

Empowering Border-Area Students Through Technology-Integrated Extensive Reading: A Community Service Initiative

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Abstract

This article presents a community service program conducted at SMAN 1 Sajingan Besar, a high school located near the Indonesia–Malaysia border. The program aimed to improve students' interest and skills in reading English by introducing an easy and enjoyable reading approach. Over two days, students learned the difference between reading for understanding and reading for details, and were trained to use an online tool called MReader to track their reading progress. The program received enthusiastic responses, especially during quiz games and hands-on practice sessions. Students not only became more motivated to read but also learned how to use digital tools in their English learning. The activity helped create a fun and competitive learning environment and gave students practical experience in choosing and completing English books. The program showed that using technology in learning can increase student interest and reading habits. For lasting impact, regular training, better internet access, and more book options are recommended. This program has the potential to become a long-term solution to support literacy in remote border areas.

Keywords: *Community Service Program (PKM), Extensive Reading, MReader, Digital Literacy, Education in Border Areas*

Abstrak

Artikel ini membahas program pengabdian kepada masyarakat yang dilaksanakan di SMAN 1 Sajingan Besar, sebuah sekolah menengah atas yang terletak di wilayah perbatasan Indonesia–Malaysia. Program ini bertujuan untuk meningkatkan minat dan kemampuan siswa dalam membaca teks berbahasa Inggris melalui pendekatan membaca yang mudah dan menyenangkan. Selama dua hari kegiatan, siswa diperkenalkan pada perbedaan antara membaca untuk memahami isi secara umum dan membaca untuk memahami secara detail, serta dilatih menggunakan alat daring bernama MReader untuk memantau perkembangan membaca mereka. Program ini mendapat sambutan antusias, terutama saat sesi kuis dan praktik langsung. Siswa menjadi lebih termotivasi untuk membaca dan belajar menggunakan teknologi dalam pembelajaran bahasa Inggris. Kegiatan ini berhasil menciptakan suasana belajar yang menyenangkan dan kompetitif,

serta memberikan pengalaman langsung kepada siswa dalam memilih dan menyelesaikan bacaan berbahasa Inggris. Hasil program menunjukkan bahwa penggunaan teknologi dapat meningkatkan minat dan kebiasaan membaca siswa. Agar dampak program lebih berkelanjutan, disarankan untuk mengadakan pelatihan secara rutin, meningkatkan akses internet, dan menyediakan lebih banyak pilihan buku. Program ini berpotensi menjadi solusi jangka panjang dalam mendukung literasi di wilayah perbatasan.

Kata Kunci: *Program Pengabdian Kepada Masyarakat (PKM), Extensive Reading, MReader, Literasi Digital, Pendidikan di Daerah Perbatasan*

Introduction

The 2022 Programme for International Student Assessment (PISA) revealed a concerning decline in Indonesia's reading literacy, with scores dropping to 359 from 371 in 2018. This 12-point decrease underscored a critical challenge, particularly in an era of rapid technological advancements and an increasing demand for analytical reading skills. Reading proficiency is not only foundational to academic success but also a critical component of foreign language acquisition, mainly English. Given that a significant proportion of global scientific knowledge is disseminated in English, mastery of the language is indispensable for enhancing the quality of Indonesia's human resources and fostering global competitiveness.

Reading is intrinsically linked to English language learning, serving as a cornerstone for developing linguistic competence. Through reading, learners access a wealth of information that supports the development of complementary language skills, such as listening and speaking. Empirical studies have consistently demonstrated that proficient reading skills enhance cognitive abilities, expand vocabulary, and make the learning process more engaging and enjoyable for students.

