknya dua kali ER online	OER Straight two phases
Bagaimana Bapak/Ibu mendefinisikan OER?	Oke online ER itukan sebenarnya aktifitas ee membaca luas ya membaca luas buku eee bukunya itu ada prinsip-prinsipnya ya, prinsipnya siswa atau siapapun itu ya boleh memilih buku mana yang akan di baca bukan di suruh orang lain atau di suruh oleh guru misalkan kek gitu, nah ER itu sebenarnya bisa dilakukan di dalam kelas atau di luar kelas nah kalo di dalam kelas itu tentu saja di monitor di bimbing oleh guru kelas gitu ya atau oleh dosen kalo dia dilakukan di luar kelas berarti ee dia memilih bukunya sendiri membaca sendiri sedangkan yang OER itu dia kelas ER yang dilakukan secara daring secara online, nah itu sebenarnya macem-macam juga bentuknya tergantung bagaimana guru memanfaatkan teknologi memfasilitasi aktifitas ER, kalo di kelas saya dulu karena itu pandemi yaa jadi eee total daring itu di lakukan dengan menggunakan zoom ya, meeting itu menggunakan zoom, meeting itu seminggu sekali selama seratus menit di dua sks seratus menit kemudian ee kalo buku-bukunya itu buku-bukunya bisa di download dari website jadi saya beri beberapa website dimana mereka mengakses buku dan mendownloadnya dan mereka bisa membaca di rumah	Wide range topic Free Access to everybody and everywhere

<p>Apa ada perbedaan antara OER dengan ER luring? Jika ada, apa saja perbedaan dan persamaannya ?</p>	<p>Oke, aaa apapun itu ya kelas apapun kalo dilakukan secara luring itu pasti ada bedanya sama seperti kelas ER yang di lakukan secara daring itu tentu berbeda ya dengan luring dulu sebelum pandemi saya ngajar ER itu luring karena di dalam kelas gitu ya kemudian sejak pandemi kelas ER berubah menjadi daring gitu nah perbedaannya apa tentu banyak perbedaannya misalkan dari sisi ee sumber ya sumber buku gitu ya dulu waktu masih luring bukunya ada yang di prodi kita ada koleksi buku yang bisa di pake oleh mahasiswa melakukan aktifitas ER itu sekarang masih di simpan di selter ya, nah sejak ER itu kelasnya berubah jadi daring tentu saja eee sumber bacaan itu ee buku ya tidak lagi buku teks gitu yang printed tetapi kemudian kita harus mencari alternatif yang berupa buku bacaan yang bisa di akses lewat internet dan itu bisa siapa saja mendownload gitu dari sisi sumbernya itu tentu berbeda kemudian yang kedua dari sisi aktifitasnya, aktifitas ER yang dilakukan secara luring berbeda dengan daring kalo yang luring itu kita bisa ee apa ya misalkan kek diskusi kemudian kita bisa melibatkan aktifitas fisik gitu misalkan kayak mengelompokkan siswa dan mahasiswa berdasarkan kelompok kemudian mereka berdiskusi kemudian mereka juga bisa kalok salah satu aktifitasnya itu membuat mindmap atau ringkasan gitu ya, itukan mereka bisa membuat menggunakan paper and pen gitu ya nah kalok dilakukan secara daring ga bisa menggunakan paper and pen tapi kita menggunakan aplikasi misalnya kalok kelas luring itu mungkin menggunakan paper and pen kemudian menggunakan pensil warna itu juga bisa ya tapi kalo daring kita menggunakan canva jadi sama-sama melakukan aktifitas membuat mindmap atau membuat poster atau membuat ringkasan tapi aplikasi yang di pakai itu berbeda, kemudian apa lagi ya kemudian dari sisi engagement ya dari sisi engagement mahasiswa itu penting ya karena salah satu issue terbesar kelas daring apapun itu tidak hanya ERnya itu adalah engagement jadi kayak adalah engagementnya jadi kayak keterlibatan itu kalo dalam kelas luring itukan guru bisa langsung mengamati ya mana siswa yang aktif mana yang kurang aktif gitu ya nah kalok di menggunakan platform seperti zoom secara daring itu kadang-kadang ada siswa yang tidak terpantau tidak termonitor dia itu sebenarnya ikut apa ngga, jadi</p>	<p>e-book as an alternative way</p> <p>luring is flexible</p> <p>daring is not flexible</p> <p>different kind of activity</p> <p>utilize different kind of app</p> <p>online affected activeness</p>
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masih ada sisi ada sisi yang engagementnya tidak bisa secara maksimal di monitor nah kalo di kelas ER daring saya itu berusaha melibatkan semua mahasiswa dalam kelas caranya saya membuat ini membuat breakout room, membuat breakout room saya berkunjung ke breakout satu dua tiga dan sebagainya kemudian saya minta semuanya untuk berbicara gitu ya kemudian yang kedua saya juga minta panggil-panggil mahasiswa untuk menjawab... ayo si a ayo gimana pendapat mu jadi kayak kalo di panggil-panggil gitu kan kalo misalkan dia nggak ada jadi kan kelihatan jadi dia ketauan kalo dia tu tidak ada di dalam kelas itu itu salah satu cara saja tetapi emang engagementnya pas daring itu ee sedikit lebih rendah ya bisa sedikit bisa banyak tergantung aktivitasnya kalo dibandingkan dengan kelas luring jadi itu semisal.

appearance affect teacher perception

silence means absent

online activity affect engagement

<p>Apakah ada syarat-syarat tertentu untuk memahami definisi ER atau OER?</p>	<p>Sebenarnya untuk syarat itu tidak ada syarat tertentu yang di haruskan ya cuman ada prinsip-prinsip ER yang biasa di anut oleh mereka yang mempraktekan ER kek tadi ya buku itu di pilih oleh pembaca jadi kalo dia mau membaca buku apa itu dia sendiri yang menentukan tingkat kesulitan bacaan itu juga harus di sesuaikan dengan kemampuan masing-masing siswa jadi setiap siswa akan membaca buku yang berbeda dengan tingkat kesulitan yang berbeda karena memang ER itu tujuannya adalah supaya siswa itu membaca dengan nyaman, membaca nyaman itu tentu saja kalo dia membacanya tidak mengalami suatu kesulitan kalo baca satu kalimat itu sudah tidak tau semua eee asing dengan kosa kata yang di pake tentu membuat dia tidak termotivasi untuk membaca lagi sehingga tingkat kesulitas buku yang di pilih itu juga harus juga di seduaikan dengan tingkat profisiensi siswa yang bersangkutan, waktu membaca waktu membaca itu sebenarnya flexible kapan mahasiswa punya waktu luang untuk membaca nah itu memaca jadi tidak harus dalam kelas boleh baca di luar kelas eee di antaranya syaratnya itu si cuman kalo syarat lain si ngga ada misalkan berapa banyak buku yang harus di baca sebenarnya kalo dulu saya tidak menentukan banyak buku yang di baca tapi jumlah kata jadi saya meminta mahasiswa untuk membaca buku selama satu semester minimal dulu saya tentukan dulu itu keknya tiga puluh ribu kata selama satu semester itu adalah jumlah minimal kalo semisal lebih dari itu ya bagus berarti tapi maksimal itu di tentukan supaya apa supaya siswa itu membacanya itu benar-benar banyak itukan karena salah satu tujuannya adalah mereka mendapatkan exposure vocab yang cukup sehingga kalok vocabularynya bagus itu akan cukup untuk lebih mudah membaca dan kalo dia bisa memahami bacaan lebih baik itu di harapkan nanti semester depan ketika dia mengambil matakuliah lain yang referensinya tertulis dalam bahasa inggris itu dia bisa lebih mudah untuk membaca dengan lebih baik gitu</p>	<p>learner choose what they want to read</p> <p>books determine level of difficulties</p> <p>lack of vocabulary affect motivation</p> <p>reading increase vocabulary</p>
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<p>Apa tantangan mengampu MK ER/OER secara umum?</p>	<p>Tantangannya itu ini eeem ada mahasiswa yang sangat rajin membaca sehingga bacaannya banyak sekali itu ya sehingga dia bisa sampai lima puluh ribu kata itu dia baca seperti itu tapi ada juga mahasiswa yang tiga puluh ribu itupun pelan-pelan gitu ya karena masih kesulitas gitu ya sehingga dia hanya memenuhi standar minimal saja pertama itu, yang kedua itu ketika menghadapi siswa yang tidak suka membaca ketika menghadapi mahasiswa yang tidak suka membaca itu berarti ada yang bagaimana membuat siswa itu bisa termotivasi untuk membaca naah itu butuh waktu sehingga tidak bisa instant gitu ya nah dari situ ee waktu saya ngajar dulu saya berusaha untuk memberi aktifiats-aktifitas ee yang menyenangkan buat mereka sehingga mereka muncul rasa inginya membaca termotivasi untuk membaca gitu eee sehingga dia maulah untuk memenuhi standar minimal kemudian tantangan yang lainnya adalah mempertahankan motivasi ada siswa yang tidak suka membaca ketika kemudian di kenalkan ER itu jadi semangat membaca nah cuman kan tidak berhenti sampai di situ semangat membaca itu harus di pertahankan kan, harus di pertahankan supaya dia tetep suka membaca lama gitu tidak hanya dalam kelas itu saja karena diwajibkan oleh gurukan kalok mau ngga mau itu diwajibkan oleh guru nah itu juga tantangan sendiri bagaimana membuat motivasi siswa membaca itu bisa bertahan lama gitu</p>	<p>Various reading levels</p> <p>fun activity affect motivation</p> <p>ER inspire to read</p>
<p>Content: Q no.1 Apa yang Bapak/Ibu perhatikan ketika menyusun materi/konten yang engaging di kelas ER online?</p>	<p>Oke, konten yang engaging yaa sebagai guru sebagai guru tentu mempersiapkan aktivitas-aktivitas yang tentunya eee kita buat supaya siswa itu seneng konten yang engaging itu ya harus, saya pikir semua guru harus berpikir kesana ya eee biar siswa gak bosan, siswa termotivasi biar mereka belajar sambil fun yaak, yah kemudian eee kalau bagaimana caranya gitu ya saya banyak membaca lah ya saya membaca dari website membaca dari beberapa referensi itu tentang bagaimana kelas itu supaya lebih engaging dengan memberikan beberapa aktivitas yang melibatkan siswa eee biasanya saya lebih suka secara kelompok karena kalau individu itu kadang-kadang itu kurang apa ya... kurang engaging lah ya klo klo individu, jadi saya lebih banyak mencari yang sifatnya berkelompok atau in pairs gitu, itu aja sii, yg penting membaca gitu, membaca cari referensi</p>	<p>fun activity affected engagement and motivation</p> <p>reading for fun</p> <p>group work is more engaging</p>

<p>Content: Q no.2 Apa yang Bapak/Ibu perhatikan ketika menyusun materi/konten yang adaptable dengan beragam kebutuhan siswa di kelas ER online?</p>	<p>Konten yang adaptable, ofcourse itu harus sesuai dengan tujuan pembelajaran ya, kita maunya siswa belajar apa nah itu perlu jadi itu jadi pedomanya jadi yang kedua aktifitas itu harus sesuai dengan atau bisa..bisa..eem diadopsi atau diadaptasi ke atau di lakukan oleh semua siswa jadi aktifitas itu tidak hanya bisa dilakukan oleh mereka yang pintar gitu ya..tapi mereka yang biasa-biasa pun harus bisa melakukan aktivitas itu gituu..yak saya pikir dua itu sih, tujuan pembelajaran kemudian harus engaging harus fun dan siswa bisa melakukan itu</p>	<p>refers to learning objectives</p> <p>activity has access to everybody</p>
<p>Content: Q no.3 Bagaimana cara Bapak/Ibu menyusun konten yang engaging di kelas ER online?</p>	<p>Itu kayak mestinya ringan sesuai yaa ringan sesuai disesuaikan dengan tujuan pembelajaran dan situasi kelas tentu ya karena ee kadang karakter dari kelas itu bisa berbeda-beda sehingga kadang-kadang kita juga mikir sih kita mikir gitu misalkan ini aktifitas ini oke ngga ya klo saya pakai di kelas ini karena kadang kadang kita harus modify ya memodifikasi ee aktifitas supaya dia bisa diterapkan lebih baik gitu, klo konten gitu aja si, banyak modifikasi adaptasi gitu</p>	<p>refers to learning objectives</p> <p>activity has access to everybody</p>



