Chapter Two

Literature Review

In this chapter, the researcher provides experts' opinions related to the research. The appropriate ideas from the experts are elaborated into six parts. Those are extensive reading, podcast in language learning, using podcast for extensive reading, book review as an extensive reading activity, benefits of podcast in language learning and the challenges of creating podcast for students. In the last of chapter two, the researcher also puts review of related studies and conceptual framework.Conceptual framework is also provided last in this chapter.

Extensive Reading

Extensive reading is an activity in which students engage with reading for pleasure. Day (2015) mentioned that one of the principles in extensive reading is reading for pleasure, gaining information and general understanding. Extensive reading has become a popular term of teaching practices for teachers to improve the students' reading habit and develop their language proficiency. As supposed to intensive reading which is usually implemented inside the classroom, extensive reading is rarely used inside the classroom. Eventually, extensive reading is getting popular in which teachers integrate the extensive reading inside the classroom. Mori (2015) argued that in EFL contexts, extensive reading implementation needs to provide choices for students to motivate them in reading. Implementing extensive reading in a classroom is quite challenging to do because both students and teacher have a new activity contrast with the classroom culture. In the past when student wants to ask something they have to raise their hand and

wait for the teachers to allow them to speak up, but in extensive reading they are allowed to voice their opinion freely as they wanted (He & Green, 2012).

Extensive reading has ten principles that must be obeyed by teachers. According to Day and Bamfordas cited in Mori (2015) the students can choose the variety of easy book with the large range of available topics and reading silently and individually for pleasure to get information at a faster speed in huge quantity with reading being its own reward. Besides, the teachers can guide them to do the extensive reading and act as the role model for them.

The principles explained that teachers have responsibilities to provide list of reading of available books. Then, teachers should participate the reading to give role model for students that their teachers also read like them. When the students face any difficulties with their reading, teachers have to guide them to solve the problem. Besides, students have rights to choose the reading of their favorite own books or from provided books by their teachers in order to read as much as possible. Besides, the material of the extensive reading should be appropriate with their language level and easily understood. Grabe and Stoller (2011) argued that extensive reading can be an approach where the students read a lot of books within their competence of linguistic. When the students read the understanding book, students will not feel that reading is a difficult thing.

The purpose of reading in extensive reading is for pleasure with gaining information and understanding from the book. With this aim, students will understand that extensive reading is not only practicing their reading but also affecting the language skill. Using dictionary while the students face difficult

words is not suggested since it is to make the reading speed is faster. Reading is individual and silent to make the students have imagination on what they read. The reward of extensive reading is not always score, but extensive reading aims to make students feel happy with reading, so they can be motivated to read more. Hence, the beginner of extensive reading need follow up activity to make them happy with reading.

Moreover, the implementation of extensive reading has follow up activities to improve the students' habit to read. As the activities as follow up for extensive reading, the students can keep a weekly reading diary and write short book review, and in the last of the meeting, they can fill in reading record charts (Harmer, 2007). Besides, Charumanee (2014) implemented several activities to promote extensive reading by reading the selected book by the students, sharing books content in a group, and having performance of acting under teachers' supervision.

Podcast in Language Learning

Podcast can be an innovation in a learning process especially in a learning language. According to Rajic (2013) podcast is an audio content distributed through the internet and can be accessed digital devices while podcasting is the process for distributing the podcast for playback on portable media player. Hasan and Hoon (2013) argued that podcast can be such a tool implemented by teachers to deliver the learning content and to enhance students' learning outside the classroom. In addition, according to Bamanger and Alhassan (2015), podcasting may open broader doors to develop language teaching process because it can be

the media to post digital recordings easily to the internet where people can download to a personal audio player. Thus, podcast can be innovative media for language learning in order to improve students' English skill effectively.

The implementation of podcast nowadays has begun to spread among teachers in the teaching and learning process. A study conducted by Gholami and Mohammadi (2015) explained that in an English class in Tehran, students were asked to listen to audio podcast then they are required to create podcast of dialogue or monologue content using new vocabulary they got from online podcast. The result reveals that students who had more contact with mobile learning through podcast were more motivated in learning (Gholami & Mohammadi, 2015). That way, the students need to be exposed with authentic language used for English native speakers, so podcast can be the solution to increase teaching and learning process.

Using Podcast for Extensive Reading

Students can improve their learning if they are happy in the process of learning. The more the students accept and enjoy the learning, the more benefits they will perceive (Philips, 2017). The pleasure of students in learning eases them to have independent learning. Podcast can be employed as an effective media to improve autonomous language learning for students (Yaman, 2016).For the reason, the students can learn through podcast by themselves whenever and wherever they want to learn. Dale (2007) argued that podcast is mainly used for leisure-based purpose, but when it is used for academic purpose, podcast produces good occasion for flexible learning.