In this context, the pedagogical approach of Extensive Reading (ER) has gained prominence. Defined by (Ng et al., 2019) as reading for pleasure, choice, or broad engagement, ER involves learners reading large volumes of material at an appropriate proficiency level in the target language. This method emphasizes comprehension and enjoyment over linguistic analysis (Day, 2015a). (Nation & Waring, 2019) further highlight that ER encourages learners to focus on meaning rather than form, fostering a genuine interest in the content. A key principle of ER is the selection of texts tailored to learners' proficiency levels, which promotes autonomy and sustains motivation. Research by (Delfi & Yamat, 2017) indicates that consistent engagement with diverse texts significantly enhances language proficiency, while (Liu & Saad, 2025) highlights the importance of Extensive Reading in building the critical thinking skills needed to comprehend English texts effectively.

Despite its proven benefits, equitable access to quality education and literacy development remains a pressing issue in Indonesia, particularly in border regions. These areas, characterized by unique sociocultural and linguistic dynamics, often serve as transitional zones where multiple languages, currencies, and cross-border influences converge. (Asari et al., 2019) have highlighted Indonesia's persistently low reading literacy rates, emphasizing the urgent need for literacy-based education to cultivate a generation of motivated and competent learners. (Kusnadi, 2019) and (Abidin et al., 2021) argue that such education must foster intellectual growth and inspire intrinsic motivation. Integrating

technological media (Affandi et al., 2020) and digital tools (Sapardan, 2020) has been identified as a promising strategy to enhance literacy and engagement.

In response to these challenges, the Language Center (UPA Bahasa) at Universitas Tanjungpura has initiated a community service program titled “Introducing Extensive Reading Practice to Students in Border Areas.” This initiative aims to enhance reading motivation and English proficiency among senior high school students through the implementation of ER practices. The program is designed as a practical training session that leverages technological media to familiarize students with ER methodologies and their application in improving English language skills. By aligning the program with students’ interests in digital tools, the initiative seeks to create a sustainable and engaging learning environment.

The program’s objectives are twofold: to motivate students to read and to improve their English proficiency. To achieve these goals, the program provides participants with access to leveled English reading materials (graded readers) and introduces them to the MReader platform, a digital tool designed to support ER practices. The training equips students with the skills to independently access and utilize these resources, ensuring continued engagement beyond the program’s duration.

The implementation of this initiative involves meticulous preparation, including the selection of expert trainers specializing in ER. The target participants are students from SMAN 1 Sajingan Besar, located in Sambas Regency, West Kalimantan Province—a region directly bordering Sarawak, Malaysia. The program’s success is further bolstered by the involvement of an ER coordinator from UPA Bahasa Universitas Tanjungpura, who provides comprehensive insights into ER methodologies and their practical application.

The anticipated outcomes of the program include increased access to engaging and level-appropriate reading materials, enhanced English proficiency, and the development of autonomous reading habits. Additionally, the program serves as an evaluative framework for the implementing team to monitor progress and refine strategies for future iterations. Ultimately, the initiative aims to empower students to independently adopt ER practices, thereby fostering a culture of reading and continuous language improvement.

In addition to supporting student development, the program also provided significant benefits to the school as a partner. By collaborating in this initiative, SMAN 1 Sajingan Besar gained access to structured literacy training resources, digital learning platforms, and expert guidance in implementing modern reading strategies. The program introduced the school to effective methods for integrating technology into English language instruction, which can be adopted by teachers to enrich classroom practices. Furthermore, the collaboration fostered professional development opportunities for the teaching staff, encouraging them to explore and apply student-centered approaches like Extensive Reading. As a result, the school not only strengthened its literacy-focused educational environment but also established a foundation for future partnerships and innovation in language learning. This collaboration positioned the school as an active agent in improving literacy and digital competence among students in the border area.

Method

This community service program employs a participatory workshop-based approach to introduce and train students in border areas in Extensive Reading (ER). The participatory approach was selected to ensure active student involvement at every program stage, including material delivery, simulation participation, and the application of acquired skills. Active engagement is particularly critical in fostering a deeper and more meaningful learning experience, especially for students in border regions who often face limited access to technology and high-quality educational resources.