<p>Content: Q no.4 Bagaimana cara Bapak/Ibu menyusun konten yang adaptable dengan beragam kebutuhan siswa di kelas ER online?</p>	<p>Eee biasanya melihat level of difficultynya kemudian level of difficulty dari ee aktivitas tertentu kemudian eee apakah kemudian dia sesuai dengan.eee. Apa namanya dia tugasnya itu bisa diselesaikan secara individu atau in pairs atau ingroup yang mana yang lebih bermanfaat lebih eee apa ya namanya. lebih lebih ee saya bilang lebih apa ya, lebih engaging itu klo misalkan yang dia lakukan apa gitu disesuaikan juga karena tidak semua tugas itu juga bisa dilakukan untuk pairs misalkan atau tidak semua tugas itu group gitu ya emang harus di pilih di pilih mana yang sesuai dengan tujuan dari melakukan aktivitas itu</p>	<p>content based on level of difficulties</p>
<p>Process Q no.1 Bagaimana Bapak/Ibu menyelaraskan proses belajar yang memungkinkan siswa dengan profil masing-masing individu yang unik untuk memperoleh informasi baru di kelas OER?</p>	<p>Kalok yg pinter misalkan ya mahasiswa yg pinter banget itu biasanya hanya diberi prompt sedikit aja dia udah jalan gitu ya ngga terlalu banyak gini nah kalok yang sedang-sedang saja biasanya saya pakek ee mostly mungkin bisa di pakek untuk yang sedang gitu nah biasanya attention itu perlu di berikan kepada eee mereka yang kurang seringnya yang kurang itu seringnya kasih pendekatan tersendiri ya misalkan dia perlu di tambahi apaa perlu di beri penjelasan apaa kek gitu nah itu biasanya lebih ke pendekatan individu sih like.oke ini anak keknya kesulitan dalam hal ini gitu, kemudian mungkin bisa saya kasih solusi apa gitu dia mungkin bisa melakukan apa menambah bacaan apa seperti itu, jadi ee memang perlakuan yang berbeda diberikan bagi siswa yang memang memiliki kebutuhan berbeda..jadi kebutuhannya mungkin berbeda dari teman-temannya yang lain</p>	<p>activity Have access to everybody flexible activity individual approach different treatment based on level</p>

<p>Process Q no.2 Bagaimana Bapak/Ibu menelaraskan proses pengembangan kemampuan siswa yang memungkinkan mereka dengan profil masing- masing individu yang unik di kelas OER?</p>	<p>Itu juga sama ya personal approach ya jadi kayak uniqnest jdi klok mahasiswa itu ada yang unique gitu ya unik itu pendekatannya ya dengan personal approach tadi, dia butuh apa dia kurang apa ee mungkin dia perlu di encourage apa memang yg membedakan dengan yang lain itu ya itu kita harus tau dia butuh apa dia kurang apa sehingga kita bisa memberi saran harus mungkin kamu harus lebih banyak baca ini kamu harus baca itu ya gutu- gitu tu, itu bisa kita lakukan gitu ke masing-masing siswa yang ee punya keunikan itu tadi, kemudian kalau keunikannya ee berupa kelebihan dia punya kelebihan apa ya kita tinggal encourage aja, kita tinggal encourage tinggal kita motivasi sehingga dia bisa berkembang ee lebih cepat sesuai dengan kapasitasnya dia, gitu aja sii</p>	<p>individual approach</p> <p>encouraging and motivate</p>
<p>Process Q no.3 Bagaimana Bapak/Ibu menelaraskan proses belajar yang memungkinkan siswa dengan beragam profil unik dapat belajar dengan cara terbaik/sesuai untuk mereka?</p>	<p>Kita hanya bisa menganalisis dan memberi..memberi apa namanya ya, memberi alternative ya, jadi kek mungkin kamu bisa melakukan ini melakukan itu gitu ya kamu bisa baca ini baca itu gitu, kamu bisa coba begini coba begitu tapi akhirnya kembali lagi ke siswanya itu mana di antara cara belajar yang sesuai dengan mereka gitu, yang tau mereka sendiri sehingga ee guru atau dosen itu ya hanya sekedar memberitahu memfasilitasi memberi motivasi ya memberi beberapa petunjuk gitu tapi akhirnya mana yang ee terbaik itu yaa kembali lagi ke orangnya kesiswa sendiri aja gitu mana yang lebih comfortable gitu itu aja, jadi kembali ke siswanya gitu</p>	<p>give an alternative</p> <p>students chose which best alternative</p>

<p>Process Q no.4 Bagaimana Bapak/Ibu menelaraskan proses belajar yang memungkinkan siswa dengan beragam profil unik dapat belajar dengan dengan cepat?</p>	<p>Belajar dengan cepat, sebenarnya belajar dengan cepat atau tidaknya belajar itu juga kembali lagi ke siswanya masing-masing, kalau misalkan dia itu semangatnya tinggi bacaanya sudah banyak gitu ya emang dia fashionnya di reading gitu ya sebenarnya dia tinggal speedup aja sendiri baca sendiri ee apa namanya mencari buku-buku sendiri untuk memperkaya dia gitu sebenarnya ini dikembalikan ke siswanya gitu, kalok misalkan di tanya eem strategy apa gitu sebenarnya itu ga bisa di generalisir kek akhirnya kembali lagi ke siswanya sendiri gitu kan, ada sebenarnya banyak ini ya faktor ya bahwa seseorang itu bisa belajar dengan cepat atau tidak terlalu cepat itu kan banyak faktornya faktor baik dia sendiri faktor internal bisa juga eksternal yang lain gitu , misalnya sama-sama diberi fasilitas buku kemudian juga sama-sama di beri waktu cuman kadang-kadang faktor lain yang ga bisa dikendalikan itu bisa mempengaruhi hasil sehingga memang ga bisa di samakan antara ee cara belajar satu siswa dengan siswa yang lain itu g bisa di banding-bandingkan, jadi sangat relative, relative tergantung dari banyak faktor gitu</p>	<p>fast learning or not is up to students</p> <p>high spirits will define fashion</p> <p>internal and external factors affect the results</p>
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<p>Soalnya Ada yang low ada yang high</p>	<p>Iya itu banyak sekali faktornya yang mempengaruhi tu banyak gitu sehingga tidak bisa di sama ratakan, siswa itu tidak mustinya di bandingkan antara siswa satu dengan siswa yang lainnya tetapi kita membandingkannya adalah progress atau development dari satu siswa siswa pada satu saat tertentu dengan next timenya gitu tapi kita membandingkannya dengan dirinya sendiri, misalkan siswa a ya siswa a itu minggu ini dia bisa ini minggu besok dia bisa itu minggu berikutnya bisa itu gitu ya berarti itu artinya dia sudah berproses dia sudah berprogress dia juga belajar karena dia sudah bisa a b c d tapi kita harus tidak membandingkan antara siswa a dengan siswa b dan siswa c itu ngga boleh, malah harusnya ga boleh di banding-bandingkan itu ga boleh, siswa a b itu berkembang sendir-sendiri gitu, cuman bagi seorang guru itukan ada ee standarnya ya targetnya misalkan dengan cara itu tadi learning objectivenya apa nah gitu misalkan learning objectivenya siswa itu bisa membaca sebanyak tiga puluh ribu kata itu misalkan minimal yaudah initinya siswa a b c harus memenuhi standar itu caranya gimana ini bisa beda-beda kalok siswa satu itu mungkin membacanya tiga puluh ribu kata itu hanya butuh waktu tiga bulan saja gitu ya tapi dia trus bagus pemahamannya juga jdi bagus-bagus kemudian dia banyak belajar di buku yang dia baca gitu sedangkan yang b mungkin butuh waktu lima bulan misalkan gitu siswa yang c mungkin butuh waktu 6 bulan ya nggapapa masing-masing berbeda tapi target tetep terpenuhi tiga-tiganya itu sama-sama membaca tiga puluh ribu kata tapi caranya beda-beda itu ngga masalah menurut saya</p>	<p>teachers should not differentiate students</p> <p>students own their own realm</p> <p>students develop independently</p> <p>based on learning objectives</p> <p>different method same result</p>
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<p>Product Q no.1 Bagaimana Bapak/Ibu memantau dan menilai kemajuan membaca siswa dalam kelas OER?</p>	<p>Memantau ya memantau perkembangan mereka iya kan mereka ada buku ini saya suruh mereka menulis ee apa namanya. Reading log reading log itu dia semacam kek buku harian gitu buku diary yang isinya itu dia membaca buku apa karyanya siapa berapa halaman kemudian dia membaca sampai halaman berapa kek gitu kemudian next time dia membaca apa sehingga saya tau dia sudah membaca berapa buku dia sudah membaca berapa kata selama berapa. Durasi mereka membaca buku itu berapa nah itu ada.ada catatannya sehingga semua siswa punya catatan itu nah dari catatan itu kan saya bisa memantau ooh ini agak lambat membacanya karena dia punya kesulitan abcd oo yg ini lancar karena dia bukunya sudah nambah terus misalkan kek gitu dia nambah buku satu dua dan sebagainya nanti dari situ saya bisa memantau perkembangan individu masing-masing nah seperti itu</p>	<p>students personal reading log</p>
<p>Product Q no.2 Apakah dengan cara tersebut Bapak/Ibu meyakini keberhasilan siswa mengikuti kelas OER? Mengapa demikian?</p>	<p>Kembali lagi bahwa ee saya yakin tidak suksesnya ee mahasiswa mengikuti kelas ya, kalok selama target minimalnya itu tercapai target pembelajaran dia tujuan pembelajarannya tercapai ya sudah berarti dia memang berhasil, again keberhasilan ee masing-masing siswa itu kan yang kayak misalkan targetnya tiga puluh ribu tercapai tapi tadi masing-masing beda-beda ya, malah ada yang satu anak itu malah dia melebihi target misalkan dia membaca sampai tiga puluh ribu membaca sampai lima belas buku gitu ya, ya gapapa berarti dia melebihi target itu bagus aja gitu. Kalau cara saya memastikannya ya itu tadi melihat reading log mereka kemudian memantau menanyakan disini saya secara reguler menanyakan kalian ada kesulitan apa gitu nah klok ada kesulitan apa kita bisa bantu, bisa bantu kalian mungkin melakukan abcd gitu kamu perlu apa gitu, jadi memang reading log itu juga menjadi salah satu alat untuk memantau progress siswa dalam kelas ya akhirnya memang semua harus terpenuhi paling tidak standar minimal tadi learning objectivenya itu harus terpenuhi begitu.</p>	<p>success or not depends on the students</p> <p>refers to learning objectives</p> <p>individual approach</p> <p>learning objective must be fulfilled</p>

