

Book Review Podcasting in the Implementation of Extensive Reading

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Abstract

Book review is known as one of the follow up activities after extensive reading while podcast is a digital recording that people usually use for listening practice. The integration between book review and podcast which is set as an assignment became an interesting thing to be discussed. This research aims to investigate the university students' responses toward book review podcasting in the implementation of extensive reading. This research points out the steps to make book review podcast, the benefits and the challenges in creating book review podcast in an extensive reading class. This research was conducted at one private university in Yogyakarta involving four students of reading classes in batch 2018. This research was elaborated using descriptive qualitative research design. The data were gathered through interview. The results showed that the main steps to make book review podcast were in the reading, drafting and podcasting process. From the sequences, the students agreed that their language skill, understanding toward the book and reading interest were improved. Moreover they also got new knowledge, book recommendation and new knowledge about book review. However, the students faced challenges in choosing their book and understanding it. They were also challenged with the process of creating the draft, recording, editing and uploading. Moreover they had to deal with time management of the limited time.

Keywords: Extensive reading, book review, podcast making and book review podcast

Introduction

Extensive reading has been extensively incorporated with a reading class to get students' interest towards reading. Extensive reading is a pedagogical approach providing language input to the students at a proper level through student-chosen text (Simon, 2017). For example, in a Japanese student's class, extensive reading is done by having a book talk which allows them to share what they read with classmates after having an extensive reading in the classroom (Kirchhoff, 2015). Besides, teacher can conducted some activities as the follow up activities after extensive reading such as students can share their book in the podcast form before uploading to social media to get people's interest.

Podcast is digital audio recording that people can upload or download through the internet. Besides, Rajic (2013) explained that 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. In regards to the benefit of using podcast application for the students, the students can pause and resume while they are listening or watching the content in order to get more comprehension (Yaman, 2016).

At an English Language Education Department of a private university in Yogyakarta, extensive reading is implemented in a reading and writing class in batch 2018 to improve students' interest towards reading. Additionally, podcasting is used as an assignment. Besides, the teacher asks the students to read their chosen book and make book review in a form of a podcast. Book review is set as a follow up activity after reading. In extensive reading, the students are not allowed to have a test, but book review can be a good alternative for the approach (Harmer, 2007).

Teacher usually uses a podcast as the learning media for the language input such as for listening skill. However, podcast can be media to enhance students' productive skills by asking the students to create a podcast about a certain topic and upload it into internet. Thus,

they can practice their productive skill like speaking. The use of podcast for language output is a thoughtful innovation to teach integrated reading and speaking and worth to discuss further.

Methodology

Qualitative research approach is used as the research design in this research.

Qualitative research approach is a type of research which collects and works with non-numerical data seeking to understand meaning from these data of targeted population or place (Creswell, 2012). In addition, the descriptive qualitative research was used as the research design in this study find out the students' experience of sharing their book review through podcast. Lambert and Lambert (2012) argued that the descriptive qualitative study's goal is a comprehensive summary of specific events in any terms which is experienced by people.

This study was conducted at English Language Education Department (ELED) of one private university in Yogyakarta. The researcher chose this department because a teacher in the department implemented extensive reading in her reading classes and one of the activities was making a podcast to review a book. For the other reason, the researcher has an access to the university, so it eases the collection procedure.

There were four participants of reading and writing class in batch 2018 in this research. The names had been changed in the term of pseudonym and they are Luna, Ginny, Bella and Sissy. The considerations for choosing target participants are they should be active and interested in having experiences for creating book review podcast. Moreover, the researcher collected the data from the participants with two different reading habits to get both perceptions. Two of the participants like reading and the others might not keen on reading.

For the data gathering of the research, the researcher used an interview. Through the interview, the researcher got a lot of deep information related to the conducted issue to

answer the research questions. Oppenheim cited in Cohen et al (2011) argued that the interview has higher level of response rather than questionnaire, and it happens because the interviewee will be more involved and motivated in the interview as well.