The participatory workshop-based method was selected because it promotes active student involvement, which is especially important in under-resourced and geographically isolated settings like border areas. Unlike traditional lecture-based instruction, this method encourages students to engage directly with the learning materials and digital platforms, fostering experiential learning as described by Dara & Kesavan (2024). Through hands-on practice and real-time interaction, students develop practical skills in using MReader and navigating digital reading resources, which enhances understanding and retention (Nikitina, 2024). This approach also responds to the local educational context, where students often lack exposure to innovative and technology-driven learning models. By enabling immediate feedback, peer interaction, and direct application, the workshop model helps bridge the gap between theory and practice in language learning.

Moreover, this method aligns with the principles of participatory action research, which emphasizes collaboration and empowerment in the learning process (Taba & Bagra, 2024). It supports the idea that learners in marginalized or underserved communities benefit more from learning experiences that value their input and encourage self-directed engagement. Involving students as active participants not only increases their motivation but also builds their confidence to adopt new strategies independently. For the educators and program facilitators, the interactive format provides valuable insights into students' learning challenges and responses, making it easier to adjust strategies and materials in real-time. Thus, this method was deemed most effective for achieving the dual goals of literacy improvement and technological adaptation in the context of border-area education.

The workshop method was chosen for its interactive and hands-on nature, which facilitates direct engagement between instructors and participants. This approach enables the program facilitators to provide practical training, demonstrate the use of digital platforms such as MReader, and address students' questions in real-time. By doing so, the workshop method effectively mitigates technical challenges that students may encounter, ensuring a clearer understanding of ER concepts and practices. Furthermore, this method emphasizes experiential learning, which has been shown to be more effective than traditional lecture-based approaches in promoting skill acquisition and retention (Alabi, 2024). Through hands-on activities, students gain practical experience in accessing digital books and utilizing the MReader platform, enabling them to bridge the gap between theoretical knowledge and real-world application. The implementation of the program is structured into several sequential stages to ensure systematic and effective delivery:

Preparation Stage

In the initial phase of the program, the PKM team from the Language Center (UPA Bahasa) at Universitas Tanjungpura conducted a comprehensive preliminary survey to evaluate the literacy levels and specific needs of students at SMAN 1 Sajingan Besar in Sambas Regency. The findings from this survey were instrumental in designing tailored, student-centered materials that align with the learners' proficiency levels and interests. This preparatory stage ensured the program's content was relevant and accessible to the target participants.

The team developed a structured curriculum that included three key components: 1) Introduction to Extensive Reading (ER): A module outlining the principles, benefits, and methodologies of ER, emphasizing its role in enhancing language proficiency and fostering a love for reading. 2) Effective Reading Techniques: Practical strategies to improve reading comprehension, vocabulary acquisition, and critical thinking skills. 3) Guide to Using the MReader Platform: Step-by-step instructions on navigating the MReader platform, including how to access digital books, track reading progress, and utilize its features to support independent learning.

To further support the program's implementation, the team curated a collection of digital books from the UPA Bahasa Universitas Tanjungpura library. These resources were carefully selected to match the students' reading levels and interests, ensuring engagement and sustained motivation throughout the program. In addition to content preparation, the team collaborated closely with the school administration to secure an appropriate venue and necessary facilities. This included arranging access to technological devices, such as computers and laptops, to enable students to participate fully in the workshop activities. The coordination ensured that all logistical and technical requirements were met, creating a conducive environment for effective learning.

Implementation Stage

The implementation of the PKM activities spanned two days, from 21 August to 22, 2024. The program commenced with an opening ceremony featuring welcoming remarks from the school administration and the PKM team. This was followed by an introductory session led by an expert in Extensive Reading (ER), who provided a comprehensive overview of the concept, its pedagogical benefits, and its relevance in enhancing students' literacy skills. The session was conducted interactively, incorporating real-life examples and motivational anecdotes to engage students and underscore the transformative potential of ER in language learning.

