

DIGITAL MEDIA USED BY EFL LEARNER FOR EXTENSIVE READING
(*Media Digital Digunakan oleh Siswa Pembelajaran Bahasa Inggris untuk Membaca Ekstensif*)

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Abstrak

Artikel ini menyajikan studi kasus tentang dampak atau pengaruh media digital untuk pembacaan ekstensif bagi siswa dalam pembelajaran bahasa Inggris. Oleh karena itu, masalah penelitian adalah "bagaimana pengaruh media digital untuk membaca ekstensif membantu siswa dalam belajar bahasa Inggris". Semua data penelitian diperoleh melalui panduan wawancara dan catatan observasi lapangan. Pada temuannya menunjukkan bahwa media digital dalam pembacaan ekstensif membantu para pelajar EFL dalam belajar bahasa Inggris, terutama bagi pelajar yang tidak tertarik membaca buku akademik. Berikutnya adalah strategi yang digunakan, hasil penelitian ini menunjukkan bahwa kedua partisipan cenderung menggunakan strategi afektif dan juga menerapkan aspek strategi kompensasi, salah satu aspek dari strategi kompensasi adalah menebak makna berdasarkan konteksnya. Selanjutnya, hasil penelitian ini juga mengungkapkan masalah umum yang dihadapi oleh pembaca luas di media digital. Yang pertama adalah masalah kelelahan visual dan masalah perasaan pusing dalam durasi panjang aktivitas membaca digital. Untuk mengatasi masalah ini para peserta biasanya beralih aktivitas saat membaca atau melakukan multitasking. Berikutnya adalah masalah kata yang tidak diketahui ketika membaca dalam bacaan luas. Sebagai hasil dari penelitian ini, para peserta cenderung membaca teks-teks yang memiliki topik-topik yang akrab bagi mereka, karena masalah kata yang tidak diketahui dapat dipecahkan dengan memiliki latar belakang pengetahuan tentang topik.

Kata kunci: membaca ekstensif; media digital; bahasa Inggris sebagai bahasa asing

Abstract

This article presents a case study about the effect of using digital media for extensive reading for EFL learners in learning English. Therefore, the research problem was "How does extensive digital reading help learners learn English?". All the data of this research were obtained through interview guide and observation. The findings showed that digital media in extensive reading helps EFL learners learn English and significantly helped learners who had no interest in reading academic books. The next was the strategies used; the results showed that both participants tended to use effective strategies and applied aspects of compensation strategies, guessing the meaning based on the context. In addition, the results revealed the common problems faced by extensive readers in digital media, such as visual fatigue and feeling dizzy problems in the long duration of digital reading activity. To solve these problems, the participants usually switched the activity during reading or multitasking. The next was the unknown word problems when reading in extensive reading. As a result, the participants tended to read texts which had familiar topics for them because unfamiliar words problems could be solved by having background knowledge about the topics.

Keywords: extensive reading; digital media; English as foreign language

INTRODUCTION

There are two types of reading, extensive and intensive homework. According to Harmer (2007), the term extensive reading refers to reading that students often do away with academic books, usually reading for pleasure, such as novels or comics. On the other hand, intensive reading refers to the clear focus on the construction of reading texts which usually takes place in classrooms and is aimed at getting information from the text, such as reading a short story followed by language work, like finding out the story's main idea. Meanwhile, the extensive reading goal is reading a large amount of text to understand the meaning of the text. The readers are encouraged to choose the books they enjoy reading. In contrast with intensive reading, extensive reading is not obsessed with language features (e.g., vocabulary and grammar) or reading skills such as scanning and skimming. Still, readers pay more attention to meaning than form. That is why extensive and intensive reading becomes an essential skill.

However, there are two types of reading media: paper-based and digital. According to Levy (2008), the term 'reading' relates almost solely to an ability to decode printed texts within the context of paper-based media. Reading is generally associated with reading print-based materials, according to the statement. As a result of advanced technology, the term reading does not only relate to reading through paper-based media but also relates to reading through digital media.

Digital reading is a process of reading through digital media. According to Silva (2009), digital reading consists of reading texts from a portion of a computer screen. Reading on a computer screen differs from reading on paper, as is apparent. The paper-based reading is the reading of texts printed on sheets of paper, while digital reading is the reading of texts provided on a computer screen that can be customized, which published media cannot offer (Ortlieb et al., 2014). The digital reading text is at least a

combination of three colors: one for the background page, one for the actual written texts, and another to highlight a link (Silva, 2009). Thoermer and Williams (2012) claim that accessing digital textbooks on desktops, laptops, portable computers, smartphones, and tablets is straightforward. That is why digital reading has more options for readers to improve their reading experience.

