Students' Extensive Reading Through Digital Media in Learning English: Problem Based Learning (PBL) (A Critical Review)

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Abstract

Extensive reading has been continuously studied as a promising instructional method for improving students' language proficiency, including reading proficiency, vocabulary acquisition, and grammar awareness. However, this practice still presents many challenges due to several factors. hence, this paper aims to critically review students' extensive reading through problem-based learning with digital media in learning English. The present study is a meta–analysis by focusing on the Students' Extensive Reading used digital media in learning English: problem-based learning. This study used 15 articles related to students' extensive reading, digital media and problem-based learning (PBL). It was revealed that the implementation of digital extensive reading through those various digital or online platforms has been proven to be useful in supporting the success of EFL students' digital extensive reading activities as well as the success of EFL students' language learning. By using PBL showed that there are differences in the subjects' advanced reading proficiency level as well as an increase in empathy soft skill before and after the implementation of the learning method. The integration of digital media and problem-based learning in extensive reading ushers in a new and significant era of English education. It makes the students to develop as independent learners who can successfully negotiate the complexity of the global language in improving their language proficiency.

Keywords: *Problem-Based Learning, Extensive Reading, Digital Media*

INTRODUCTION

Extensive reading is a key component in developing language proficiency. It allows students to encounter a variety of linguistic structures and exposure to authentic language usage, thereby enhancing their vocabulary, grammar, and understanding of cultural nuances. Reading extensively in English accelerates students' language acquisition as they are able to practice the language in a low-pressure environment. Extensive reading is a type of reading instruction providing a large number of reading materials to learners independently. Students are required to read extensively for general meaning, information, and pleasure (Day, 2004). Furthermore (Liu & Zhang, 2018) mention that extensive reading is a type of reading instruction providing a large number of reading materials to learners independently.

Through extensive reading, learners can develop good reading habits, build up vocabulary knowledge and enhance positive reading attitudes (Husna, 2019). Extensive Reading is an activity that involves students self-selecting a large volume of reading texts that are well within their linguistic competence for purposes of information or pleasure. In so doing, the learners focus on language for meaning and not for structure. They implicitly build up knowledge of vocabulary, syntax, and text structure while increasing their fluency, which promotes comprehension.

In the digital age, the landscape of extensive reading has evolved. Digital media offer a platform where students can access a plethora of reading materials, including e-books, articles, podcasts, blogs, and social media posts. This medium enables convenient access to English content that is varied, interactive, and engaging, fitting the busy lifestyles of modern learners who require flexibility and mobility in their learning. By incorporating digital media into the reading curriculum, educators can tailor reading materials to students' interests, learning styles, and proficiency levels. This personalization keeps students motivated, fosters a love for reading, and ultimately enhances the learning experience.

Due to the advancement of technology that has entered language classroom, EFL teachers should follow the development of technology advancement and optimally make use of it as medium to support the success of language teaching and learning as well as the teaching innovations in this digital era (Suwartono & Aniuranti, 2019). This is, then, linked to the implementation of Extensive Reading programs that has to be tailored to the needs of EFL students in this current digital era (Khusniyah, 2021). Furthermore, digital materials and tools for language learning and teaching can also encourage and support the learning process and the success of EFL students' language learning (Pop, 2015). Hence, the implementation of extensive reading programs, recently, has started to shift from conventional, where EFL students read lots of printed books or printed materials, to digital extensive reading program, where both EFL students and teachers utilize digital materials or tools through various applications or online platforms in implementing the extensive reading program.

PBL is an approach to pedagogy in which students learn about a subject through the experience of solving a complex problem. In the context of learning English, PBL could involve students using digital media to find resources, make connections, and come up with solutions to linguistic or cultural challenges. Problem-based Learning (PBL) is a learner-centered approach to teaching and learning which is commonly constructed around a series of problems designed by teachers.(Kimsua & Jogthong, 2020)

Combining PBL with extensive reading through digital media can be a powerful strategy. It not only caters to different learning styles but also equips students with critical thinking skills. Through PBL, students engage in active learning, where reading becomes a tool to research and address real-world problems, fostering a deeper understanding and more meaningful

engagement with the language.