The type of interview used in this research was a standardized open-ended interview. The reason is the accurate wording and sequences of questions are determined in advance using interview guideline. Besides, open ended items were used as the construction of schedules. Besides, fixed misunderstanding event can be the way to test the limitation of the participants' knowledge (Cohen et al, 2011). The open ended items led the participants to express the whole information related to the topic because the questions indicated general problem. Tuckman cited in Cohen et al (2011) suggested that by creating the aim of the question less obvious of the indirect approach may produce frank and open responses.

To collect the data, the researcher used an interview guideline. The researcher also used some tools to ease the interview such as mobile phone recorder, pen, and note. The interview guideline contained main questions and the follow up questions which helped the researcher to ask the participants easily.

Bahasa Indonesia was used as the language to do the interview because both the researcher and the participants use *Bahasa Indonesia* as their daily language so that the researcher could get deeper and clearer information and the participants could express what they wanted to say confidently without linguistic problem. The last step was analyzing the data. The researcher did transcribing, member checking and coding for analyzing the data.

Finding and Discussion

The Sequences in Creating Podcast of Book Review in Extensive Reading Class

The participants mentioned that the sequences were reading process, reviewing the book, creating the podcast, uploading, submitting the link, listening and giving comments. In reading process, the students got a freedom to choose any books they like. Giving the

students a chance to choose what they want to read is included into the principles of extensive reading which is implemented in this extensive reading class to enhance students' interest towards reading. In line with that, Mori (2015) argued that extensive reading gives a freedom to choose their favorite book which has purposes for pleasure and gain information. After choosing the book, the students read to get comprehension towards the book.

Reviewing the book was the next sequence. Book review is one of the suggested activities for the extensive reading. Besides, as the follow up activity comes after extensive reading, teacher can conduct short book review writing (Harmer, 2007). Students had to write information based on their book including title, author, synopsis, things that the students like and did not like from the book, moral value and giving the book a rate from one to five. The teacher then checked and gave suggestion on the students' review on their book.

The third step of the book review podcast making is creating the podcast. Creating the podcast as the steps came after reviewing the book aims to make the students enjoy doing this assignment of extensive reading. In line with that, Pignato (2010) stated that one of his research participants said that creating a podcast is fun and they like to use podcasting again. In this step, students had to record their book review around three for five minutes to avoid the audience' boredom in listening.

For the next step, students uploaded their recording on youtube and submit their youtube link to their teacher. Then their teacher shared the youtube links from other students so they could listen and gave their comments. This activity provided additional points for the students.

The Benefits that the Students Get from Making Book Review Podcast in Extensive Reading Class

The participants stated that after having book review podcasting activity, the students' interest towards reading was improve. This reading interest is the main purpose of extensive

reading. Ferrer and Staley (2016) believed that when students choose their book based on their personal interest, they become more engaged naturally to produce their understanding. All of the participants agreed that when they got chances to choose their favorite book, it made them enjoy their reading and did this assignment with pleasure. Even one of the participants started to read in her leisure time instead of watching film.

Besides, students admitted that their language skill such as reading skill, vocabulary, writing skill, improving students' awareness on grammatical error from their teacher, creativity skill, intonation, pronunciation and listening interest were also improved. This is also in line with Harmer as cited in Archer (2012) who argued that the more students read the book, the better they become in reading comprehension. Creating the book review podcast also made the students get their new knowledge on how to create book review that they never experienced before.

The next benefit is getting book recommendation. Fisher and Frey (2018) argued that students need recommendation from others to promote extensive reading outside the classroom. One of the participants argued that when she listened to her friends' podcast, she got book recommendation to buy and read afterwards. It was important because book review podcast provided the good and the bad side of the book based on the reviewer's opinion.

The last benefit is getting parents' support to cultivate reading habit. Parents tend to forbid their children to read and buy authentic books. Parents usually believe that what their children need to read is their non authentic book for their academic matters. Book review podcast in this extensive reading class could be the reason for students to read their favorite novels. Using this occasion, students can get their parents' support to buy and read any novels they wanted. According to Vasylenko (2017), if parents gave their positive involvement for children to develop their reading habit, it influenced children's positive outcomes. This is in line with what Bella said that she got parents' support to buy her favorite

book. When the students got their parents' support to buy and read any books they wanted, it influences the extensive reading students to enjoy reading better than before.