Technology and education are two things that are constantly developing. Many young learners have grown up with 21st-Century digital technology, which is essential for daily life, so the use of technology in education needs to be implemented (Scrivener, 2011). However, this study focuses on digital reading in EFL education, meaning that technology implementation is required mainly for digital technology. Digital technology in the field of reading refers to the use of digital media such as computers, smartphones, and the internet as media for reading due to their accessibility and portability, which offer many options in source and contents for reading. According to Ortlieb et al. (2014), numerous sources and genuine contents help teachers and learners understand more deeply about the lesson learned. From the statements, it can summarize that the numerous genuine contents will help the learners develop the skills in reading, so the use of digital media is the answer to the problem that usually appears in learning reading, especially for learners who live in a country where English has treated as a foreign language.

It is believed that there are only so many perfect media for learning English. Just like paper-based reading, which has a problem with accessibility, digital reading not only has advantages in the field of reading but also has some weaknesses. Some researchers in recent studies indicated some problems resulted from reading through digital media. Researchers have found that gadget screens might contribute to visual fatigue because of the lighting source of the screen (Benedetto et al., 2013; Mangen et al., 2013). Readers may also feel

dizzy from watching scrolled texts frequently. It will cause the readers to need help remembering the texts they read.

There are some previous studies relevant to the topic of the current study. The first previous study was done by Silva (2009), who described how the students' responses developed from paper-based to web-based extensive reading. The findings showed that web-based extensive reading has a positive impact in enriching vocabulary since in web-based extensive reading, the texts used were authentic texts which are different from early paper-based extensive reading, which used graded books.

Another study by Gil-Flores et al. (2012) described the role of online reading experiences of 15-year-old students in digital reading performance. The findings showed that the online reading experience significantly affected the student's digital reading performance through social activities, such as emailing or instant messaging. Next is a study by Ortlieb et al. (2014), who examined the effectiveness of using the online digital environment to improve reading comprehension within a reading clinic. The findings suggest that digital reading environments are supplementary in leading students toward comprehension development.

The three previous studies are different from the current study in several aspects, such as the setting, participants, aspects of digital reading, and the problems digital readers face. The EFL setting in this current study will likely lead to whether digital reading is compelling in settings where English uses as a first or second language. The participants in the current study will employ participants who are interested in English and have high exposure to reading through digital media. The last is the explored aspects of digital reading; the current study explores not only the aspect of the impact in developing reading skills but also explores the problems faced by digital readers and how to overcome the problem.

The participants in the current study are college students who are classed as

digital readers. The decision to include university students in the study was made because they are thought to be the best volunteers and must read many texts for academic and leisure objectives. From this problem, the researcher studies how digital readers treat digital texts to determine how effective the reading process is and whether the activities of digital reading can help improve their English.

The scope of this study is on the participants who are digital readers who spend more reading time through digital media. This study is limited to explaining the responses of digital readers in doing extensive reading through digital media and the effect on learning English.

THEORETICAL FRAMEWORK

Digital Reading

Digital reading is a process of reading through alternative media. According to Silva (2009), digital reading consists of reading texts from a portion of a computer screen. Ortlieb et al. (2014) add that digital texts infused with pictures, sometimes interactive, facilitate learning. According to the statements, digital reading is far different from paper-based reading. Digital Reading involves the interaction of the eyes, the screen, the texts presented in hypertext, and comprehension of verbal and nonverbal information (Silva, 2009). It is different from the processing of paper-based reading, where the interaction is only for the eyes and the text printed on the paper, but it possibly adds a picture to build some sense in comprehending the idea of the text, like in a comic book and magazine.

According to Rideout et al. (2010), the amount of time young people ages eight to eighteen spend reading printed texts has decreased by about 5 minutes between 1999 and 2009, suggesting a trend toward even more digital reading in the years to come. The report says that the trend toward paper-based reading has decreased occasionally. The growth of technology, mainly digital technology, has led to an increase in young people exposed to digital media at a young

age. A digital device has been used for various activities, including reading, writing, listening to music, and watching videos. As a result of the technology development, the interest in reading digital texts has skyrocketed, evidenced by the higher sales of e-books than printed books (Miller & Bosman, 2011).