Despite the growing body of literature on extensive reading and digital media, there remains a notable deficiency in research that specifically addresses the integration of these elements within a PBL framework. While several studies have highlighted the benefits of extensive reading for language acquisition (Day & Bamford, 1998), few have explored how digital platforms can facilitate this process in a problem-based context. This oversight is particularly concerning given the rapid advancements in technology and the increasing reliance on digital resources in education.

Moreover, existing research often focuses on the individual components of extensive reading or PBL in isolation, rather than examining their synergistic potential. For instance, while studies such as those by Liu and Zhang (2014) have demonstrated the positive impact of digital media on reading motivation, they do not specifically investigate how these media can be employed within a PBL framework to enhance collaborative learning experiences. This gap highlights the need for a comprehensive examination of how these methodologies can be integrated to support English language learners effectively.

In addition, the lack of empirical data on the effectiveness of digital extensive reading in a PBL context presents a significant challenge for educators seeking to implement these strategies in their classrooms. Without robust evidence supporting the benefits of this integrated approach, educators may be hesitant to adopt new teaching methods that could enhance student engagement and learning outcomes. Therefore, this study aims to fill this gap by providing empirical evidence and practical recommendations for integrating digital media, extensive reading, and PBL in language learning.

Furthermore, the existing literature often overlooks the diverse needs of ELLs, particularly in terms of their reading preferences and accessibility to digital resources. Research has shown that students from different backgrounds may have varying levels of access to technology and differing attitudes towards digital reading (Huang & Soman, 2013). This disparity can impact their engagement with extensive reading materials, making it essential to consider these factors when designing PBL activities that incorporate digital media.

By addressing these gaps in the research, this study aims to provide a more nuanced understanding of how digital media can enhance extensive reading in a PBL context. The findings will not only contribute to the academic discourse but also offer practical insights for educators seeking to create more inclusive and effective language learning environments.

This research aims to critically review Students' Extensive Reading Through Problem Based Learning with Digital Media in Learning English. By highlighting successful case studies and practical recommendations, the study aspires to promote innovative teaching practices that enhance student engagement and learning outcomes. Based on the explain above, the

research question is how does the integration of problem-based learning and Digital enhance comprehension skills in extensive reading among English learners?

RESEARCH METHODOLOGY

This present study employed a literature review method to critically review digital extensive reading in Indonesia. Ramdhani et al. (2014) argued that a literature review provides or describes published information in a particular topic or subject area, and sometimes information in a particular topic or subject area within a certain period of time (Ramdhani et al., 2014).

The sources of data are from National and International journals, which are taken randomly by focusing on the topic of review. The consisting of 15 articles, is divided into three areas namely Problem-Based Learning, Extensive Reading, Digital Media. After summarizing thoroughly of 15 research articles, the researcher reviewed descriptively and exploratory the findings that have investigated by various researches.

FINDING AND DISCUSSION
FINDING

Based on the fifteen reviewed articles, one of the findings of this research is that digital media significantly enhances student engagement in extensive reading activities. It suggests that digital media not only makes reading more appealing but also fosters a more immersive learning environment.

Another finding highlights that when students engage in problem-based tasks that require them to read extensively, analyze information, and formulate solutions, their critical thinking abilities are enhanced. Studies have shown that implementing PBL in conjunction with extensive reading can yield positive outcomes. For example, one study found that after PBL interventions, students demonstrated improved comprehension skills and vocabulary acquisition. This approach not only makes learning more meaningful but also prepares students for real-world challenges by developing essential skills such as analysis and problem-solving.