The Challenges that the Students Face in Making Book Review Podcast in Extensive Reading Class

The challenges that the students face in the process of creating book review podcast divided into two parts, linguistic and technical. Students' language level competence on reading determined their choice to choose their book to be reviewed. This thing made the students felt difficult to choose their books. According to Gambrell (2011), the struggling readers often felt difficult to find a pleasure book, some of them choose the difficult one for them. The inappropriate book will inhibit the process of creating book review. Their reading proficiency also challenged them to understand the book content.

Students felt difficult to write sentences to illustrate their synopsis about their book. They also had to make their book review became as interesting as possible to get the audience' interest. Panday (2009) stated that when the audio podcast was shared too much information, it will distract the audience' interest and attention. It makes the students' ability towards writing improved. According to Obeng-Odom (2014), creating book review made the students can have a good and sharp writing and develop their ideas.

In the process of podcasting their book review, the intonation and pronunciation of students are required. The participant stated that she had to look for correct pronunciation in the internet before recording and it made the students autonomous learning became improved. It is supported by Yaman (2016) who argued that podcasting can be used as an effective learning to enhance students' autonomous learning.

The following challenge is about the technical difficulty. Before the students upload their podcast to Youtube, they had to edit it to make it more interesting. The participant admitted that when she edited the podcast she got her voice was unclear. The step after the editing process is uploading. The students face technical difficulty in this process such as

they found their files were error when they wanted to upload their upload to youtube. This technical problem made the students felt difficult to complete the assignment. In line with that, Johnson, Jacovina, Russel and Shoto (2016) argued that if the connectivity and equipment as the access for study are insufficient, the performance of learning using technology is not feasible. Additionally, students also challenged to do this assignment by the time given by their teacher which is a week. Students felt difficult to manage their time. They confessed that a week is not enough to do all the steps perfectly.

Conclusion and recommendation

This research is aimed to explore the students' perspective on book review podcasting in the implementation of extensive reading. The first purpose of the study is to find out the sequences of creating book review podcast in extensive reading class. The research showed six steps of creating book review. Starting from the reading process which is included the process of choosing, reading and understanding the book. The following steps are reviewing the book where the students have to make their book review draft, creating the podcast which is done by podcasting process then editing it, uploading the podcast to youtube, submitting the link and the last one are listening and giving comments to their friends' podcast.

The following objective is about the benefits that the students get from making a book review podcast in an extensive reading class. The result perceived that students could understand the whole content of their books, getting new knowledge on how to create book review and getting book recommendation from their friends. Even by reading, their reading interest was improved after having this assignment. In addition, students also improve their language skills such as writing, listening, intonation, pronunciation, improving their vocabulary, creativity and grammar. Besides, the students also acquired their parents' support

to cultivate their reading habit in this extensive reading class. Their parents allowed them to buy any books they wanted for conducting this assignment.

The last objective is to elaborate the challenges that the university students face in making a book review podcast in an extensive reading class. The participant admitted that it was difficult to choose the proper book for them. If they chose a book with the higher language competence from them, it challenged them more to understand it. Besides, students got obstacles with the technical problem, such as student found a problem with her audio file and they found the file was error when they wanted to upload it. All of the sequences that the students did was assumed to be insufficient that make the students had to manage their time thoughtfully.

The researcher gives recommendation for some parties such as for students, English teacher and the other researchers.

For the students. Since this assignment needs a lot of steps, the researcher suggest the extensive reading students to manage their time well and overcome the problem. In the other hand, students who did this assignment gained their language skills improvement. Moreover, most of the students could enjoy in reading that they never did before.

For the English teacher. Having book review podcast creating as the follow up activities after extensive reading is a good choice. Students could have their reading for pleasure to be their habit and get a lot of language skills in conducting this assignment. In the other hand, this book review podcast creating has to deal with a lot of steps that make the students difficult to manage their time and deal with technical problem. However, this research is expected to help English teachers to find an appropriate activity for extensive reading.

For other researchers. The next recommendation would be for further researchers.

The researcher suggests to do research for current issues that happened around the education life. However, this research is expected to be useful for the references of study related to this topic.

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