There are some negative impacts of using digital reading. Researchers have found that gadget screens might contribute to visual fatigue because of the lighting source of the screen (Benedetto et al., 2013; Mangen et al., 2013). That is one of the challenges digital readers faces in reading through digital media. Digital media, such as computer screens, use lightning sources to display the text on a screen, which means that watching the computer screen for a long time may contribute to visual fatigue. Liu et al. (2009) reported that when working on a digital device, readers switched activities every 3 to 10 minutes. According to the statement, it may occur in digital reading because the device used as a medium is not only designed for reading. A device like a smartphone, tablet, laptop, and personal computer has been designed to do many tasks simultaneously, like listening to music and watching videos. Researchers have reported that repeated or intensive engagement in digital multitasking may contribute to more superficial text processing (Ophir et al., 2009; Wallis, 2010). It differs from paper-based reading; those who read in print reported being less likely to multitask than when reading digitally. It is because digital media is more fun to use than printed media.

After all, digital reading is one of the essential tools for language learning. In terms of extensive reading, digital reading is also applicable for it. Digital reading is also applicable since extensive reading is reading for pleasure, which can be done through reading comics, magazines, or novels: Creel (2008) and Stephens (2010) state that digital texts provide speedier access than print. The benefits of accessibility have been noted in other studies across ages and settings for

reading. From the statements, using digital media for extensive reading helps readers get greater access to wider choices for pleasure reading. This reading activity does help the learners with the advantages, such as accessibility, compatibility, and cost matters. On the other hand, using digital media in reading activities leads to negative impacts, such as visual fatigue problems and dizziness problems. In addition, in terms of extensive reading, digital media help readers who want to get the numerous texts sources.

Extensive Reading for EFL

Extensive reading has been conducted to fully understand a usually somewhat longer text (book, long article, essays, etc.) (Brown, 1994). Further, Modirkhamene and Gowrki (2011) state that in extensive reading, readers are not obsessed with language features (e.g., vocabulary and grammar) but usually pay more attention to meaning than form. Following the statements, extensive reading is a kind of reading which focuses on understanding the meaning of the text rather than the form of the text.

Regarding foreign language learning, reading is a dynamic process in which the text elements interact with other factors outside the text, in this case, most notably with the readers' knowledge (Nunan, 1991). In this case, reading is not only reading to translate the letters and then to pronounce words but also to get an idea of what the text is about, which could be more complex in the field of foreign languages. There are some different aspects of reading a foreign language. The most crucial aspect contrasting it from the first language is culture. Nunan (1991) suggests that when readers are exposed to texts which describe aspects of culture foreign to the reader, there will be a breakdown in the perception of textual relationships. A level breakdown reflects a breakdown in comprehension at the experiential level, that is, at the level of content. The breakdown will need to be clarified for the reader to encode the information from the text. As foreign

language learners, Nunan (1991) asserts that background knowledge was a more significant factor than grammatical complexity in determining the subject's comprehension of the textual relationship in question. Regarding cultural differences, background knowledge about the target language's culture is critical to encoding the information in the text.

The way readers understand the text's culture gap may vary from one reader to another. One of the ways that may be the most popular is through language. Nunan (1991) in his book states that the length of formal and informal exposure to the target language is also a significant factor in success. The statement suggests that exposure to a different language, particularly the target language, is essential to understanding the text. He also said there are two kinds of exposure to the language, formal and informal. Formal exposure means exposure to the target language, earned through language learning, which can be done in school and private courses. In contrast, informal exposure means exposure to the target language, which is earned through interaction with the people of the target language and pleasure reading, like reading comics, magazines, and novels. From the arguments, extensive reading, categorized as pleasure reading, is an exciting way to learn to read in a foreign language.

Krashen (1993) and Day and Bamford (1998) state that extensive reading is critical to students gaining reading abilities such as linguistic competence. Through extensive reading, learners can learn freely the grammar and diction of the authentic ext. Another advantage of learning through extensive reading is learning vocabulary, as was known before that extensive reading is simply reading for pleasure, which means that the chance of finding new vocabulary is high. Next is spelling; not all English learners can spell English words correctly since it requires knowledge of English vocabulary. Thus, through extensive reading, learners can learn

how to spell the words correctly. Last is writing; the writing of original books and graded books are different because graded books are designed for EFL learners, and original books are designed for native speakers, so through extensive reading, learners know how authentic books are written. Modirkhamene and Gowrki (2011) add that the results can be achieved because, in extensive reading, learners have self-regulation to learn language. Researchers have reported beneficial effects of extensive reading on various aspects of foreign language ability; for example, reading speed, because they are accustomed to and interested in reading, and grammar, which can be learned through novels or articles to make them aware of how to arrange correct grammar. Extensive reading positively impacts learning a foreign language, even if categorized as informal exposure.