DISCUSSION

In this discussion the researcher will discuss the implementation of digital Media in extensive reading, PBL in Extensive reading and the effect of extensive reading

Digital Media in Extensive Reading

According (Janah et al., 2022) Due to the advancement of technology that has entered the language classroom, the implementation of extensive reading programs in Indonesia has shifted to digital extensive reading, where both EFL students and teachers utilize digital materials or tools through various applications or online platforms. Hence, this paper aims to critically review digital extensive reading in Indonesia to provide an overview

or information regarding the implementation of digital extensive reading in Indonesia. There are twelve articles related to digital extensive reading in Indonesia that were published from 2019 to 2022 in reputable national journals were critically reviewed.

It was revealed that the digital extensive reading in Indonesia was implemented variously through several digital or online platforms for extensive reading, such as Let's Read! application, Blogging, Mobile-Assisted, Xreading, Wattpad, Webtoon, and other various online platforms, such as WhatsApp, Zoom, and Google Classroom. Last but not least, it can be concluded that the implementation of digital extensive reading through those various digital or online platforms has been proven to be useful in supporting the success of EFL students' digital extensive reading activities as well as the success of EFL students' language learning.

Furthermore, (Hidayat & Khotimah, 2019) review a variety of digital technologies that are currently developing so rapidly to be optimally utilized according to the ability of teachers and technological devices owned by schools, teachers, and students. This study uses the method of review of integrative literature. This method combines various empirical and research-based articles, books, and other published literature on digital competencies and their use in 21st century education. The literature research concludes: 1) Digital literacy is the awareness, attitude, and ability of individuals to properly use tools and digital facilities to identify, access, manage, integrate, evaluate, analyse, and synthesize digital resources, build new knowledge, make media expressions, and communicate with others, in the context of certain life situations, to enable constructive social action; 2) Digital competency is a set of knowledge, skills, attitudes needed when using ICT and digital media for various needs; 3) Digital technology that can be used by schools /teachers in the learning process including interactive whiteboards (IWB), software applications, Web 2.0, and social media; and 4) Utilization of digital technology in learning can increase students' interest and motivation in learning, the quality of learning processes, and learning outcomes, but need to pay attention to various aspects of the ability of human resources, security, and health of teachers and students.

PBL in Extensive reading

(Hasyim, 2021) Reading proficiency is considered as one of the language skills that must be mastered by prospective Arabic educators or practitioners. Besides, in the era of industry 4.0, students not only require core competencies from the field of study they are studying but also have a lifelong character of a learner. The conditions found in the field, as well as in previous studies, showed that learning in higher education currently tends to be centered on lecturers rather than on the students.

This study aims to examine the effectiveness of the implementation of a student-centered learning method in the form of a problem-based learning method with seven-jumps (seven-steps) approach in increasing the reading

proficiency in Arabic. The subjects of this research were 50 people of Muthala'ah Mukatsafah class, and the test and non-test were employed as instruments. The reading proficiency test prepared by the researcher was used to figure out the subjects' reading ability. Meanwhile, the subjects' characters or soft skills were measured through a non-test instrument in the form of a questionnaire. The design applied in this study was a group design (one group pretest- posttest design). The data analysis was performed through a significance test before and after treatment. The results show that there are differences in the subjects' advanced reading proficiency level as well as an increase in empathy soft skill before and after the implementation of the learning method.

Similarly (Rosmiyati, 2021)The purpose of the study was to know whether or not it was effective to improve reading comprehension achievement by implementing Problem Based Learning (PBL) model of the eighth graders of State Junior High School 3 of Lempuing OKI. In doing this research pre-experimental method with one group pretest-post-test design was used. The population of this study was all the eighth-grade students of State Junior High School 3 of Lempuing OKI with the total number 115 students and the samples were 29 students in experimental group from VIII.1 class taken by cluster random sampling. The data were collected through reading comprehension test in multiple choice questions and analyzed by using matched t-test formula. The findings of the study showed that there was a significant difference between the students' score in the pretest and posttest. The students' average score in posttest was 75, higher than the students' score in pretest which was 60.43. The result of the matched t-test was 19.69 that exceeded its critical value of the t-table 1.701. It means that the implementation of PBL model was effective to improve reading comprehension achievement of the eighth graders of State Junior High School 3 of Lempuing OKI.