Following the theoretical introduction, students were guided through accessing the digital book collection UPA Bahasa Universitas Tanjungpura curated. The PKM team provided hands-on assistance to ensure that each student could navigate the digital library independently. This was followed by a practical training session on the MReader platform, during which students were taught essential skills such as logging in, selecting and reading books, and monitoring their reading progress. The interactive nature of the workshop allowed students to ask questions and receive immediate feedback, ensuring a clear understanding of the platform's functionalities.

On the second day, students were encouraged to select and read books aligned with their personal interests independently. This activity aimed to foster

autonomy and intrinsic motivation, key principles of ER. Throughout the session, the PKM team and resource persons remained available to provide technical support and address any queries. Students were required to read books on the MReader platform and utilize its tracking features to monitor their progress. This simulation reinforced their understanding of the platform and demonstrated its effectiveness as a tool for self-directed learning and progress assessment.

Evaluation Stage

The evaluation phase of the program involved a systematic analysis of students' engagement and progress using data recorded on the MReader platform. Key metrics included the number of books read, reading duration, and comprehension test scores. These indicators were used to assess students' ability to access digital books, navigate the MReader platform, and demonstrate improvements in reading performance. The evaluation aimed to measure both the immediate impact of the workshop and the potential for long-term adoption of Extensive Reading (ER) practices.

To recognize and encourage outstanding participation, students who achieved notable milestones, such as reading the highest number of books or attaining the best comprehension scores, were awarded merchandise by the PKM team. This recognition was a motivational tool to inspire continued engagement with ER practices beyond the workshop.

In addition to individual achievements, the PKM team provided recommendations to the school administration to ensure the program's sustainability. These included the continued use of the MReader platform as a digital literacy tool and the integration of ER into the school's formal literacy curriculum. By embedding ER into the educational framework, the program seeks to institutionalize a culture of reading and self-directed learning among students.

The evaluation stage was designed to measure the program's immediate success and establish a foundation for sustained literacy development. By combining technology with evidence-based pedagogical practices, the program aims to foster significant improvements in literacy levels among students in border areas. This initiative is anticipated to empower students to independently adopt ER practices, thereby enhancing their language proficiency and overall academic performance.

Result and Discussion

The Community Service Program (PKM), themed "Introduction to Extensive Reading Practices for Students in Border Areas," was conducted for two days. The program aimed to enhance literacy and English proficiency among students in resource-limited regions by implementing Extensive Reading (ER) practices. On the first day, the event commenced with an introduction to Universitas Tanjungpura and its Language Center (UPA Bahasa). The session was attended by 84 students from SMAN 1 Sajingan Besar, along with the school principal, Mr. Sudirja, S.Pd., and the teaching staff. The principal formally inaugurated the event and underscored the importance of literacy and education in empowering students to achieve their aspirations.



Figure 1. Opening Speech by Mr. Sudirja, S.Pd., Principal of SMAN 1 Sajingan Besar

Following the principal's opening remarks, the Head of UPA Bahasa Untan, Mrs. Stella Prancisca, M.Pd., delivered an inspiring address. She began by engaging students with thought-provoking questions about their future goals and aspirations. In her speech, Mrs. Stella emphasized the transformative power of education as a cornerstone for building a prosperous future. She also addressed common perceptions of learning as challenging and monotonous, highlighting how innovative approaches, such as Extensive Reading, can make education more engaging and enjoyable. To conclude her session, she introduced participants to various English learning programs and methodologies offered by UPA Bahasa, designed to foster motivation and resilience even in resource-constrained environments.



Figure 2. Opening Remarks by Mrs. Stella Prancisca, M.Pd, Head of the PKM Team, UPA Bahasa UNTAN

Introduction to UPA Bahasa and the International Zone

The program continued with a detailed presentation by Mrs. Elsa Ananda, M.Pd., who introduced UPA Bahasa and the International Zone. She outlined UPA Bahasa's flagship programs to develop foreign language proficiency, including TUTEP training, Japanese and French language courses, International Communication training, PTE and IELTS preparation, and other language-related initiatives. Mrs. Elsa also highlighted the International Zone, a dynamic space featuring interactive cultural and learning centers such as the American Corner,

British Culture and Learning Center, Japan Corner, Kedai Prancis, and Mandarin Corner. These centers are designed to enhance foreign language skills while fostering cultural awareness. Through structured language training and cultural immersion, UPA Bahasa provides opportunities for students and the public to improve their speaking, reading, and writing skills in English, Mandarin, Japanese, and French, catering to learners at all proficiency levels.