<p>Product Q no.3 Bagaimana cara Bapak/Ibu menentukan keberhasilan siswa dalam mengikuti kelas OER ini?</p>	<p>Dilihat aja masing masing siswanya yang penting ada targetnya tadi ada yang melebihi ada yang pas aja gitu, tapi klo saya dalam hal penilaian asalkan siswa itu memenuhi standar kayak target pembelajaran terpenuhi ya misalkan kek dia, oh dia bisa apa abcd terpenuhi kemudian semua tugas dikerjakan gitu ya dia melakukan semua prosesnya masuk kelas diskusi aktif dan lain sebagainya meskipun mungkin ketika berdiskusi dia ga bagus-bagus amat misalkan gitu ya tapi dia ikut itu bagi saya sudah saya kasih A</p>	<p>based on reading objectives</p> <p>meet the standards</p>
<p>Affect Q no.1 Bagaimana cara Bapak/Ibu Untuk membangun rasa empati dengan siswa di kelas OER?</p> <p>Banyak</p>	<p>Membangun empati.eem. Klok caranya ya sebenarnya ya beri contoh, sebenarnya affect itu ketika kita mengajarkan ke siswa itu adalah dengan memberi contoh begitu, siswa kita aktif ya kita kasih contoh kita tunjukkan caranya gitu ya kemudian klok kita ingin mahasiswa kita suka membaca ya gurunya kasih contoh suka membaca kemudian klok minta mereka berempati sebenarnya empati itu bisa juga diambil dari pembelajaran atau buku ya buku-buku yang di pakai itu jadi buku yang sedang kita bahas itu itu sebenarnya bisa kita pakek untuk materi pembelajaran misalkan kita membaca buku a gitu ya dari situkan kita bisa belajar dari buku itu kan, didalam buku itu ada nilai-nilai apa nah nilai-nilai itu bisa dibahas bisa dijadikan bahan diskusi dalam kelas gitu yaa, terlebih lagi karena extensive reading itu bebas ya luass.. Materi tidak dibatasi topiknya tidak di batasi berapa buku yang dibaca sebenarnya itu bisa dipakai untuk bereksplorasi lebih banyak lagi artinya banyak hal yang bisa didiskusikan tidak hanya misalkan bagaimana cara menumbuhkan empati tapi bagaimana memotivasi diri bagaimana bekerja sama dalam tim bagaimana mengatasi masalah bagaimana mencari solusi dan seperti itu malahh banyak ga cuman itu gitu ga cuman empati maksud saya Eem banyak karena dia tidak dibatasi oleh materinya harus apa kan, tergantung buku yang kita baca kan aah gitu</p>	<p>teacher is role model of a reader</p> <p>Reading books affect empathy</p> <p>material on a wide range topic</p> <p>Reading books affect empathy</p>

<p>Affect Q no.2 Bagaimana cara Bapak/Ibu membangun hubungan yang dinamis dengan siswa di kelas OER?</p>	<p>menggunakan breakout room gitu ya sebenarnya menyalakan kamera salah satu cara untuk ee supaya kelas itu lebih real gitu ya cuman masalahnya kan klok kelas daring itu ada yang eem sinyalnya ga bagus sehingga nanti ada excuse untuk miss sinyalnya ga bagus ni saya ga bisa mohon ijin tidak menyalakan kamera misalkan gitu itu kan juga menjadi tantangan tersendiri juga karena memang kita akhirnya kita tidak bisa melihat ekspresi dia tidak bisa melihat engagement dia dengan lebih nyata gitu jadi memang ada selalu ada apa ya selalu ada kondisi yang akhirnya membuat kita jadi kayak..oke lah ya gimana lagi masalahnya koneksi gitu kan ga bisa di paksakan gitu kemudian hubungan baik dengan mereka yaa..saya sering manggil mereka gitu loh di tanya saya gitu saya tanya-tanya untuk elisitation,diskusi untuk memberi pendapat dan sebagainya itu biasanya saya sering nanya ke mereka gitu, ya itu aja sih klok yang online itu</p>	<p>turn on the camera make it real lack of signal affected presence called names affected activeness</p>
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<p>Affect Q no.3 Bagaimana cara Bapak/Ibu komunikasi interpersonal dengan siswa di kelas OER?</p>	<p>Saya termasuk dosen yang kayak ee silahkan klok mau menghubungi saya kapan aja gitu ya kemudian saya sering bilang klok misalkan kalian ngirim eem apa namanya file maupun konsultasi gitu ya kemudian dalam waktu satu minggu saya belum ngasih respond itu biasanya saya suruh mereka untuk menghubungi lagi gitu jadi klok saya belum merespon dalam waktu satu minggu silahkan reminder saya gitu, kirimkan reminder saya nah kemudian klok hubungan interpersonal baik dalam kelas apa ya yang daring luring juga sama ya ee saya selalu menencourage mereka untuk tidak takut untuk bertanya, berkomunikasi klok ada masalah apapun misalkan ya kendala internet kenadala laptop atau apa gitu ya itu saya minta mereka untuk ngomong, komunkasi supaya saya tau kamu tuh sedang mengalami kesulitan ini gitu karena klok tanpa komunikasi kan saya ga tau saya pikir mereka baik-baik saja dan ternyata laptopnya rusak misalkan kek gitu kan ada toh mahasiwa yang laptopnya rusak dia diem aja akhirnya cuman ga ikut kelas ga mengerjakan soal ga mengerjakan tugas itukan ya itukan akhirnya bermasalah sendiri untuk mereka oleh karena itu saya mengincourage mereka untuk ngomong klok ada masalah itu ngomong supaya nanti bisa di carikan solusi, klok dia misalkan laptopnya rusak ya kan jaringannya ga bagus sementara deadline tugasnya nanti misalkan gitu ya nah itukan sebenarnya dia bisa ngomong dulu masalahnya apa sehingga minta misalkan boleh ngga klo saya minta ekstensi supaya saya bisa mengumpulkannya bisa esok misalkan kek gitu nah itu kan sebenarnya hal yang bisa di komunikasikan gitu, cuman tidak semua mahasiswa itu mau komunikasi hal-hal begitu meskipun halnya spele tapi itu sebenarnya klok kan berpengaruh jugak ke nilai mereka ya klo mereka ngga komunikasikan itu yaa nanti nilainya bisa jadi jelek gitu loh padahal klo dia mengkomunikasikan dengan baik kemungkinan dosennya atau mungkin saya memberi waktu ya udah gapapa ya ya udah besok deh besok sore nah gitu kan lumayan dia bisa..bisa.eee..tetap mengerjakan tugasnya itu aa itu</p>	<p>contact and reminder of the student</p> <p>learning contract</p> <p>encouragement</p> <p>online interpersonal communication</p> <p>fear of communication affected absent</p> <p>fear of communication affected grade</p> <p>good communication gave an extra time</p>
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<p>Affect Q no.4 Bagaimana cara Bapak/Ibu melakukan kegiatan kolaborasi di kelas OER?</p>	<p>Grouping dengan menggunakan breakout room trus ada tugas. tugasnya ya untuk ofcourse klok tugasnya tugas kelompok yaa harusnya ya tugasnya bersifat kelompok ya kek harus di kerjakan bersama-sama kayak gitu</p>	<p>breakout room</p>
<p>Affect Q no.5 Bagaimana cara Bapak/Ibu meningkatkan ketertiban siswa di kelas OER</p> <p>Karena takut miss</p> <p>Merekanya yang lalai itu</p>	<p>Ketertiban, biasanya ada learning kontrak ya di awal tu ya ada learning kontrak di awal kelas kan misalkan kalian boleh, kalian boleh terlambat itu maksimal berapa misalkan itu 10menit atau 15menit itu itukan komunikasikan, kemudian eem. Tentang nilai biasanya gitu kan ya kalian klok ngga mengerjakan tugas atau terlambat mengerjakan tugas nanti ada konsekuensinya apaa nah itukan bisa di komunikasikan tentang kedisiplinan ya, tentang kedisiplinan itu, klok itu tadi ada kendala laptopnya rusak kan di komunikasikan juga itukan sebagai salah satu bentuk dari eem komunikasi, interaksi yang dilakukan oleh guru dari siswa yang sebenarnya itu eee di apa namanya fungsinya adalah untuk agar supaya kelas itu berjalan dengan baik semua siswa sukses gitu lulus gitu lo dalam mata kuliah itu gitu cuman kadang-kadang ada mahasiswa tidak menggunakan kesempatan itu dengan baik,</p> <p>padahal dari awal saya biasanya udah di bilang tu eeh kalian ga usah takut klok ada masalah bilang aja itu biar tau gitu sebenarnya kalian itu ada masalah apa gitu sehingga bisa di carikan alternatif lain gitu, tapi susah memang untuk mahasiswa takut duluan padahal dia blom ngomong tapi udah takut duluan memang ada sih kek gitu mereka lebih suka membiarkan ...dah telat kek gitu dari pada kayak ngomong dulu bernegosiasi gitu padahal klok dengan alasan yang bagus ya dengan reason yang bagus itu dosen mostly itu mau , mau ngasih dispensasi gitu alasannya harus bagus-bagus alasannya bukan kayak saya ketiduran miss, itu alasan ga bisa di terimalah kalok saya ketiduran gitu ya,</p> <p>Iya Itu lalai itu, alasannya harus bagus, klok alasannya bagus tu bisa dosen tu mau ngasih kompensasi tu ga masalah gitu</p>	<p>learning contract affected discipline</p> <p>communication has an effect on the smooth running of the class</p> <p>with good reason comes agreement</p>

<p>Affect Q no.6 Bagaimana cara Bapak/Ibu berkomunikasi secara efektif di kelas OER?</p>	<p>Sebenarnya komunikasi tu tidak hanya terjalin di dalam kelas ya tapi bisa juga di luar kelas kita juga kan punya group wa gitu kan kita punya group wa kita punya zoom kita punya google classroom sehingga komunikasi supaya efektif di gunakan semua jalur gitu jalur, jalur wa jalur googleclassroom kemudian jalur zoom itu di pake semua jadi kalau sesuatu yang sifatnya tidak harus ee lewat zoom ya jadi kita bisa menggunakan jalur wa misalkan kek gitu atau di googleclassroom misalkan kita mau posting-posting referensi gitu tugas teks apa gitu, itukan bisa di google classroom juga. Jadi intiya mengoptimalkan tools untuk komunikasi kemudian yang kedua ya tentu saja cara-cara ya komunkasi itu yang harus di perbaiki juga, cara guru ke siswa maupun siswa ke guru, harusnya guru tu maulah ya di ajak diskusi terbuka gitu ya tapi sama aja, siswa juga musti begitu ngga boleh kek seenaknya gitu ya misalkan apa namanya misalkan ujan dikit aja ijin sakit kepala dikit ijin kek gitu kan ada, mustinya ngga seperti itu, mustinya kalok bener-bener sakit sampai ga bisa bangun lah itu baru ijin, klok cuman sedikit-sedikit itu ya sering tu ya itulah cuman kadang kita ngga bisa mengontrol semuanya nah gitu</p>	<p>using a variety of online tools</p> <p>optimizing tools</p>
<p>Affect Q no.7 Apa yang Bapak/Ibu lakukan untuk memotivasi siswa membaca di kelas OER?</p>	<p>Menunjukkan jalan tadi kek ngasih jalan caranya begini loh begitu loh, begitu, klo kamu punya kesulitan mungkin kamu bisa coba ini itu jadi kayak memberi berdiskusi juga salah satu cara untuk membuat mereka termotivasi ya berdiskusi kemudian role model tentu kita bisa cerita-cerita ke mahasiswa kita orang-orang yang sukses karena membaca itu bisa kita jadikan contoh ya, misalkan gini loh, kamu ini lo ini siapa figure ini ini suka membaca dia gitu, jadi diskusi kemudian role model kemudian eee kalok menurut saya si dalam kelas pun kita harus sering memberi motivasi ke siswa sih apapun dalam bentuk apapun mereka melakukan kinerja yang bagus ya kita kasih praise gitu ,good, excellent bagus ini kamu udah progresnya bagus, itu secara langsung maupun secara tidak langsung memotivasi mereka ya, oh ternyata aku bisa ya membaca ya, oh ternyata aku ee bisa ya naik grade ya dari level yang kemaren sebelumnya beginner misalkan ya beginner kemudian jadi pre-intermediate gitu ternyata bisa itu bisa jadi ee motivasi mereka kan</p>	<p>variety of alternative discussion affected motivation</p> <p>students are role model of others</p> <p>praise for achieving affected motivation</p>