Regarding learning English as a foreign language, exposure to reading in English has an essential role in developing learners' reading skills. It will contribute to enriching vocabulary, learning correct grammar, and learning about the diction of authentic ext. Harmer (2007), states that the more learners read through the target language, the better they will get it. From the statements, it is known that intensive exposure to reading in the target language will improve the learners' skills and knowledge.

Exposure to a foreign language also helps learners be accustomed to using a foreign language in communication. In reading skills, language interpretation as communication is through understanding the writer's idea in a passage. It is vital that reading not only converts some words into meaningful pronunciation but also gets information from it.

The extensive readers face some challenges. Extensive reading is designed for pleasure, and the readers are free to decide the duration of reading the text. Harmer (2007) states that in extensive reading, readers can choose what they read - both in genre and level. According to the

statement, extensive reading is learning through reading for pleasure, which requires the learner to choose the genre and the text level, hopefully above their language level. Harmer (2007) states four factors that contribute to the success of this kind of extensive reading: Firstly, a library means that learners need access to a collection of books, both at their level and above and below it. Next is a choice. A significant aspect of joyful reading is that learners should be able to choose what they read (genre and level). Then is feedback. Learners should have an opportunity to give feedback on what they have read, either verbally or in written form, which makes the learners write their reactions and experience about the text that has been read. Last is the time. Learners need to be given time for reading in addition to those occasions when they read on their own because every learner has their own pace in reading and to keep the enjoyment in reading.

Extensive reading can be applied to any media, whether paper-based or digital-based. The application in digital media may give more advantages in extensive reading. When surveyed on why most readers preferred digital reading, they reported that digital texts provided speedier access and greater portability than print (Stephens, 2010). The advantages indicate that digital media aid learners in quickly achieving the purpose of extensive reading. Larsson (2010) adds that learners can manipulate font size, dictionary usage, text to- speech features, and note-taking in digital media, factors that can motivate and strongly influence a learner's reading success.

So extensive reading plays an essential role in EFL. EFL learning is more challenging than first-language learning or second-language learning. The culture gap is the problem of EFL learners, so in this case, extensive reading comes as a problem solver. Extensive reading has categorized as informal exposure in EFL learning.

Strategy of Learning the Language

The term strategy implies conscious movement toward a goal. *Learning strategies* are defined as "specific actions, behaviors, steps, or techniques —such as seeking out conversation partners or encouraging oneself to tackle a difficult language task— used by students to enhance their learning" (Scarcella & Oxford, 1992). According to Oxford (1990), strategies were divided into two major classes: direct and indirect. These two classes are subdivided into six groups (memory, cognitive, and compensation under the direct class; metacognitive, affective, and social under the indirect class). The direct and indirect terms refer to the effect of the strategies on learning progress. However, extensive reading in EFL through digital media is categorized as an effective compensation strategy. According to Oxford (1990), an effective strategy has the purpose of developing self-confidence and perseverance; it is done through listening to music or rewarding oneself for good work. Oxford (1990) adds that effective strategies help learners manage their emotions and motivation. The statement is suitable with Liu et al. (2009) argument that the advantages of digital media are the capability of multitasking, which means that learners can multitask during reading, like listening to music to develop self-confidence and rewarding themselves by watching some movies or accessing the internet. Next is compensation strategy; compensatory strategy or compensation strategy is guessing when the meaning is unknown or using synonyms or gestures to express the meaning of an unknown word or expression (Oxford, 1990). In extensive reading, there are problems usually faced by the readers; sometimes, there are unknown words or terms in an extensive reading text for EFL learners. So, to solve these problems, the readers sometimes consult a dictionary or only guess the meaning of the context. Oxford (1990) adds that guessing from the context and making gestures to communicate unknown words are

compensation strategies in language learning. They compensate for or make up for missing knowledge. Compensation strategy aid learners in overcoming knowledge gaps and continuing to communicate authentically; thus, these strategies help communicative competence to blossom.