Figure 3. Presentation of International Zone by Mrs. Elsa Ananda, M.Pd.

The International Zone is also an information hub for scholarships and international education programs. Each corner regularly hosts language training sessions and consultations on studying abroad, covering scholarship requirements, university applications, and interview preparation. The English Café at the Student Union further complements these efforts by offering a relaxed environment for participants to engage in discussions, share experiences, and expand their global networks. These initiatives support academic and professional development and cultivate multicultural competence, which is essential for thriving in a globalized world.



Figure 4. Q&A session between students and the speaker, Mrs. Elsa Ananda, M.Pd.

Extensive Reading Session

Following a short break, the afternoon session featured a presentation on Extensive Reading (ER) by Mrs. Syarifah Aminah, M.Pd. She introduced the concept of ER, which involves reading large quantities of text and focusing on

overall comprehension rather than detailed analysis. The session highlighted the benefits of ER, including improved vocabulary, reading fluency, and increased motivation for learning. Using visual aids and videos, Mrs. Syarifah made the session engaging and accessible, ensuring students grasped the key concepts effectively.



Figure 5. Mrs. Syarifah Aminah, M.Pd was explaining about Extensive Reading

The presentation also included a comparative analysis of Extensive Reading and Intensive Reading. While ER emphasizes volume and reader engagement, Intensive Reading focuses on detailed text analysis and comprehension (Zarkasih, 2024). Participants were encouraged to understand the strengths and limitations of both approaches and how to integrate them for optimal learning outcomes. The session concluded with an introduction to the Academic Resource Center (ARC), a multifunctional learning hub at UPA Bahasa where students can access journals, books, and interactive learning media for self-directed and collaborative study.

Interactive Activities and Conclusion of Day One

The program incorporated quizzes such as Pictionary and Kahoot to maintain an interactive and engaging learning environment. These activities tested students' understanding of UPA Bahasa, ARC, and the concepts of Extensive and Intensive Reading. The first day concluded on a high note, with students demonstrating active participation and enthusiasm.



Figure 6. One of the quiz winners on the first day

MReader Introduction on Day Two

The program's second day was led by Mr. Ahmad Ghazy, M.Pd., who introduced MReader, a digital platform designed to track reading progress and support extensive reading activities. The session began with an overview of MReader's features and benefits, followed by a step-by-step guide on how to use the platform. Students were taught how to create accounts, track their reading progress, and generate personalized reports. (Al Damen & Cambridge, 2023) describe MReader as an adaptive tool that facilitates sustained reading development through structured interactions with texts.



Figure 7. Mr. Ahmad Ghazy was asking one of the students about their motivation in reading

Following the introduction, students engaged in hands-on practice with the MReader platform. With guidance from the PKM team, students created individual accounts and learned to navigate the platform effectively. The highly interactive session allowed students to ask questions and receive real-time support. Students were then encouraged to select and read books from the platform's library, choosing texts that aligned with their interests. This approach aligns with the findings of (Luchiyanti & Rezanah, 2022), who emphasize that autonomy in book selection enhances engagement and fosters intrinsic motivation for literacy development. (Day, 2015a) said that in principles of extensive reading students are allowed to choose their own reading.



Figure 8. Participants were practicing independently using the MReader platform

Interactive Reading and Assessment Activities

Students were allowed to practice independently by accessing MReader through their mobile devices. This hands-on approach provided first-hand experience with digital reading tools and encouraged students to integrate reading into their daily routines. By leveraging graded readers and digital technology, the program aimed to build more vigorous reading habits and sustained literacy engagement (Prancisca et al., 2022).