<p>Learning environment Q NO.1</p> <p>Apakah menurut Bapak/Ibu lingkungan belajar mempengaruhi perkembangan siswa dalam membaca ekstensif? Mengapa demikian?</p>	<p>Ya iya lingkungan belajar itu mempengaruhi siswa dalam belajar tentu saja ya yah dalam kelas ER sama ya misalkan di dalam kelas learning environment gurunya gurunya..gurunya tidak happy gurunya tidak ramah gitu ya pasti itu mempengaruhi lah siswa jadi enggan ya untuk berintraksi enggan untuk bercerita-cerita dan sebagainya itu tentu ya bisa ya jadi takut, faktor guru ini berpengaruh kemudian faktor learning environment yang lain tu misalkan kalok teman sekelasnya ada yang nyebelin gitu ya ketika ada kerja kelompok itu ya ada yang nyebelin itu juga berpengaruh karena teamwork itu jadi kelas dalam kelas ER juga kan ada teamwork ya nah kalo ada teamwork terus satu gurunya itu ada yang ga aktif ga pernah ikut apa-apa itu juga mempengaruhi motivasi mereka juga gitu, kemudian buku, buku-buku buku-bukunya ternyata tu ga terlalu menarik gitu ya eee bukunya monoton kurang banyak intinya kurang banyak jenisnya itu ya itu juga mempengaruhi jadi emang ee learning environment yang di bangun ee dalam sebuah kelas ya baik oleh gurunya oleh peers ataupun oleh materi belajarnya itu juga sangat berpengaruh itu saja supaya baik pengaruhnya ya semuanya harus di optimalkan gitu materinya harus banyak aktifitasnya harus bervariasi beragam, harus fun engaging gurunya juga harus memberi contoh harus mengencourage memotivasi kemudian siswa eee apa namanya peersnya teman-teman sekelasnya juga harus kayak sama-sama saling memotivasi kompak gitu ya teamwork, mau belajar bekerjasama gitu jadi faktornya emang harus semua, harus mendukung, kompleks ya</p>	<p>environment affect students' reading development</p> <p>teacher's bad role affected students reading growth</p> <p>student's bad role affected reading growth</p> <p>using a variety of books</p>
<p>Learning environment Q NO.2</p> <p>Bagaimana cara Bapak/Ibu membangun lingkungan belajar yang</p>	<p>Eem itu tadi sudah ya, role model diskusi memberi motivasi eee siswa apa namanya teman itu juga bisa saling memberi motivasi kan ya, klock group work itu juga sih karena group work itu bersama bisa saling memotivasi bersama mengerjakan tugasnya bersama jadi kayak kolaborasi itu bagus gitu, untuk membangun positive learning environment</p>	<p>students and teacher as a role model of a learners</p>

mendukung motivasi siswa membaca ekstensif di kelas OER?		
Learning environment Q NO.3 Bagaimana cara Bapak/Ibu membangun lingkungan belajar yang inklusif bagi siswa di kelas OER?	Unik tidak selalu kemudian mengacu kepada inklusif ya karena, karena klok menurut saya si ee semua siswa itu unik yaa semua siswa unik sehingga klo misalkan menggunakan kata inklusif itu klok mengacu kepada inklusif education itu akan berbeda soalnya implikasinya, klok inklusif education itu atau inklusif kelas ya itu mungkin kelasnya ada siswa berkebutuhan khusus kan klo di pbi itu kan ngga, jadi menurut saya mostly semua siswa juga unik, cuman tingkat keunikannya berbeda-beda gitu, kemudian kalok cara mengatasinya ya sudah si ya personal approach atau dia butuhnya apa gitu mungkin dia punya hal tertentu yang perlu kita bantu yaa gitu aja	individual approach
Apakah Bapak/Ibu ingin menambahkan keterangan terkait dengan hal-hal yang baru saja saya tanyakan? Komik bisa miss	Hal lain ya, apa ya..eem klok saya sih pengennya siswa itu menjadi role model bagi siswa yang lain, jadi kayak yaa siswa-siswa itu misalkan dalam ER saling memberi contoh, misalkan ada dua mahasiswa itu yang seneng sekali hobynya membaca ya hoby membacanya kuat dan luas pokoknya sering membaca nah itu dia maunya si dia menginspirasi temen-temennya gitu untuk membaca sehingga biasanya klok yang memberi semangat itu temennya biasanya lebih karena mereka peers ya jadi kayak lebih ngenak gitu, klok saya sih pengennya gitu jadi ini kalo membacanya bagus menginspirasi temen-teman mereka dan memberi contoh, sama aktif ini mempromosikan membaca sih yaa dengan lewat apa saja sih, dan berbagai macam cara Sebenarnya bisa apa namanya mempromosikan membaca gitu dari sosial media yang mereka punya atau bisa kek gitu.	students is a role model of a learners students reading habit affected reading motivation

<p>Dimohon Bapak/Ibu memberikan closing statement terkait dengan OER secara keseluruhan</p>	<p>ER itu sebenarnya aktivitas yang bisa dilakukan oleh siapa saja tidak harus oleh siswa atau guru di dalam kelas tapi bisa saja dilakukan oleh siapa saja di dalam kelas, intinya adalah ER itu karena sekarang kan kalo kita ngomongin kelasnya tidak online ya sudah kembali lagi ke offline jadi again mungkin ER bisa juga dilakukan baik secara luring maupun daring, aktivitas ER itu bisa dilakukan di dalam kelas ataupun di luar kelas naah kalo misalkan aktivitas ER itu dilakukan oleh siapapun diluar kelas dengan menggunakan platform apapun, mau diskusi zoom dengan peer discussion dengan zoom atau face to face, I mean like everyone can do that begitu silahkan saja siapa saja boleh melakukan ER activity dengan berbagai cara yang sesuai dengan kebutuhan mereka, jadi semuanya boleh aja eee ini setiap orang kalo bisa menyebarkan eee promosi literasi gitu, ke siapapun gitu dengan cara apapun yang mereka bisa, itu ajah.</p>	<p>Access to everybody and everywhere</p>
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Appendix 2

Appendix: Interview Protocol

A. Opening questions

1. Berapa lama Bapak/Ibu mengampu MK online ER?
2. Bagaimana Bapak/Ibu mendefinisikan OER?
3. Apa ada perbedaan antara OER dengan ER luring? Jika ada, apa saja perbedaan dan persamaannya?
4. Apakah ada syarat-syarat tertentu untuk memahami definisi ER atau OER?
5. Apa tantangan mengampu MK ER/OER secara umum?

B. Main questions

1. Content
 - a. Apa yang Bapak/Ibu perhatikan ketika menyusun materi/konten yang

- engaging di kelas ER online?
- b. Apa yang Bapak/Ibu perhatikan ketika menyusun materi/konten yang adaptable dengan beragam kebutuhan siswa di kelas ER online?
 - c. Bagaimana cara Bapak/Ibu menyusun konten yang engaging di kelas ER online ?
 - d. Bagaimana cara Bapak/Ibu menyusun konten yang adaptable dengan beragam kebutuhan siswa di kelas ER online ?

2. Process

- a. Bagaimana Bapak/Ibu menelaraskan proses belajar yang memungkinkan siswa dengan profil masing-masing individu yang unik untuk memperoleh informasi baru di kelas OER?
- b. Bagaimana Bapak/Ibu menelaraskan proses pengembangan kemampuan siswa yang memungkinkan mereka dengan profil masing-masing individu yang unik di kelas OER?
- c. Bagaimana Bapak/Ibu menelaraskan proses belajar yang memungkinkan siswa dengan beragam profil unik dapat belajar dengan cara terbaik/sesuai untuk mereka?
- d. Bagaimana Bapak/Ibu menelaraskan proses belajar yang memungkinkan siswa dengan beragam profil unik dapat belajar dengan dengan cepat?

3. Product

- a. Bagaimana Bapak/Ibu memantau dan menilai kemajuan membaca siswa dalam kelas OER?
- b. Apakah dengan cara tersebut Bapak/Ibu meyakini keberhasilan siswa mengikuti kelas OER? Mengapa demikian?
- c. Bagaimana cara Bapak/Ibu menentukan keberhasilan siswa dalam mengikuti kelas OER ini?

4. Affect

- a. Bagaimana cara Bapak/Ibu Untuk membangun rasa empati dengan siswa di kelas OER?
- b. Bagaimana cara Bapak/Ibu membangun hubungan yang dinamis dengan siswa di kelas OER?
- c. Bagaimana cara Bapak/Ibu komunikasi interpersonal dengan siswa di kelas OER?
- d. Bagaimana cara Bapak/Ibu melakukan kegiatan kolaborasi di kelas OER?
- e. Bagaimana cara Bapak/Ibu meningkatkan ketertiban siswa di kelas OER?
- f. Bagaimana cara Bapak/Ibu berkomunikasi secara efektif di kelas OER?
- g. Apa yang Bapak/Ibu lakukan untuk memotivasi siswa membaca di kelas OER?

5. Learning environment

- a. Apakah menurut Bapak/Ibu lingkungan belajar mempengaruhi perkembangan siswa dalam membaca ekstensif? Mengapa demikian?
- b. Bagaimana cara Bapak/Ibu membangun lingkungan belajar yang mendukung motivasi siswa membaca ekstensif di kelas OER?
- c. Bagaimana cara Bapak/Ibu membangun lingkungan belajar yang inklusif bagi siswa di kelas OER?
- d. Bagaimana cara Bapak/Ibu membangun lingkungan belajar yang ramah pembelajar bagi siswa di kelas OER?

C. Closing questions

- a. Apakah Bapak/Ibu ingin menambahkan keterangan terkait dengan hal-hal yang baru saja saya tanyakan?
- b. Dimohon Bapak/Ibu memberikan closing statement terkait dengan OER secara keseluruhan.

Appendix 3

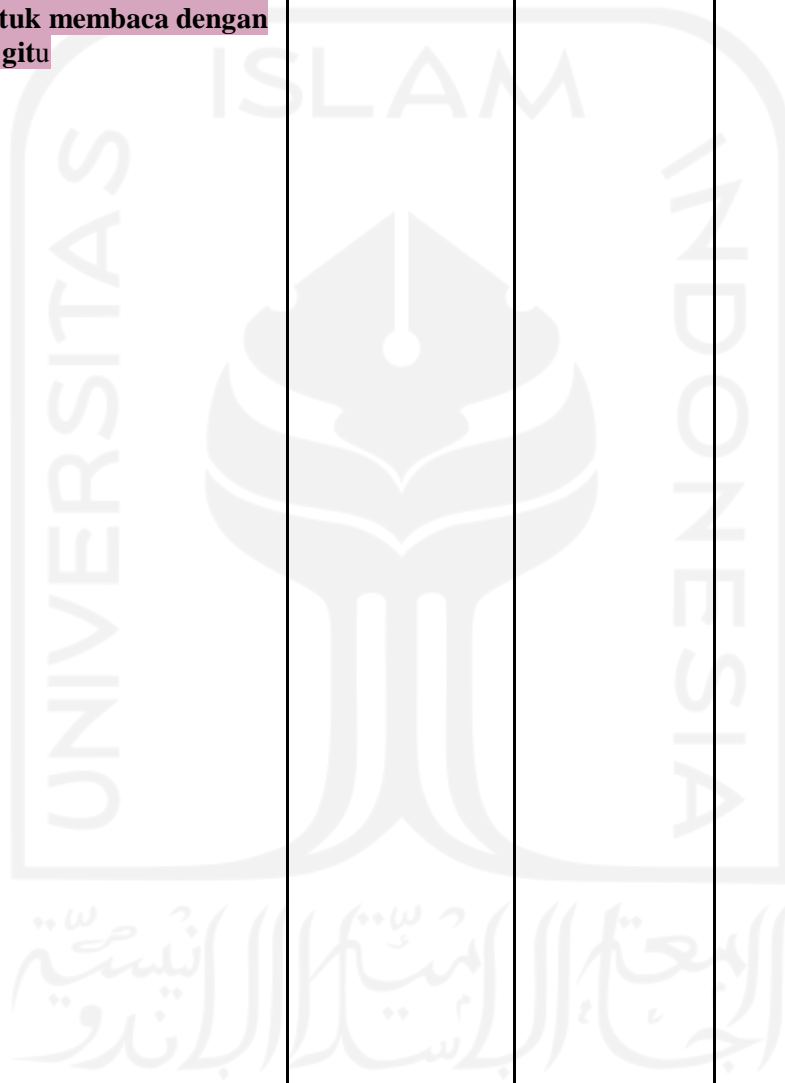
Appendix: Interview Data Transcription and analysis