However, extensive reading as a reading for pleasure makes the students have chances to choose and read the books they want. Day and Bamford as cited in Mori (2015) said that extensive reading gives a freedom to choose their own favorite book which has purposes for pleasure and gain information. From the statement mentioned, it makes the students have their own responsibility with their choice to read and learn the book flexibly. When the autonomous learning in extensive reading was implemented, most of the students had positive perception towards the autonomous learning by extensive reading (Nugraheni, 2009).

Based on the characteristic of podcast and extensive reading above, it can be concluded that both of them have similar characteristic. Both podcast and extensive reading are enjoyable and flexible, and it can increase the autonomous learning. The integration between podcast and extensive reading which are rare to be used can be an innovation for fun learning process.

Book Review as an Extensive Reading Activity

Book review is usually used as an assessment or assignment of extensive reading. The statement mentioned is supported by Harmer (2007) who gave the examples of extensive reading activities used as a follow up reading activity by the students read a book then give some comments about the book. To make it more interactive in classroom, the students can also share the reading review to other friends.

Commonly, information in book review covers the description, critical analysis, and evaluation of certain book. Ulum (2016) argued that content of book review includes specific step such as defining general topic, general view of the

book organization, deep evaluation of the book, and the significance of the book. Book review can be the students' productive activity after reading some books to make their reading more fun. Obeng-Odoom (2014) maintained that writing a review is a comment to evaluate in which the reviewers express their knowledge about certain book, and the reviewers may evaluate the books aligned with their stated objectives. Besides, reviewing a certain book is not only always about the good side of the books but also the weaknesses of it. When readers buy certain book, usually in the back of the book there are many praise comment said by the readers in order to ensure the other readers that the book is quite good to be read. Usually, the book note content is just a summary not an evaluation. Because of the problem in reading, the book review is needed.

As mentioned in the statements mentioned, book review can be used as a task in language learning. Kindle (2015) stated that presenting a book review assignment has been effective in developing student authors because creating a book review for the task to the students can improve both their reading and writing skills. Obeng- Odoom (2014) suggested to write a review of book by highlighting the conversation that the book joins, introducing the book to the readers, structures and content of the book are described, evaluating the strength and the weaknesses of the book, and to make the whole comment or statement about the book whether as worth reading by reflecting on the implications of the total assessment.

Creating book review has main steps in the determining the book, making the review of it and publish that book review. Kindle (2015) mentioned that the

guideline consists of four steps that can be started from selecting a book, selecting a publication outlet, preparing the review, and submitting the review for publication. Besides, Kindle (2015) also explained that in the preparing the review step, the reviewer should read the entire book then take a note while reading, and the reviewer should know well the reason of the author to write the book and to whom does it is address. Thus, publication for book review can use the technology as the media for publishing.

Book review for language learning students' task contains several benefits such as the sequences of creating book review make the students get deep understanding of certain book. Obeng-Odoom (2014) mentioned that there are many benefits for the reviewer of creating book review. For example, the reviewer has to read the whole book to make an honest review, and book review can help the reviewer to have a good and sharp writing and developing ideas. Gibs as cited in Kindle (2015) said that the reviewer of books can contribute substantially to the development of high quality work. Also, reviewing books have many benefits for both the reviewer and the readers of the book review.

Benefits of Podcast in Language Learning

The benefits of podcast are divided into three parts. The first one is flexible tool for language learning. The second benefit is developing language skill and the last benefit is media for practicing students' English skills.

Flexible Tool for Language Learning. Podcast is a current and flexible technology in the process of teaching and learning. The technology of podcasting for education is easy to be used, reasonably priced, flexible, and attractive tool

which help the students learn their material (Scutter, Stupans, Sawyer & King, 2010). Furthermore, podcast enhance students' motivation and communication in learning using technology, and it is appropriate tool to learn with a community of learning. When the educators incorporate podcast into their teaching, it can improve students' motivation to learn and foster a collaborative learning environment where the students can sense the feeling of community about the purpose of their activity. Therefore, podcast can increase the students' communication by connecting with other learners (Pignato, 2010).

  Developing Language Skills. The use of podcast in education for the students acts as the producer of podcast. The students can create a podcast using their knowledge about technology which the students nowadays have. Creating podcast can develop myriad skills of students such as speaking, listening, interviewing, scripting, and communication to broadcast any information which the students cannot cover in the class (Panday, 2009). For the main idea of podcast use, the students can construct their own knowledge with environmental digital as the use of podcast itself (Gnaul &Hutter, 2016).

  Media for Practicing Students' English Language Skills. In addition, podcast can be a way of the students' practices all of the skill which they get from their school. In terms of improving skill especially for the language learners, the students get a lot of theory to enhance their skill, but they do not practice it as much as they need. According to Jain and Hashmi (2013), the more the students perform, practice, and record the podcast texts, the more ability will appear in their speech. Accordingly, the integration between students' language skills and

their knowledge about technology makes podcast become effective tool in learning language.