Language learning strategies are purposed to encourage greater overall self-direction for learners (Oxford, 1990). Self-direction is particularly important for language learners because they will only sometimes have the teacher around to guide them as they use the language outside the classroom. Self-directed students gradually gain greater confidence, involvement, and proficiency.

In this research, the researcher uses two strategies commonly used in learning through reading; the first is the Compensation strategy, which is categorized as a direct strategy. The second is effective strategies, which are categorized as indirect strategies. The learners use the effective strategy consciously, but the learners subconsciously use the compensation strategy.

There are some previous studies relevant to the current study. Some researchers have conducted similar studies to the current study. Here are some previous studies as follow:

Silva (2009) did the first previous study, which described how the students' responses developed from paper-based to web-based extensive reading. This research described how paper-based extensive reading developed into web-based extensive reading. The research was conducted at Universidad Simon Bolivar, Caracas, Venezuela. The participants of the research were college students at the university. The research focused on the effects of developed web-based extensive reading from earlier paper-based. The research employed a descriptive qualitative method. The data instruments used in the research include interview guides and questionnaires. The findings showed that web-based extensive

reading positively enriches vocabulary since the texts used were authentic web-based extensive reading, which differs from early paper-based extensive reading, which used graded books. Other results show that there are three types of readers from the research; they were online web readers, screen readers, and readers of printed internet articles. The similarities from this research are research design, both of which use descriptive qualitative. The difference from this research is that the research focuses on the response of the developed readers, which is from paper-based to web-based readers; however, the present research focuses on how digital readers interact with digital texts in order to explain early digital readers to know how to treat digital texts.

The second study was conducted by Gil-Flores et al. (2012), who described the role of online reading experiences of 15-year-old students in digital reading performance. This research describes the role of online reading experiences of 15-year-old students in digital reading performance. The research participants were 15-year-old Spanish students of the Program of International Students Assessment. The research focused on describing the effect of experience in online reading of 15-year-old students in digital reading performance. The research used descriptive, correlational, and ex post facto design. The data instruments used in the research include a test and questionnaires. The test was carried out by students reading digital texts and then answering several questions related to the texts. The questions instructed the students to locate, interpret, or evaluate the information contained in the texts. The questionnaires used by the researcher in this study included frequency of online reading activities, gender, grade level, index of economic, social, and cultural status (ESCS), and reading performance. The findings showed that reading most frequently occurred when chatting or exchanging emails. Other activities, such as information-seeking, were less significant in this student's reading experience but had

more direct relevance to scholastic activities. The benefit of students' internet use was mentioned, but parents' lack of attention may lead to negative impacts such as harmful content and offensive message. The similarity of this research with the present study is that the study focuses on explaining how the experience affects digital reading. The difference from this research is the design used in the study, where the research used a correlational, ex post facto design.

The previous study by Ortlieb et al. (2014) examined the effectiveness of using the online digital environment to improve reading comprehension within a reading clinic. This research examined the effectiveness of using the online digital environment to improve reading comprehension within a reading clinic. The researcher hypothesized that a hybrid condition would be most helpful to fourth-grade students' reading comprehension. The research was conducted at three elementary schools in the Midwest metropolitan area. The research participants were fourth-grade students from three elementary schools in a school district located in the Midwest metropolitan area. One class per school was selected to participate in this study, consisting of 58 students. The research examines the effectiveness of using the online digital environment to improve reading comprehension. The method used in the research was experimental. Each school's class was selected by the researcher for analysis. Each class received different treatments: print-based, digital-based, and hybrid. Tutoring proceedings occurred after school hours to not interfere with their usual 90-minute reading block. Students partook in 12 sessions with a duration of 75 minutes each. The Findings suggest that digital reading environments can serve a supplementary role in leading students toward comprehension development. The results provide further evidence that digital reading environments can assist students in reading comprehension of digital texts when assessed in a similar computer-based environment. The similarity from this

research was the focus of the study in explaining the role of digital reading in reading comprehension. The design is different where the research employs experimental research, and the present study uses descriptive qualitative design.

METHOD

In this study, the researcher used a qualitative approach, with the method being a case study. Bogdan and Biklen (1998) add some characteristics of qualitative research. First, this study uses a natural setting. Next, the researcher is the key instrument. Then, the results are analyzed inductively and descriptively. Lastly, this research focuses on process rather than product.