No	Interview transcript	Parameter (fixed theme)	Kata Kunci	Sortasi	Interpretasi
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<p>1. Oke online ER itukan sebenarnya aktivitas ee membaca luas ya membaca luas buku eee bukunya itu ada prinsip-prinsipnya ya, prinsipnya siswa atau siapapun itu ya boleh memilih buku mana yang akan di baca bukan di suruh orang lain atau disuruh oleh guru misalkan kek gitu, nah ER itu sebenarnya bisa dilakukan di dalam kelas atau di luar kelas nah kalo di dalam kelas itu tentu saja di monitor di bimbing oleh guru kelas gitu ya atau oleh dosen kalo dia dilakukan di luar kelas berarti ee dia memilih bukunya sendiri membaca sendiri sedangkan yang OER itu dia kelas ER yang dilakukan secara daring secara online, nah itu sebenarnya macam-macam juga bentuknya tergantung bagaimana guru memanfaatkan teknologi memfasilitasi aktivitas ER, kalo di kelas saya dulu karena itu pandemi yaa jadi eee total daring itu dilakukan dengan menggunakan zoom ya, meeting itu menggunakan zoom, meeting itu seminggu sekali selama seratus menit di dua sks seratus menit kemudian ee kalo buku-bukunya itu buku-bukunya bisa di download dari website jadi saya beri beberapa website dimana mereka mengakses buku dan mendownloadnya dan mereka bisa membaca di rumah</p> <p>Sebenarnya untuk syarat itu tidak ada syarat tertentu yang di haruskan ya cuman ada prinsip-prinsip ER yang biasa di anut oleh mereka yang mempraktekan ER kek tadi ya buku itu di pilih oleh pembaca jadi kalo dia mau membaca buku</p>	<p>Persepsi</p>	<p>definisi OER</p>	<p>Definisi Online Extensive Reading :</p> <ul style="list-style-type: none"> ER itu aktivitas membaca secara luas ER bisa dilakukan di dalam kelas ataupun di luar kelas OER itu kelas ER yang dilakukan secara daring/online Bentuknya macam-macam(tergantung memanfaatkan teknologi memfasilitasi aktivitas ER daring itu dilakukan dengan menggunakan zoom <p>Cara mengakses OER :</p> <ul style="list-style-type: none"> Dengan melakukan zoom Buku bacaan di download dari web Dosen memberi beberapa referensi website untuk diakses oleh siswa <p>Prinsip OER secara umum :</p> <ul style="list-style-type: none"> Prinsipnya siswa atau siapapun itu boleh memilih buku mana yang akan di baca bukan di suruh orang lain atau disuruh oleh guru buku itu di pilih oleh pembaca Siswa yang menentukan tingkat kesulitan bacaan Harus disesuaikan dengan kemampuan masing-masing siswa Siswa akan membaca buku dengan kesulitan yang berbeda <p>Syarat-syarat OER :</p>	<p>aktivitas OER mempunyai t (luas, flexible)</p> <ol style="list-style-type: none"> Membaca Flexible k tempat m Aktivitas Menggun tools Sumber k website Cara mer beragam OER ber bacaan is students Tanpa pa orang lai Mempun syarat da penerapa Mempun tantangan mengatas
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<p>apa itu dia sendiri yang menentukan tingkat kesulitan bacaan itu juga harus disesuaikan dengan kemampuan masing-masing siswa jadi setiap siswa akan membaca buku yang berbeda dengan tingkat kesulitan yang berbeda karena memang ER itu tujuannya adalah supaya siswa itu membaca dengan nyaman, membaca nyaman itu tentu saja kalo dia membacanya tidak mengalami suatu kesulitan kalo baca satu kalimat itu sudah tidak tau semua eee asing dengan kosa kata yang di pake tentu membuat dia tidak termotivasi untuk membaca lagi sehingga tingkat kesulitan buku yang di pilih itu juga harus juga di seduaikan dengan tingkat profisiensi siswa yang bersangkutan, waktu membaca waktu membaca itu sebenarnya flexible kapan mahasiswa punya waktu luang untuk membaca nah itu memaca jadi tidak harus dalam kelas boleh baca di luar kelas eee di antaranya syaratnya itu si cuman kalo syarat lain si ngga ada misalkan berapa banyak buku yang harus di baca sebenarnya kalo dulu saya tidak menentukan banyak buku yang di baca tapi jumlah kata jadi saya meminta mahasiswa untuk membaca buku selama satu semester minimal dulu saya tentukan dulu itu keknya tiga puluh ribu kata selama satu semester itu adalah jumlah minimal kalo semisal lebih dari itu ya bagus berarti tapi maksimal itu di tentukan supaya apa supaya siswa itu membacanya itu benar-benar banyak itukan karena salah satu tujuannya adalah mereka mendapatkan exposure vocab yang cukup sehingga kalok</p>			<ul style="list-style-type: none"> • Harus nyaman • Tingkat kesulitan buku harus disesuaikan dengan siswa • Harus flexible • Mencapai jumlah kata minimal yang sudah ditetapkan • Menggunakan kosa kata yang memotivasi 	
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vocabularynya bagus itu akan cukup untuk lebih mudah membaca dan kalo dia bisa memahami bacaan lebih baik itu di harapkan nanti semester depan ketika dia mengambil matakuliah lain yang referensinya tertulis dalam bahasa inggris itu dia bisa lebih mudah untuk membaca dengan lebih baik gitu



