Integrating extensive and intensive reading worksheets on digital platforms

[1]Fahri Haswani[ID], [2]Yeni Erlita[ID], [3]Rika[ID]

[1,2,3]*English and Literature Department, Universitas Negeri Medan, INDONESIA*
[1,2,3]*Jalan Willem Iskandar, Pasar V, Medan Estate*

ARTICLE INFO	ABSTRACT
	This study aims at exploring the strengths of extensive reading and intensive reading (EXIT) integration by involving the use of digital-platform base worksheet in optimizing the students' reading skill. The foci include revealing the students' perspectives towards such a hybrid implementation as well as theoretical justifications to the significances of EXIT integration and digital-platform base worksheet in reading activities. This descriptive qualitative study took place in a state university in North Sumatera ad involved 30 students of English education taking Writing class. Questionnaire, interview, and documentation were used to collect the data. The qualitative data were then analyzed to meet triangulation data validity. It was found that the students perceive the significances of EXIT integration and roles of digital-platform base worksheet are oriented to optimize their reading comprehension. Documentation also showed the students' interests and motivation in EXIT using digital-platform base improved. Exploration to teachers' perspectives towards the same treatment is suggested to see the significances of each reading technique and reading tool from different point of view.

Reading as a skill is one of priorities students need to keep improving to survive living in the digital era. Alyousef (2006) describes reading as something interactive, taking into mind that it is not an independent activity because it is connected to the other major abilities. The urgency of reading skill improvement has driven many scholars to focus their studies on reading effectiveness, development, and improvement. Among many techniques, extensive reading and intensive reading are very popular

(Tuğrul Mart, 2015). Extensive reading (ER) refers to a large quantity of reading of accessible and easy-to-understand reading materials which prioritize fun over post-reading assignments (Kok & Loh, 2009). It is an approach to the teaching and learning of reading where learners read a huge number of materials provided by any sources that meet their linguistic competence. It is evident in previous studies that extensive reading does not only boost students' knowledge, but also improve their language comprehension (Renandya & Jacobs, 2016).

On the other hand, intensive reading aims at improving students' accuracy, comprehension, grammar, main idea, content of the text instead of fluency and expression (Tuğrul Mart, 2015). It enables a reader to do an in-depth study under the teacher's guidance while in class, where vocabulary and grammatical concepts are examined in a brief passage. In addition, Brown (2000) refers intensive reading to "narrow reading" since it forces students to consider a variety of literature on the same or different subjects. Intense reading is done to concentrate on the content and grammatical structures. It is meant to allow pupils more chances to interact with a book; in this way, the more comfortable the reader is with the text, the more understanding is encouraged.

For the significance of both extensive and intensive readings, many scholars experiment the implementation of both equipped or completed by the use of other tools (Yunus et al., 2022). One of strategies in extensive and intensive reading activities is the use of worksheet given to students to do as a post-reading activity (Meghana, 2022; Nunn, 2020; Ramírez Castro, 2017). Further, digital platform is another media to incorporate output tasks into EXIT. By increasing the volume of worksheets which are provided to them, students can potentially improve their writing language abilities, which include reading and writing. Additionally, students can increase the quality of their oral language abilities, which may help them develop more effective speaking and listening abilities. The specific activities in worksheet are given.

This article offers suggestions for enhancing the reading worksheet that foreign language students supply for themselves through extensive reading (ER) and intensive reading (IR). The article goes on to argue that students can combine these two activities, known with EXIT, in useful activities in their classroom and beyond classroom.

Studies on the implementation of EXIT is myriad. Some of them aimed to aggrandize language learning (Muchtar et al., 2019; Tuğrul Mart, 2015). Some others tested and compared the two for students' better reading comprehension (Park, 2020; Park et al., 2018) and for exploring students and/or teachers' attitudes to each and/or both (Erguvan, 2016; Tabata-sandom & Macalister, 2009; Tien, 2015). Practically, the

implementation of EXIT in instructional practices in classroom settings is various depending on the teachers' perspectives and background knowledge on it.