The method of this research is a case study that focuses on individuals. The individuals were two students of Brawijaya University, Doni and Joni. (Pseudonym). They are from Agriculture major and Economy major. Both were chosen because they got more than 450 TOEFL scores, with 55 out of 67 reading comprehension scores. In detail, Doni got a 553 ITP TOEFL score with a reading comprehension score of 59 out of 67. In comparison, Joni got a 583 ITP TOEFL score with a reading comprehension score of 60 out of 67.

In this research, the researcher used a case study because it was suitable to study the phenomenon related to the implementation of extensive digital reading in learning English as a foreign language. The research was conducted in a natural setting; the researcher had no control over the variables and only reported what had happened or what was happening. This study has a variety of tools to collect the data, such as observation and interviews. The researcher used them to collect the data.

For the observation, the researcher made an appointment to come to the participants' houses, then after the participants felt ready to read, the researcher observed the participants far behind the participant. As the guide for the researcher to collect the data, the researcher used an observation checklist when observing the

participants. For the interview section, the researcher asked the participants about their experience with the extensive digital reading activity. The interview was conducted to get more information as well as clarification from the participants in the research. The researcher used an interview guideline to help the researcher focus on the question related to extensive digital reading.

In analyzing the data, the researcher used the technique adapted from Miles and Huberman (2007), who stated that after the data have been collected, the next step is analyzing the data using three process activities such as data reduction, data display, and data verification.

DISCUSSION

After conducting observations and interviews with participants, the researcher analyzed the data using the theory adapted from Miles and Huberman (2007). Based on the data, there were four aspects discussed in this section. The aspects depended on the data found in the field.

The first aspect to be discussed from the findings is about media and settings. Based on the observation and interview with both participants, Doni and Joni mostly used laptops than handphones or tabs in reading because the laptop has a larger display for reading and easily customizes the screen, which resulted in support for low-vision readers in reading. They also prepared the brightness and condition of the room or place where they could read the material. It is in line with the theory from Gill et al. (2013), which stated that devices with larger display screens and high contrast ratios would benefit low-vision readers who require more extensive texts to read. The room's brightness and the ambiance, which fit the readers, also help the readers to enjoy reading. According to Lee et al. (2011), the visual legibility of digital texts, essential to word processing and comprehension, is influenced by several factors, including text size, screen resolution, backlighting, and luminance contrast.

The second aspect discussed in the findings is digital media and its influence on learning English. Based on the interview, both Doni and Joni agreed that digital media helped them in reading. Doni stated that digital reading was more up to date than printed media; it is also cheaper and more straightforward than reading media. Meanwhile, Joni also mentioned that digital media for reading benefited him; it was more economical because it was paperless, it was easier to access specific topics, content, or texts to read, and it could avoid missing pages. In addition, both participants agree that digital reading gave them a new experience in reading texts because some texts, especially the website texts, were infused with infographics or videos to help the readers understand more about the texts; the aspects distinguished it from paper-based reading.

In terms of the influence of digital reading on achievement in EFL learning, either digital media or printed media contributed to participants' achievement in EFL learning. Based on the interview with Doni, he said that either printed media or digital media improved his EFL learning. Unfortunately, he mostly spent his reading time reading through digital media; he did that because of the access to digital media, the cost, and the latest news or articles could be found easily through digital media. It aligns with Creel's (2008) and Stephens's (2010) theory, which states that digital texts provide speedier access than print.

It was different from the second participant, Joni. He mentioned that digital media helped him the most than printed media. Because he could learn English through digital media while playing video games, he said it could enrich students' vocabularies. The theory from Smith and Meyen (2003) states that digital reading applications have provided learning experiences that pique students' interest in reading within a new medium. Heinze (2004) adds that digital reading environments enable students to build vocabulary, achieve reading fluency,

improve comprehension, access curriculum content, and strengthen home-school connections.

The third is about the aspects of fluency and accuracy. Digital reading was believed to motivate learners to read and helped increase learners' reading fluency and accuracy. Both participants, Doni and Joni in the interviews stated that digital media did not affect their reading fluency but their reading accuracy. Salmeron and Garcia (2012) found that when students read digital text that included hypertext, they could integrate the material better than when reading the same material in print.