<p>Tantangannya itu ini eem ada mahasiswa yang sangat rajin membaca sehingga bacaannya banyak sekali itu ya sehingga dia bisa sampai lima puluh ribu kata itu dia baca seperti itu tapi ada juga mahasiswa yang tiga puluh ribu itupun pelan-pelan gitu ya karena masih kesulitan gitu ya sehingga dia hanya memenuhi standar minimal saja pertama itu, yang kedua itu ketika menghadapi siswa yang tidak suka membaca ketika menghadapi mahasiswa yang tidak suka membaca itu berarti ada yang bagaimana membuat siswa itu bisa termotivasi untuk membaca naah itu butuh waktu sehingga tidak bisa instant gitu ya nah dari situ ee waktu saya ngajar dulu saya berusaha untuk memberi aktifiats-aktifitas ee yang menyenangkan buat mereka sehingga mereka muncul rasa inginya membaca termotivasi untuk membaca gitu eee sehingga dia maulah untuk memenuhi standar minimal kemudian tantangan yang lainnya adalah mempertahankan motivasi ada siswa yang tidak suka membaca ketika kemudian di kenalkan ER itu jadi semangat membaca nah cuman kan tidak berhenti sampai di situ semangat membaca itu harus di pertahankan kan, harus di pertahankan supaya dia tetep suka membaca lama gitu tidak hanya dalam kelas itu saja karena diwajibkan oleh gurukan kalok mau ngga mau itu diwajibkan oleh guru nah itu juga tantangan sendiri bagaimana membuat motivasi siswa membaca itu bisa bertahan lama gitu</p>		<p>tantangan</p>	<p>Tantangan kelas OER :</p> <ul style="list-style-type: none"> ● Mahasiswa yang membaca jauh melebihi standar objective ● Mahasiswa yang pelan-pelan karena kesulitan dan hanya memenuhi standar minimal ● Menghadapi siswa yang tidak suka membaca ● Mempertahankan motivasi membaca siswa baik di dalam kelas ataupun di luar kelas <p>Cara mengatasi tantangan kelas OER :</p> <ul style="list-style-type: none"> ● Dosen berusaha memberi aktivitas menyenangkan ● Mempertahankan motivasi dengan cara memberikan standar membaca
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No	Interview transcript	Parameter (fixed theme)	Kata Kunci	Sortasi	Interpretasi
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<p>2. Oke, konten yang engaging yaa sebagai guru sebagai guru tentu mempersiapkan aktivitas-aktivitas yang tentunya eee kita buat supaya siswa itu seneng konten yang engaging itu ya harus, saya pikir semua guru harus berpikir kesana ya eee biar siswa gak bosan, siswa termotivasi biar mereka belajar sambil fun yaak, yah kemudian eee kalau bagaimana caranya gitu ya saya banyak membaca lah ya saya membaca dari website membaca dari beberapa referensi itu tentang bagaimana kelas itu supaya lebih engaging dengan memberikan beberapa aktivitas yang melibatkan siswa eee biasanya saya lebih suka secara kelompok karena kalau individu itu kadang-kadang itu kurang apa ya.... kurang engaging lah ya klo klo individu, jadi saya lebih banyak mencari yang sifatnya berkelompok atau in pairs gitu,itu aja sii, yg penting membaca gitu, membaca cari referensi</p> <p>Itu kayak mestinya ringan sesuai yaa ringan sesuai disesuaikan dengan tujuan pembelajaran dan situasi kelas tentu ya karena ee kadang karakter dari kelas itu bisa berbeda-beda sehingga kadang-kadang kita juga mikir sih kita mikir gitu misalkan ini aktifitas ini oke ngga ya klo saya pakai di kelas ini karena kadang kadang kita harus modify ya memodifikasi ee aktifitas supaya dia bisa diterapkan lebih baik gitu, klo konten gitu aja si, banyak modifikasi adaptasi gitu</p>	<p>Konten</p>	<p>Menyusun konten OER yang engaging</p>	<p>Alasan dosen mengapa konten harus engaging:</p> <ol style="list-style-type: none"> 1. supaya siswa senang 2. Supaya siswa tidak bosan, 3. Supaya siswa termotivasi 4. Supaya siswa belajar sambil fun <p>construction of engaging lecture content: banyak membaca (website, referensi tentang memenej kelas itu supaya lebih engaging).</p> <p>Karakter kelas yang engaging:</p> <ol style="list-style-type: none"> 1. aktivitas yang melibatkan siswa 2. Kegiatan kelompok 3. Aktivitas yang sesuai dengan karakter kelas <p>Karakter konten yang engaging:</p> <ol style="list-style-type: none"> 1. Konten ringan sesuai tujuan pembelajaran 2. Sesuai dengan situasi kelas (tiap kelas karakternya berbeda-beda) 3. Konten yang sudah dimodifikasi atau adaptasi sesuai karakter kelas 	<ol style="list-style-type: none"> 1. Pembelajar memiliki 2. Konten C engaging 3. Dosen me engaging mempers yang eng 4. Konten y terkait de kelas dan engaging karakter 5. Konten y juga men khusus. 6. menyusun yang ada beragam siswa har memperh setidakny
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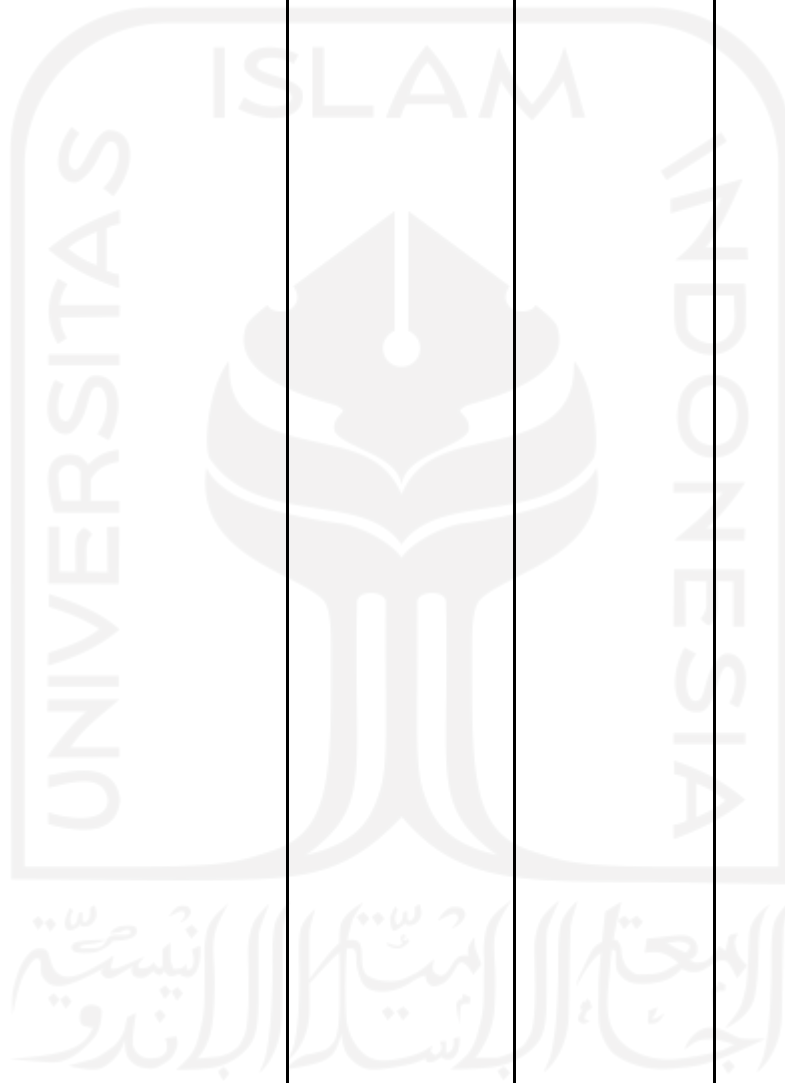
<p><i>Konten yang adaptable</i>, ofcourse itu harus sesuai dengan tujuan pembelajaran ya, kita maunya siswa belajar apa nah itu perlu jadi itu jadi pedomanya jadi yang kedua aktifitas itu harus sesuai dengan atau bisa..bisa..eem diadopsi atau diadaptasi ke atau di lakukan oleh semua siswa jadi aktifitas itu tidak hanya bisa dilakukan oleh mereka yang pinter gitu ya..tapi mereka yang biasa-biasa pun harus bisa melakukan aktivitas itu gitu..yak saya pikir dua itu sih, tujuan pembelajaran kemudian harus engaging harus fun dan siswa bisa melakukan itu</p> <p>Eee biasanya melihat level of difficulty nya kemudian level of difficulty dari ee aktivitas tertentu kemudian eee apakah kemudian dia sesuai dengan..eee.. Apa namanya dia tugasnya itu bisa diselesaikan secara individu atau in pairs atau ingroup yang mana yang lebih bermanfaat lebih eee apa ya namanya..lebih lebih ee saya bilang lebih apa ya, lebih engaging itu klo misalkan yang dia lakukan apa gitu disesuaikan juga karena tidak semua tugas itu juga bisa dilakukan untuk pairs misalkan atau tidak semua tugas itu group gitu ya emang harus di pilih di pilih mana yang sesuai dengan tujuan dari melakukan aktivitas itu</p>		<p>Menyusun materi/konten yang adaptable dengan beragam kebutuhan siswa d</p>	<p>Karakteristik konten yang adaptable:</p> <ol style="list-style-type: none"> 1. Sesuai tujuan pembelajaran 2. Aktifitasnya konten yang adaptable itu harus bisa di adopsi atau dilakukan oleh semua siswa baik yang pintar maupun yang biasa-biasa. <p>Karakateristik pembelajaran OER:</p> <ol style="list-style-type: none"> 1. Sesuai tujuan pembelajaran. 2. Kontennya harus <i>engaging</i> dan <i>fun</i> 3. Siswa bisa melakukan aktivitas yang terkait. <p>menyusun materi/konten yang adaptable dengan beragam kebutuhan siswa harus:</p> <ol style="list-style-type: none"> 1. Melihat level difficulty dari aktivitasnya. 2. Tugas bisa diselesaikan secara individu/in pairs/ in group
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No	Interview transcript	Parameter (fixed theme)	Kata Kunci	Sortasi	Inter
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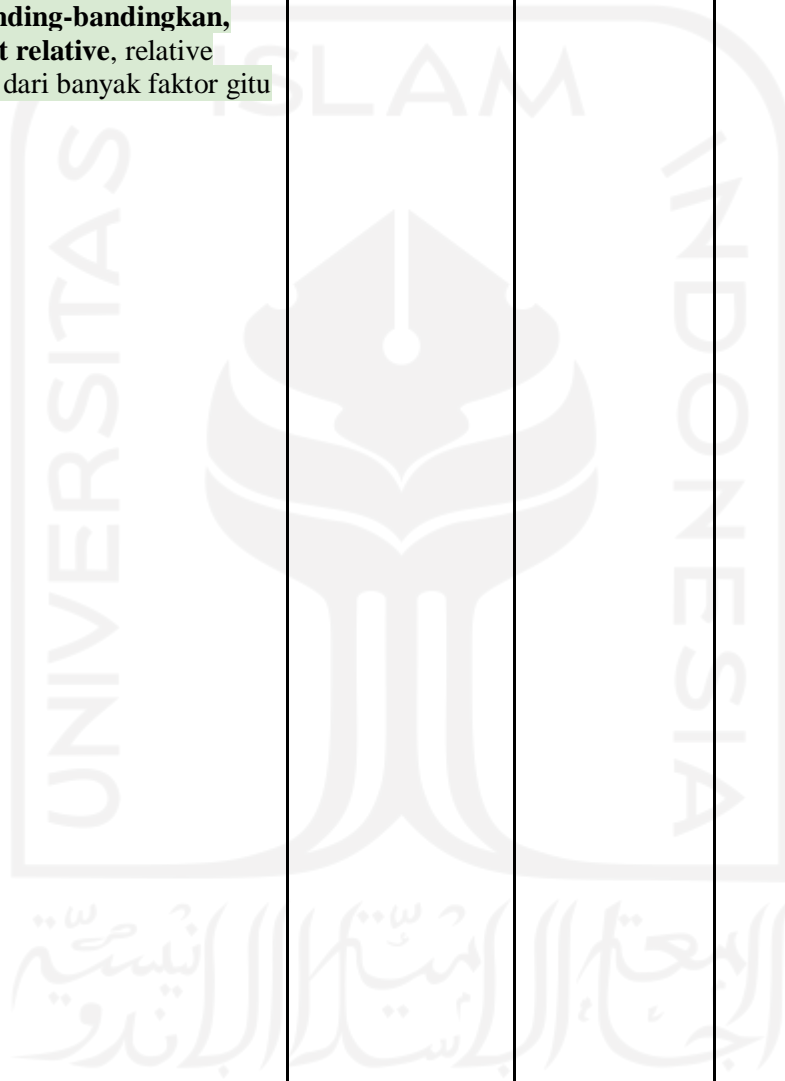
<p>3. Kalok yg pinter misalkan ya <u>mahasiswa yg pinter banget itu biasanya hanya diberi prompt sedikit aja dia udah jalan gitu ya</u> ngga terlalu banyak gini nah <u>kalok yang sedang-sedang saja biasanya saya pakek ee mostly mungkin bisa di pakek untuk yang sedang</u> gitu nah <u>biasanya attention itu perlu di berikan kepada eee mereka yang kurang</u> seringnya <u>yang kurang itu seringnya kasih pendekatan tersendiri ya misalkan dia perlu di tambahi apaa perlu di beri penjelasan apaa</u> kek gitu nah itu <u>biasanya lebih ke pendekatan individu</u> sih like.oke ini <u>anak</u> keknya kesulitan dalam hal ini <u>gitu, kemudian mungkin bisa saya kasih solusi apa gitu dia mungkin bisa melakukan apa menambah bacaan apa seperti itu,</u> jadi ee memang <u>perlakuan yang berbeda diberikan bagi siswa yang memang memiliki kebutuhan berbeda.</u> jadi kebutuhannya mungkin berbeda dari teman-temannya yang lain</p> <p>Itu juga sama ya personal approach ya jadi kayak uniqnest jdi klok mahasiswa itu ada yang unique gitu ya unik itu pendekatannya ya dengan personal approach tadi, dia butuh apa dia kurang apa ee mungkin dia perlu di encourage apa memang yg membedakan dengan yang lain itu ya itu kita harus tau dia butuh apa dia kurang apa sehingga kita bisa memberi saran harus mungkin kamu harus lebih banyak baca ini kamu harus baca itu ya gut-gitu tu, itu bisa kita lakukan gitu ke masing-masing siswa yang ee punya keunikan itu tadi, kemudian kalau keunikannya ee berupa kelebihan dia punya kelebihan apa ya kita tinggal encourage aja, kita tinggal encourage tinggal kita motivasi sehingga</p>	<p><u>Proses</u></p>	<p>Menyelaraskan proses belajar siswa dengan profil masing-masing yang unik untuk memperoleh informasi baru dikelas</p>	<p>The lecturer's process of creating aligned OER content :</p> <ol style="list-style-type: none"> 1. Menyesuaikan konten yang bisa di pakai oleh siswa yang biasa-biasa 2. Memberikan attention kepada siswa yang kurang 3. Melakukan pendekatan secara individu <p>The lecturers' role is to align OER content. :</p> <ul style="list-style-type: none"> • Agar dosen menemukan kesulitan masing-masing siswa dan memberikan solusi • Lalu memberikan Perlakuan yang berbeda diberikan kepada siswa yang memiliki kebutuhan yang berbeda <p>The process of aligning student ability growth.:</p> <ol style="list-style-type: none"> 1. Personal approach terhadap masing-masing mahasiswa yang mempunyai uniqueness 2. Mengencourage setelahnya dosen memberikan saran 3. Memotivasi 	<p>Proses penyelenggaraan OER ada tiga (attention and approach) :</p> <ol style="list-style-type: none"> 1. Dosen untuk masa masing 2. Agar solusi masing-masing siswa 3. Memotivasi dalam pengajaran siswa 4. Ada yang menyelaraskan proses belajar 5. Acuan belajar spesifik 6. Ada yang cepat proses
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dia bisa berkembang ee lebih
cepat sesuai dengan
kapasitasnya dia, gitu aja sii



<p>Kita hanya bisa menganalisis dan memberi..memberi apa namanya ya, memberi alternative ya, jadi kek mungkin kamu bisa melakukan ini melakukan itu gitu ya kamu bisa baca ini baca itu gitu, kamu bisa coba begini coba begitu tapi akhirnya kembali lagi ke siswanya itu mana di antara cara belajar yang sesuai dengan mereka gitu, yang tau mereka sendiri sehingga ee guru atau dosen itu ya hanya sekedar memberitahu memfasilitasi memberi motivasi ya memberi beberapa petunjuk gitu tapi akhirnya mana yang ee terbaik itu yaa kembali lagi ke orangnya kesiswa sendiri aja gitu mana yang lebih comfortable gitu itu aja, jadi kembali ke siswanya gitu</p> <p>Belajar dengan cepat, sebenarnya belajar dengan cepat atau tidaknya belajar itu juga kembali lagi ke siswanya masing-masing, kalau misalkan dia itu semangatnya tinggi bacaanya sudah banyak gitu ya emang dia fashionnya di reading gitu ya sebenarnya dia tinggal speedup aja sendiri baca sendiri ee apa namanya mencari buku-buku sendiri untuk memperkaya dia gitu sebenarnya ini dikembalikan ke siswanya gitu, kalok misalkan di tanya eem strategy apa gitu sebenarnya itu ga bisa di generalisir kek akhirnya kembali lagi ke siswanya sendiri gitu kan, ada sebenarnya banyak ini ya faktor ya bahwa seseorang itu bisa belajar dengan cepat atau tidak terlalu cepat itukan banyak faktornya faktor baik dia sendiri faktor internal bisa juga eksternal yang lain gitu ,</p>		<p>menyelaraskan proses belajar siswa dengan beragam profil unik untuk dapat belajar dengan cara terbaik/cepat</p>	<p>Cara dosen menyelaraskan proses belajar dengan cara terbaik :</p> <ol style="list-style-type: none"> 1. Menganalisis 2. Memberikan alternative cara belajar 3. Siswa memilih mana cara belajar yang sesuai dengan mereka <p>Peran dosen dalam proses belajar siswa :</p> <p>Guru atau dosen itu hanya sekedar pemberi fasilitas pemberi motivasi dan memberi beberapa petunjuk Selebihnya kembali ke siswa</p> <p>Acuan strategi belajar dengan cara cepat :</p> <ol style="list-style-type: none"> 1. Tidak ada spesifik cara belajar cepat 2. Semua kembali ke siswa masing-masing <p>Faktor-faktor yang mempengaruhi cepat atau tidaknya belajar siswa :</p> <ul style="list-style-type: none"> • Faktor internal dan eksternal • Ada faktor yang tidak bisa dikendalikan yang bisa mempengaruhi hasil • Siswa tidak dibandingkan dengan cara belajar siswa lainnya
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misalnya sama-sama diberi fasilitas buku kemudian juga sama-sama di beri waktu cuman kadang-kadang faktor lain yang ga bisa dikendalikan itu bisa mempengaruhi hasil sehingga memang ga bisa di samakan antara ee cara belajar satu siswa dengan siswa yang lain itu g bisa di banding-bandingkan, jadi sangat relative, relative tergantung dari banyak faktor gitu