To assess comprehension, students participated in a quiz based on the books they had read via MReader. The quiz created a competitive yet enjoyable atmosphere, with students racing to answer questions correctly. This activity sharpened critical thinking skills (Maunino & Tacoh, 2023) and encouraged students to read with greater focus and accuracy (Hardiyanti, 2022). Students who performed well were rewarded with prizes, further motivating active participation.



Figure 9. Students who achieved the highest number of readings during independent practice

Program Outcomes and Impact

The program successfully created a positive and engaging learning environment where students discovered that reading could be both enjoyable and rewarding (Mahbubi, 2025) because reading should have its reward (Day, 2015b). By actively engaging with English texts and digital tools, students expanded their vocabulary, improved reading comprehension, and enhanced language proficiency. The competitive yet supportive atmosphere boosted students' confidence in English, fostering spoken and written language skills. This approach enriched students' learning experiences and deepened their mastery of English naturally and enjoyably (Rahimah & Mirza, 2024).



Figure 10. Group photo with the Principal, PKM UPA Bahasa Team, and all students involved in the PKM program

As a response to the implemented program, both the school and students expressed appreciation for the opportunity to explore a new and engaging approach to English learning. The school hoped that this initiative would serve as a catalyst for integrating digital reading tools and student-centered strategies into their regular curriculum. Teachers noted the positive impact of interactive methods on student motivation and showed interest in receiving further training to sustain the program's benefits. Meanwhile, students shared their enthusiasm about using MReader and requested continued access to digital reading materials that match their interests and proficiency levels. Both parties expressed hope that similar programs could be conducted more frequently and expanded to reach more students in remote areas, emphasizing the importance of ongoing collaboration and support from universities and educational stakeholders.

Conclusion

The Community Service Program (PKM) themed Introduction to Extensive Reading Practices for Students in Border Areas was successfully conducted over two days, involving SMAN 1 Sajingan Besar students. The program encompassed an introduction to UPA Bahasa UNTAN's flagship program, ARC, as well as the concepts of Extensive and Intensive Reading, and practical use of the MReader platform. High enthusiasm from participants was evident throughout the activities, particularly during the quiz sessions and hands-on practice using the digital-based MReader platform, demonstrating that technology-based teaching methods can enhance students' motivation and interest in reading.

On the first day, students were introduced to various facilities and programs that support language learning at UPA Bahasa UNTAN, including the International Zone that offers foreign language training. This session provided new insights to participants on the importance of foreign language education in the global competitive landscape. On the second day, students were guided to practice the concept of extensive reading through the MReader website, which helps improve reading abilities and introduces modern technology-based learning methods.

Through this program, students gained hands-on experience using MReader to track their reading progress. With intensive guidance from the accompanying team, students were able to understand the benefits of reading graded readers in

English extensively and learn to integrate technology into their daily learning routines. The interactive quiz conducted at the end of the activity also had a positive impact by creating a fun competitive atmosphere while reinforcing students' understanding of the material.

To ensure the sustainability of the benefits from this program, it is recommended that similar programs be conducted regularly with a broader reach. Additional training, such as intensive workshops on using MReader and applying extensive reading methods, could help students develop sustainable reading habits. Furthermore, enhancing supporting facilities, such as internet access, and providing a wider range of physical and digital books to support extensive reading programs, as well as offering extensive reading training for teachers in border areas, would strengthen the positive impact of this program.

UPA Bahasa Universitas Tanjungpura is also encouraged to expand collaborations with other schools in border areas to broaden the reach and benefits of this literacy program. The broader utilization of technology in education will significantly help students explore various learning resources independently. To ensure the effectiveness of the activities, periodic evaluations and monitoring of the program's impact are necessary, so that its outcomes can be used to refine the implementation of future activities. Through these steps, this program is expected to become a sustainable initiative in supporting literacy and educational development in border areas.

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