Challenges of Creating Podcasts for Students

The students may face some challenges in the process of creating the podcast. There are three challenges mentioned here. The first one is connectivity and devices. The second one is about the content. The last challenge is about the recording.

Connectivity and devices. Using technology in the process of teaching and learning may have challenging of external and internal factors. Unsatisfactory connectivity can be a big problem for students in the process of learning using technology. If the connectivity and equipment as the access for study are insufficient, the performance of learning using technology is not feasible (Johnson, Jacovina, Russel & Soto, 2016). Gribbins (2007) added that the potential challenges that will be faced by students are students' perspective about the devise for learning and technical support for the university such as internet connection, server and pc.

Content. Besides, the challenge that students will face in creating the podcast is the content idea including the way the students share the information. Likewise, the students have to make the audience feel enjoy in listening to their podcast. When the audio podcast has shared too much information, it will distract the audiences' interest and attention (Panday, 2009). Besides, in the production of podcast, students tend to take more time to do all of the sequences. Having an

appropriate and interesting podcast is the most needed time starting from planning, writing, recording the content, and all of the editing things (Deal, 2007).

Recording. Sometimes, the students feel nervous or speechless in the recording process although they maybe have prepared the script. In addition, one of the students in podcasting project is not satisfied with his podcast and requiring rerecord because he wants 'to speak better' in the second chance (Ashton-Hay & Brookes, 2011). Furthermore, the challenges that students may face in order to produce podcast need the willingness of the students to overcome it. Thus, most of the challenges come from the students themselves.

Review of Related Studies

There are many studies related to this research, but the researcher only took two related studies. The first study about podcast in language learning was done by Phillips (2017). In this research, Phillips investigated the level of students' excitements and acceptance of an activity where the students have to create their own podcasts and perceived learning benefits. One of the activities was about creating digital storytelling individually, and it was designed to increase the students' self-reflection and metacognitive skills by empowering them to articulate and share their opinions. Students were ordered to reveal on why they choose their certain career so that they had to make a podcast which ranged from 3 to 10 minutes before sharing. The contents that they should put into their podcast were their past experiences that make them enrolling their degree program, their expectation for their own future, and their feeling about their studies. When the podcast was ready, they had to upload it to the Moodle

platform. The students were also asked to listen to at least two of the podcast of their pears. The students were asked to give personal feedback in the Moodle discussion forum. As the result of this study that got from the questionnaire, the students were anxious because of their first time having an assignment with podcast, but the students saw the students-produced podcast as an effective learning tool.

The second related study was conducted by Moryl (2016) entitled Pod learning: Student groups create podcast to achieve economic learning goals. The researcher wanted to describe a project where the students employ technology to work in groups creating a podcast to express their achievement of course learning goals common across economic curriculum. Students are required to work in a group of three to four. Students are also asked to develop an original podcast that express how economic issue and concepts can be observed and analyzed in the world. Topics such as impact of changing gasoline, the black market for prescription drugs to get a study boost and the coffee market in Venezuela are chosen. Podcast should be created in ten minutes for maximum and submit it in MP3 or MP4. Besides, the teacher also suggested the professional podcast for students to model the communication style such as Planet Money, The Economist or EconTalk. This study concluded that this project gave the students opportunity to demonstrate their understanding about economic issue, develop students; communication skills and interpreting economic data.

From those two related studies, it shows that podcast is a flexible tool for learning where students can learn whenever and wherever they want. Podcast can

also accommodate students in learning English. However, what makes this present study different from those two studies is that this study uses podcast for reading class where extensive reading approach is implemented in an English Foreign Language (EFL) context. Specifically, this study scrutinizes the benefits and challenges of making a podcast for a book review as a post-reading activity in extensive reading.

Conceptual Framework

Extensive reading is an activity in which students engage with reading for pleasure. Mori (2015) argued that in EFL contexts, extensive reading implementation needs to provide choices for students to motivate them in reading. As the activities as follow up for extensive reading, the students can keep a weekly reading diary and write short book review, and in the last of the meeting, they can fill in reading record charts (Harmer, 2007).

Podcast can be flexible media in learning language. Bamanger and Alhassan (2015), podcasting may open broader doors to develop language teaching process effectively because it can be the media to post digital recordings easily to the internet where people can download to a personal audio player. Additionally, Dale (2007) argued that podcast is mainly used for leisure-based purpose, but when it is used for academic purpose, podcast produces good occasion for flexible learning.

Book review is one of the suggested activities after extensive reading. Harmer (2007) gave the examples of extensive reading activities used as a follow up reading activity by the students read a book then give some comments about

the book. Creating podcast can develop myriad skills of students such as speaking,

listening, interviewing, scripting, and communication to broadcast any

information which the students cannot cover in the class (Panday, 2009). When

the audio podcast has shared too much information, it will distract the audiences'

interest and attention (Panday, 2009).

Figure 1

Conceptual framework of the research

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│   Book Review Podcasting in the Implementation of Extensive │
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                 │   to share their book review      │
                 │        through podcast             │
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