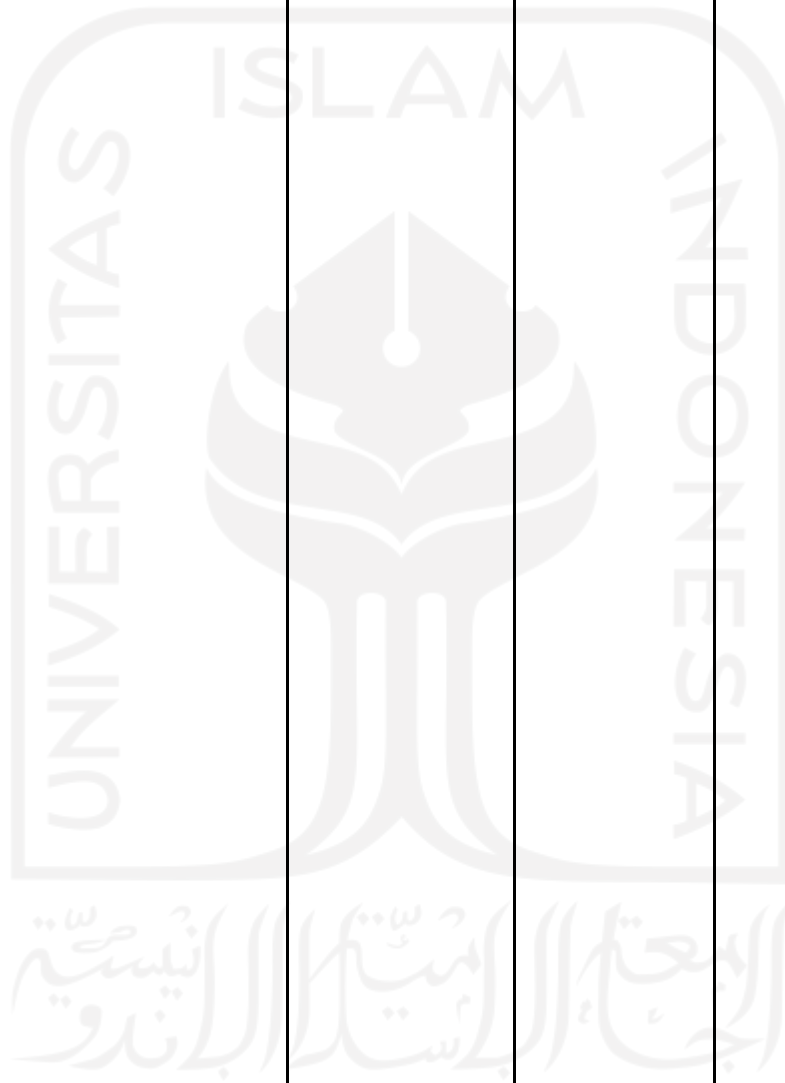
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4	<p>Memantau ya memantau perkembangan mereka iya kan mereka ada buku ini saya suruh mereka menulis ee apa namanya.. Reading log reading log itu dia semacam kek buku harian gitu buku diary yang isinya itu dia membaca buku apa karyanya siapa berapa halaman kemudian dia membaca sampai halaman berapa kek gitu kemudian next time dia membaca apa sehingga saya tau dia sudah membaca berapa buku dia sudah membaca berapa kata selama berapa.. Durasi mereka membaca buku itu berapa nah itu ada..ada catatannya sehingga semua siswa punya catatan itu nah dari catatan itu kan saya bisa memantau ooh ini agak lambat membacanya karena dia punya kesulitan abcd oo yg ini lancar karena dia bukunya sudah nambah terus misalkan kek gitu dia nambah buku satu dua dan sebagainya nanti dari situ saya bisa memantau perkembangan individu masing-masing nah seperti itu</p>	<p><u>Produk</u></p>	<p>Memantau dan menilai kemajuan membaca siswa dalam kelas OER</p>	<p>Lecturer surveillance of student productivity via reading log :</p> <ol style="list-style-type: none"> 1. Online reading log semacam buku diary 1. saya suruh mereka menulis 1. Membaca buku <p>Kegunaan E-reading log :</p> <ol style="list-style-type: none"> 1. catatan itu kan saya bisa memantau lambat tidaknya perkembangan individu masing-masing 1. Online ER tool 2. Untuk laporan bacaan <p>parameters for assessing student productivity achievement in OER classes:</p> <ol style="list-style-type: none"> 1. Membaca dan menulis 2. Sampai halaman berapa? 3. Membaca buku apa? 4. Membaca berapa kata 5. Membaca berapa buku 6. Durasi mereka membaca buku 	<ol style="list-style-type: none"> 1. Bisa disir... penilai da... yang digu... satu (rea... 2. Produkti... dalam ke... menulis o... 3. Ada dua... reading l... 4. Ada enan... penilaian... siswa di k... 5. Ada tujul... keberhas... dalam ke... 6. Guru jug... cara untu... siswa : de... secara re...
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<p>Kembali lagi bahwa ee saya yakin tidak suksesnya ee mahasiswa mengikuti kelas ya, kalok selama target minimalnya itu tercapai target pembelajaran dia tujuan pembelajarannya tercapai ya sudah berarti dia memang berhasil, again keberhasilan ee masing-masing siswa itu kan yang kayak misalkan targetnya tiga puluh ribu tercapai tapi tadi masing-masing beda-beda ya, malah ada yang satu anak itu malah dia melebihi target misalkan dia membaca sampai tiga puluh ribu membaca sampai lima belas buku gitu ya, ya gapapa berarti dia melebihi target itu bagus aja gitu. Kalau cara saya memastikannya ya itu tadi melihat reading log mereka kemudian memantau menanyakan disini saya secara reguler menanyakan kalian ada kesulitan apa gitu nah klok ada kesulitan apa kita bisa bantu, bisa bantu kalian mungkin melakukan abcd gitu kamu perlu apa gitu, jadi memang reading log itu juga menjadi salah satu alat untuk memantau progress siswa dalam kelas ya akhirnya memang semua harus terpenuhi paling tidak standar minimal tadi learning objectivenya itu harus terpenuhi begitu.</p> <p>Dilihat aja masing masing siswanya yang penting ada targetnya tadi ada yang melebihi ada yang pas aja gitu, tapi klo saya dalam hal penilaian asalkan siswa itu memenuhi standar kayak target pembelajaran terpenuhi ya misalkan kek dia, oh dia bisa apa abcd terpenuhi kemudian semua tugas dikerjakan gitu ya dia melakukan semua prosesnya masuk kelas diskusi aktif dan lain sebagainya meskipun mungkin</p>		<p>Menentukan keberhasilan siswa mengikuti kelas OER</p>	<p>Acuan keberhasilan siswa di kelas OER :</p> <ol style="list-style-type: none"> 1. Selama target minimal tercapai 2. Tujuan pembelajaran tercapai 3. Siswa melebihi target considered berhasil <ol style="list-style-type: none"> 1. semua tugas dikerjakan 2. dia melakukan semua prosesnya 3. masuk kelas 4. diskusi aktif meskipun mungkin ketika berdiskusi dia ga bagus-bagus amat misalkan gitu ya tapi dia ikut itu bagi saya sudah saya kasih A <p>Cara guru memotivasi perkembangan belajar siswa :</p> <p>saya secara reguler menanyakan kalian ada kesulitan apa gitu nah klok ada kesulitan apa kita bisa bantu, bisa bantu kalian mungkin melakukan abcd gitu kamu perlu apa gitu</p>
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ketika berdiskusi dia ga bagus-
bagus amat misalkan gitu ya tapi
dia ikut itu bagi saya sudah saya
kasih A



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<p>Membangun empati..em.. Klok caranya ya sebenarnya ya beri contoh, sebenarnya affect itu ketika kita mengajarkan ke siswa itu adalah dengan memberi contoh begitu, siswa kita aktif ya kita kasih contoh kita tunjukkan caranya gitu ya kemudian kalau kita ingin mahasiswa kita suka membaca ya gurunya kasih contoh suka membaca kemudian kalau minta mereka berempati sebenarnya empati itu bisa juga diambil dari pembelajaran atau buku ya buku-buku yang di pakai itu jadi buku yang sedang kita bahas itu itu sebenarnya bisa kita pakek untuk materi pembelajaran misalkan kita membaca buku a gitu ya dari situ kan kita bisa belajar dari buku itu kan, didalam buku itu ada nilai-nilai apa nah nilai-nilai itu bisa dibahas bisa dijadikan bahan diskusi dalam kelas gitu yaa, terlebih lagi karena extensive reading itu bebas ya luass.. Materi tidak dibatasi topiknya tidak di batasi berapa buku yang dibaca sebenarnya itu bisa dipakai untuk bereksplorasi lebih banyak lagi artinya banyak hal yang bisa didiskusikan tidak hanya misalkan bagaimana cara menumbuhkan empati tapi bagaimana memotivasi diri bagaimana bekerja sama dalam tim bagaimana mengatasi masalah bagaimana mencari solusi dan seperti itu malahh banyak ga cuman itu gitu ga cuman empati maksud saya Eem banyak karena dia tidak dibatasi oleh materinya harus apa kan, tergantung buku yang kita baca kan aah gitu</p>	<p><u>Affect</u></p>	<p><i>Membangun hubungan, komunikasi yang baik dan efektif</i></p>	<p>Cara dosen mempengaruhi empati siswa di kelas OER :</p> <ol style="list-style-type: none"> 1. Klok caranya ya sebenarnya ya beri contoh 2. Membahas nilai-nilai dari buku yang dibaca <p>Memfaatkan ER yang luas :</p> <p>Extensive reading itu bebas ya luass.. Materi tidak dibatasi topiknya tidak di batasi berapa buku yang dibaca :</p> <ol style="list-style-type: none"> 1. bisa dipakai untuk bereksplorasi 2. banyak hal yang bisa didiskusikan tidak hanya misalkan bagaimana cara menumbuhkan empati 3. tapi bagaimana memotivasi diri 4. bekerja sama dalam tim 5. mengatasi masalah 6. bagaimana mencari solusi <p>Kolaborasi dan Membangun suasana kelas OER yang realistik :</p> <ol style="list-style-type: none"> 1. Menggunakan breakout room 1. Menyalakan kamera salah satu cara untuk ee supaya kelas itu lebih real <p>Tantangan dosen dalam kelas OER :</p>	<p>Bisa disimpulkan komunikasi yang mempengaruhi seperti : motivasi kelas yang membangun</p> <p>(communication contract affect and OER learning)</p> <ul style="list-style-type: none"> • Mem... • mem... • Pema... • untu... • berel... • ork, ... • dan m... • Tern... • pema... • featu... • mem... • class... • Kelas... • menj... • terse... • dosen... • Kom... • mem... • hubu... • deng... • Lear... • satu... • untu... • kedis... • Pent... • berke... • karen... • affec... • dalam... • Opti... • meru... • satu... • mem... • komu... • efek... • Ada... • untu... • meni... • moti...
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<p>menggunakan breakout room gitu ya sebenarnya menyalakan kamera salah satu cara untuk ee supaya kelas itu lebih real gitu ya cuman masalahnya kan klock kelas daring itu ada yang eem sinyalnya ga bagus sehingga nanti ada excuse untuk miss sinyalnya ga bagus ni saya ga bisa mohon ijin tidak menyalakan kamera misalkan gitu itu kan juga menjadi tantangan tersendiri juga karena memang kita akhirnya kita tidak bisa melihat ekspresi dia tidak bisa melihat engagement dia dengan lebih nyata gitu jadi memang ada selalu ada apa ya selalu ada kondisi yang akhirnya membuat kita jadi kayak..oke lah ya gimana lagi masalahnya koneksi gitu kan ga bisa di paksakan gitu kemudian hubungan baik dengan mereka yaa..saya sering manggil mereka gitu loh di tanya saya gitu saya tanya-tanya untuk elicitation,diskusi untuk memberi pendapat dan sebagainya itu biasanya saya sering nanya ke mereka gitu, ya itu aja sih klock yang online itu</p> <p>Grouping dengan menggunakan breakout room trus ada tugas..tugasnya ya untuk ofcourse klock tugasnya tugas kelompok yaa harusnya ya tugasnya bersifat kelompok ya kek harus di kerjakan bersama-sama kayak gitu</p> <p>Ketertiban, biasanya ada learning kontrak ya di awal tu ya ada learning kontrak di awal kelas kan misalkan kalian boleh, kalian boleh terlambat itu maksimal berapa misalkan itu 10menit atau 15menit itu itukan komunikasikan, kemudian eem..</p>			<p>Daring itu ada sinyalnya yang tidak bagus sehingga memunculkan excuse untuk tidak menyalakan kamera, akhirnya kita tidak bisa melihat ekspresi dan engagement mereka dengan lebih nyata</p> <p>Membangun hubungan yang baik dengan siswa :</p> <ol style="list-style-type: none"> 1. Memanggil siswa 2. bertanya -tanya 1. Diskusi untuk memberi pendapat <p>Cara dosen menertibkan kedisiplinan di kelas OER :</p> <p>Menggunakan learning contract, misalkan kalian boleh, kalian boleh terlambat itu maksimal berapa misalkan itu 10 menit atau 15 menit ngga mengerjakan tugas atau terlambat mengerjakan tugas nanti ada konsekuensinya</p> <p>Pentingnya komunikasi :</p> <ol style="list-style-type: none"> 1. Apapun kendala mahasiswa dikomunikasikan interaksi yang dilakukan oleh guru dari siswa itu agar kelas berjalan dengan baik dan semua siswa sukses gitu lulus dalam mata kuliah itu 2. Bisa dicairkan alternative atas
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<p>Tentang nilai biasanya gitu kan ya kalian klok ngga mengerjakan tugas atau terlambat mengerjakan tugas nanti ada konsekuensinya apaan itukan bisa di komunikasikan tentang kedisiplinan ya, tentang kedisiplinan itu, klok itu tadi ada kendala laptopnya rusak kan di komunikasikan juga itukan sebagai salah satu bentuk dari eem komunikasi, interaksi yang dilakukan oleh guru dari siswa yang sebenarnya itu eee di apa namanya fungsinya adalah untuk agar supaya kelas itu berjalan dengan baik semua siswa sukses gitu lulus gitu lo dalam mata kuliah itu gitu cuman kadang-kadang ada mahasiswa tidak menggunakan kesempatan itu dengan baik, padahal dari awal saya biasanya udah di bilang tu eeh kalian ga usah takut klok ada masalah bilang aja itu biar tau gitu sebenarnya kalian itu ada masalah apa gitu sehingga bisa di carikan alternatif lain gitu, tapi susah memang untuk mahasiswa takut duluan padahal dia blom ngomong tapi udah takut duluan memang ada sih kek gitu mereka lebih suka membiarkan ...dah telat kek gitu dari pada kayak ngomong dulu bernegosiasi gitu padahal klok dengan alasan yang bagus ya dengan reason yang bagus itu dosen mostly itu mau , mau ngasih dispensasi gitu alasannya harus bagus-bagus alasannya bukan kayak saya ketiduran miss, itu alasan ga bisa di terimalah kalok saya ketiduran gitu ya, Iya Itu lalai itu, alasanya harus bagus, klok alasannya bagus tu</p>			<p>masalah yang dikomunikasikan tersebut</p> <p>3. Jika ada masalah dengan alasan yang bagus ya dengan reason yang bagus itu dosen mostly mau ngasih dispensasi</p> <p>Communication's affect on OER learning activities :</p> <p>Optimizing tools, menggunakan berbagai macam online tools sesuai kegunaannya</p> <ul style="list-style-type: none"> • Menggunakan jalur WA kalau sesuatu yang sifatnya tidak harus lewat zoom kita bisa menggunakan jalur WA • Zoom • Google classroom misalkan kita mau posting-posting referensi gitu tugas teks itukan bisa di google classroom • Diskusi terbuka
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bisa dosen tu mau ngasih kompensasi tu ga masalah gitu