The fourth aspect to be discussed from the findings is the duration and problems digital readers face. Based on the observation, the two participants faced problems such as visual fatigue and getting bored reading through a computer screen for a long time. Doni's duration in reading was averaged about an hour per day and 3 to 4 times a week. Meanwhile, Joni's duration in reading was about 3 to 4 hours per day and 3 to 4 times a week. It is supported by the theory from Rideout et al. (2010) the amount of time young people ages eight to eighteen spend reading printed texts has decreased by about 5 minutes between 1999 and 2009, suggesting a trend toward even more digital reading in the years to come. Even though the duration was long, they did not only read during those periods. They also did an activity called multitasking.

Doni's problem was visual fatigue while reading through digital media, so to solve this problem, they do multitask, such as listening to music and watching a video in solving this problem. Benedetto et al. (2013) and Mangen et al. (2013) have found that gadget screens might contribute to visual fatigue because of the lighting source of the screen. He stopped the activity of reading and then listened to his favorite music for a while or went somewhere to get a drink. Meanwhile, Joni's problem was feeling dizzy when engaging in the digital text; he felt dizzy when reading for an extended period and tended to listen to his favorite

music during reading. It aligns with Wallis (2010), who added that repetition or intensive engagement in digital multitasking might contribute to a more superficial text processing.

The fifth was about the aspect of extensive reading in EFL learning. Firstly, in the interview session, Doni mentioned that extensive reading helped him to reach his goal more effectively and efficiently. Through extensive reading, he could get the information he wanted and learn new vocabulary simultaneously. In the interview with Joni, he mentioned that the extensive reading helped him read English text through the things he liked, such as articles about video games. It is supported by the theory from Modirkhamene and Gowrki (2011), who state that in extensive reading, learners have self-regulation to learn the language.

The problems commonly faced by the two participants, Doni and Joni, in extensive reading were the unknown words. The unknown words problem could be solved by having background knowledge before reading. In the interview session, Doni mentioned that he often found unknown words when reading an article, news, or analysis. Like Doni, Joni also found unknown words during his reading activity in scientific journals. However, sometimes, they did not translate the unknown words using the digital or online dictionary; they tended to guess the meaning from the context if they had the background knowledge of the topics they read. As foreign language learners, Nunan (1991) asserts that background knowledge was a more significant factor than grammatical complexity in determining the subject's comprehension of the textual relationship in question. Based on the interview, Doni got the background knowledge of the topics from his study, while Joni got it from his habit, such as playing video games or related to his thesis.

On the other hand, both participants, Doni and Joni, also read the English text to get more exposure to the English

environment. Doni stated in the interview that he deliberately read authentic English texts to improve his English level. In contrast, Joni read authentic English texts to understand the terms used in his text. Nunan (1991) in his book states that the length of formal and informal exposure to the target language is also a significant factor in success.

The sixth was about the aspect of strategies used in learning through reading. Some of the ways to improve English skills through reading are by using strategies. According to Oxford (1990), learning strategies are specific actions the learner takes to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations. In the term learning through reading in the EFL field, two strategies are used commonly: affective strategy and compensation strategy. Oxford (1990) states that effective strategies help learners manage their emotions and motivation through listening to music or rewarding themselves for good work. In this study, Joni used an effective strategy in reading, so in extensive reading through digital media, he managed his emotions and motivation through multitasking activities such as listening to music and chatting with friends; he also applied the sub-strategy, which is rewarding oneself for good work, in this case, he is rewarding himself by playing video games after reading.

On the other hand, Doni also applied the affective strategy differently. He read the authentic text to develop self-confidence in the English environment, especially in developing vocabulary, diction, and structure sentence. He only listened to music and watched videos when tired or bored of reading. It is in line with the theory from Oxford (1990) that effective strategy is purposed to develop self-confidence and perseverance.

Both participants also applied the principle of compensation strategies when reading. They are sometimes guessing the meaning of unknown words. According to

Oxford (1990), compensation strategies are guessing when the meaning is unknown or using synonyms or gestures to express the meaning of an unknown word or expression. This strategy helps communicative competence to blossom.

CONCLUSION

After conducting research, the researcher has some conclusions about this study. The researcher concludes that the results of this study can be a guide for learners interested in learning English because the study showed how the participants, as EFL learners, treat reading through digital media to learn English. There are some risks, such as the difficulty of the text and time spent reading, but there are benefits in that students' learning processes become more enjoyable. English teachers can use the study's findings as a guide when conducting extensive reading through digital media for teaching. Finally, this study could be improved for future research because it only uses two people and fewer pieces of equipment. The findings of this study would inspire other researchers to carry out similar studies using more sophisticated instruments and larger participant populations.

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