Furthermore (Affandi, 2026) This research is concerned with investigating the effectiveness of both PjBL and PBL when used with students at the tertiary level. The subjects 78 participants assigned to two intact-groups, with 39 students each. Group 1 was taught with the use of PjBL and Group 2 with PBL. The findings revealed that (1) PjBL and PBL methods were able to improve the students writing achievements; (2) students' writing achievements in both groups were not significantly different and (3) the students perceived both PjBL and PBL as interesting. They found the PjBL and PBL instruction offered a new mode in the teaching process. From the students' responses, PjBL enabled them to think contextually about given problems, work together in a group develop their critical thinking, and encourage them to be more explorative. Similarly, PBL was perceived by the students as engaging them in the learning process and helping them to think more critically.

(Ghufron & Ermawati, 2018) add that in Problem-based Learning (PBL), problem solving skills, self-directed learning skills, reducing students'

nervousness, raising student' self-confidence and motivation, raising students' responsibility in learning, easily sharing and exchanging ideas among students, making the students more active in learning, making the students explore many learning sources to solve the problems, and making the students have positive attitude to learning were classified into the strengths of PBL.

The Effect of Extensive reading.

According to (Robb & Ewert, 2024) The focus of the research review has been on classroom-based ER. This research falls into two general categories: research on ER and language learning and research on ER practices and procedures in the classroom/curriculum. In the first category, the current research confirms that regularly reading accessible texts increases reading rate, comprehension, and vocabulary knowledge, although the amount of reading required for improvement in each of these components might well be different. While reading more leads to greater gains, the volume of reading may be rather modest, done outside of class, and minimally incentivized as long as it occurs often enough over time to provide the frequency necessary to develop automaticity.

Furthermore (Husna, 2019) conducted the research to help English teacher candidates maximize their efforts to develop critical thinking skills through an Extensive Reading (ER) program. There were forty research participants, from 18 to 21 years age range, in their fourth semester of undergraduate study in English Education Department. The main instrument to collect the data was a test in Critical Thinking, which was given before and after the program. The students were also asked to share their perception about the program after it ended by writing a reflection. During the ER program, the students practiced exercising their critical thinking skills in the post-ER activities which integrated all the four language skills. They needed to demonstrate their critical thinking as a required part of the assessment to provide evidence for their ER activities. Findings from the Critical Thinking test indicate improvement in the students' critical thinking skills after the program. They also had positive perceptions of the activities and assessment in the program, which they thought to have positive influence on their critical thinking. All these imply the potential of integrating the development of critical thinking skills in an ER program.

Similarly,(Husna, 2019) Extensive reading has been continuously studied as a promising instructional method for improving students' language proficiency, including reading proficiency, vocabulary acquisition, and grammar awareness. The present study is a meta–analysis, which synthesized the data of 21 empirical studies (N = 1268) It was designed to explore whether extensive reading instruction was effective in improving students' vocabulary acquisition, and if so, how the effectiveness varied in terms of the instruction length and teaching methods. Stata 14.0 was utilized to calculate the collected data. The results revealed that: (1) extensive reading has a

significant effect on English vocabulary learning; (2) one semester (less than three months) is the most appropriate length of extensive reading instruction for vocabulary learning; (3) Graded Readers, comprehension questions and vocabulary exercise play significant roles as reading materials and education methods in promoting the vocabulary learning of EFL learners.

CONCLUSION

The integration of digital media and problem-based learning in extensive reading ushers in a new and significant era of English education. By using digital media to read widely while studying English, make the students develop as independent learners who can successfully negotiate the complexity of the global language in addition to improving their language proficiency. Utilization of digital technology in the process learning can increase interest and motivation student learning, quality of the learning process, and result learning, but need to pay attention to various aspects resource and human capabilities, security and health teachers and fellow students.

SUGGESTION

The studies suggest that further research should involve larger participant groups and explore more complex variables related to digital media use in extensive reading. Investigating how different digital tools can be optimized for problem-based learning scenarios could provide deeper insights into enhancing English language learning outcomes

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