Sebenarnya komunikasi tu tidak hanya terjalin di dalam kelas ya tapi bisa juga di luar kelas kita juga kan punya group wa gitu kan kita punya group wa kita punya zoom kita punya google classroom sehingga komunikasi supaya efektif di gunakan semua jalur gitu jalur, jalur wa jalur googleclassroom kemudian jalur zoom itu di pake semua jadi kalau sesuatu yang sifatnya tidak harus ee lewat zoom ya jadi kita bisa menggunakan jalur wa misalkan kek gitu atau di googleclassroom misalkan kita mau posting-posting referensi gitu tugas teks apa gitu, itukan bisa di google classroom juga. Jadi intiya mengoptimalkan tools untuk komunikasi kemudian yang kedua ya tentu saja cara-cara ya komunikasi itu yang harus di perbaiki juga, cara guru ke siswa maupun siswa ke guru, harusnya guru tu maulah ya di ajak diskusi terbuka gitu ya tapi sama aja, siswa juga musti begitu ngga boleh kek seenaknya gitu ya misalkan apa namanya misalkan ujan dikit aja ijin sakit kepala dikit ijin kek gitu kan ada, mustinya ngga seperti itu, mustinya kalok bener-bener sakit sampai ga bisa bangun lah itu baru ijin, klock cuman sedikit-sedikit itu ya sering tu ya itulah cuman kadang kita ngga bisa mengontrol semuanya nah gitu

<p>Menunjukkan jalan tadi kek ngasih jalan caranya begini lod begitu loh, begitu, klo kamu punya kesulitan mungkin kamu bisa coba ini itu jadi kayak memberi berdiskusi juga salah satu cara untuk membuat mereka termotivasi ya berdiskusi kemudian role model tentu kita bisa cerita-cerita ke mahasiswa kita orang-orang yang sukses karena membaca itu bisa kita jadikan contoh ya, misalkan gini loh, kamu ini lo ini siapa figure ini ini suka membaca dia gitu, jadi diskusi kemudian role model kemudian eee kalok menurut saya si dalam kelas pun kita harus sering memberi motivasi ke siswa sih apapun dalam bentuk apapun mereka melakukan kinerja yang bagus ya kita kasih praise gitu ,good, excellent bagus ini kamu udah progresnya bagus, itu secara langsung maupun secara tidak langsung memotivasi mereka ya, oh ternyata aku bisa ya membaca ya, oh ternyata aku ee bisa ya naik grade ya dari level yang kemaren sebelumnya beginner misalkan ya beginner kemudian jadi pre-intermediate gitu ternyata bisa itu bisa jadi ee motivasi mereka kan</p>		<p>Memotivasi/ motivasi</p>	<p>Bagaimana dosen memotivasi mahasiswa OER :</p> <ol style="list-style-type: none"> 1. Menunjukkan jalan, menjadikan diri sendiri contoh 1. Memberikan alternative, kalo kamu kesulitan mungkin kamu bisa coba ini itu 2. Memberi diskusi 3. Role model, dengan menjadikan figure yang sukses yang suka membaca 4. Memberi praise, mereka melakukan kinerja yang bagus ya kita kasih praise gitu ,good, excellent bagus ini kamu udah progresnya bagus, itu secara langsung maupun secara tidak langsung memotivasi mereka ya
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4	<p>Ya iya lingkungan belajar itu mempengaruhi siswa dalam belajar tentu saja ya yah dalam kelas ER sama ya misalkan di dalam kelas learning environment gurunya gurunya..gurunya tidak happy gurunya tidak ramah gitu ya pasti itu mempengaruhi lah siswa jadi enggan ya untuk berintraksi enggan untuk bercerita-cerita dan sebagainya itu tentu ya bisa ya jadi takut, faktor guru ini berpengaruh kemudian faktor learning environment yang lain tu misalkan kalok teman sekelasnya ada yang nyebelin gitu ya ketika ada kerja kelompok itu ya ada yang nyebelin itu juga berpengaruh karena teamwork itu jadi kelas dalam kelas ER juga kan ada teamwork ya nah kalo ada teamwork terus satu siswanya itu ada yang ga aktif ga pernah ikut apa-apa itu juga mempengaruhi motivasi mereka juga gitu, kemudian buku, buku-buku buku-bukunya ternyata tu ga terlalu menarik gitu ya eee bukunya monoton kurang banyak intinya kurang banyak jenisnya itu ya itu juga mempengaruhi jadi emang ee learning environment yang di bangun ee dalam sebuah kelas ya baik oleh gurunya oleh peers ataupun oleh materi belajarnya itu juga sangat berpengaruh itu saja supaya baik pengaruhnya ya semuanya harus di optimalkan gitu materinya harus banyak aktifitasnya harus bervariasi beragam, harus fun engaging gurunya juga harus memberi contoh harus mengencourage memotivasi kemudian siswa eee apa namanya peersnya temen-</p>	<p><u>Learning environment</u></p>	<p>lingkungan belajar mempengaruhi perkembangan siswa dalam membaca ekstensif</p>	<p>Factors that have an affect on the OER learning environment :</p> <ol style="list-style-type: none"> Faktor guru, misalkan di dalam kelas .gurunya tidak happy gu pasti itu mempengaruhi lah Faktor siswa, kalok teman sekelasnya ada yang nyebelin ketika ada kerja kelompok itu ya ada yang nyebelin itu mempengaruhi motivasi mereka Faktor buku, buku yang monoton kurang banyak intinya kurang banyak jenisnya itu ya itu juga mempengaruhi <p>Akibat bad learning environment :</p> <ul style="list-style-type: none"> Siswa menjadi enggan berinteraksi Enggan bercerita Menjadi takut <p>Learning Environment kelas yang dibutuhkan siswa :</p> <p><u>Semuanya harus dioptimalkan</u></p> <ol style="list-style-type: none"> materinya harus banyak aktivitasnya harus bervariasi beragam harus fun Engaging gurunya juga harus memberi contoh harus meng encourage memotivasi kemudian teman-teman sekelasnya juga harus sama-sama saling memotivasi, teamwork belajar bekerjasama 	<p>Learning env sangat mempengaruhi perkembangan ekstensif siswa</p> <ol style="list-style-type: none"> Faktor Faktor Faktor Akibat Ada
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temen sekelasnya juga harus kayak sama-sama saling memotivasi kompak gitu ya teamwork, mau belajar bekerjasama gitu jadi faktornya emang harus semua, harus mendukung, kompleks ya

menurut saya mostly semua siswa juga unik, cuman tingkat keunikannya berbeda-beda gitu, kemudian kalo cara mengatasinya ya sudah si ya personal approach atau dia butuhnya apa gitu mungkin dia punya hal tertentu yang perlu kita bantu yaa gitu aja

Semua siswa unik :

menurut saya mostly semua siswa juga unik, cuman tingkat keunikannya berbeda-beda



<p>Hal lain ya, apa ya..eem klok saya sih pengennya siswa itu menjadi role model bagi siswa yang lain, jadi kayak yaa siswa-siswa itu misalkan dalam ER saling memberi contoh, misalkan ada dua mahasiswa itu yang seneng sekali hobynya membaca ya hoby membacanya kuat dan luas pokoknya sering membaca nah itu dia maunya si dia menginspirasi temen-temennya gitu untuk membaca sehingga biasanya klok yang memberi semangat itu temennya biasanya lebih karena mereka peers ya jadi kayak lebih ngenak gitu, klok saya sih pengennya gitu jadi ini kalo membacanya bagus menginspirasi temen-teman mereka dan memberi contoh, sama aktif ini mempromosikan membaca sih yaa dengan lewat apa saja sih, dan berbagai macam cara</p> <p>Sebenarnya bisa apa namanya mempromosikan membaca gitu dari sosial media yang mereka punya atau bisa kek gitu.</p>	<p><u>Closing statement</u></p>	<p>Harapan dosen ER</p>	<p>Siswa saling menginspirasi :</p> <p>saya sih pengennya siswa itu menjadi role model bagi siswa yang lain,misalkan dalam ER saling memberi contoh, pokoknya sering membaca nah itu dia maunya si dia menginspirasi</p> <p>Siswa aktif mempromosikan ER lewat sosial media :</p> <p>sama aktif ini mempromosikan membaca sih yaa dengan lewat apa saja sih, dan berbagai macam cara mempromosikan membaca gitu dari sosial media yang mereka punya</p>	<ol style="list-style-type: none"> 1. Siswa mode yang 2. Siswa mem
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