However, studies on how EXIT is implemented and what potential tools can help students improve their reading skill while implementing EXIT are still limited. Therefore, studies on external components that can scaffold the EXIT activities need to be conducted. Worksheet and digital platforms are two facilities that are expected to be able to optimize students' reading comprehension while implementing EXIT. Innovation of both to become a hybrid tool called digital-platform worksheet is hence intriguing to the extent to which its applicability is used to optimize students' reading comprehension.

In short, the use of worksheet and digital platform in EXIT activities in order to improve the students' reading comprehension needs to be explored. This study has two main objectives. They are (1) to reveal students' perspectives of the use of reading worksheet in digital platform while implementing EXIT reading activities and (2) to explore literary studies on the advantages and strategies in implementing EXIT readings. This study is expected to be insightful for teachers, education practitioners, reading enthusiasts, and extensive reading and intensive reading association to innovate and involve other components or facilities which can optimize students' reading comprehension while implementing extensive and intensive readings.

METHOD
Research Design
This study belongs to qualitative-descriptive study that seek for exploring the students' perspectives of implementing digital—platform base worksheet in EXIT reading activities. It is an in-depth study aiming at providing an understanding of individuals' experiences, issues, insights, developmental pathways, or performance within a particular linguistic, social, or educational context (Duff, 2014). This case study takes place in a state university in North Sumatera. It involves 30 students of English education department who took Written Language Skill class. The lecturer of the class act as a non-participatory observer in collaboration with two other lecturers.

Instruments and Procedures
Questionnaires and interview are used as instruments in collecting data of the students' perspectives towards the implementation of EXIT reading activities using digital-platform base worksheets. The questionnaires have passed face validity by an expert in qualitative study and particularly in a case study. Further, the interview is semi-structured that aims at exploring the findings

of the questionnaire further as the idea to crosscheck the quality of the findings for the sake of data validity. Therefore, the interview was conducted after result of questionnaire was successfully analysed. There were 10 students chosen randomly to be the interviewee with the two collaborators were assigned as the interviewer. These two instruments were completed by a documentation in form of pictures of reading activities.

Questionnaire
The questionnaire is arranged using close questions which ask the students to choose one of four choices: extremely agree, agree, disagree, and extremely disagree known with Likert Scale. There are 10 questions given to them commonly oriented to know their perspectives on the integration of extensive and intensive reading as well as on the use of digital-platform base worksheets in EXIT reading activities. The questions include their stance to the significance of EXIT integration compared to either extensive or intensive only; the significance of substantial reading; whether EXIT is effective to improve their reading comprehension and language proficiency.

Interview
The interview was conducted after questionnaire that it involved 10 out of 30 total students chosen randomly to be asked further to crosscheck findings of the questionnaire as the main source of data. The interviewers were the collaborator instead of the lecturer to avoid subjectivity and all interviewee identity remained confidential.

Data Analysis Procedure
Result of the questionnaire as the main data is analyzed using average score analysis which is converted into percentage. The percentage of each answer is then considered as the finding with the most dominant answer to be used as the representative of the students' perspectives towards each item. Further, the interview analysis is based on the transcript reduced without omitting substantial information needed to crosscheck or justify the descriptive statistical data of the questionnaire.

FINDINGS
The Students' Perspectives
Towards extensive and intensive reading activities integration
To produce a successful evaluated product, such as an essay exam, readers may need to use specific reading strategies and skills, such as close reading for important details, identifying main ideas and supporting evidence, summarizing, and identifying the top-level rhetorical organization of a text (or a key part of a text). While also being insufficient on its own, rigorous reading

is necessary. The questionnaire found that 80% of the surveyed students believed intensive reading and strategy training is important in order to learn the subtasks that are pertinent to certain evaluated items. They agree that academic material requires substantial reading, thus they need practice with it. It is in line with (Carrell & Carson, 1997) that EAP students will not be fully prepared to handle the reading demands of actual academic classes without the experience of dealing with large amounts of text and without having developed the capacity to apply intensively acquired reading skills and strategies. Further, 75% of them agreed that large-scale reading has been seen as an effective technique to improve language ability since it provides a wide exposure to the target language. However, as successful language acquisition cannot occur without careful examination of language resources, intensive reading may fall short of giving students a complete command of the target language. Thus, using extensive reading techniques results in a thorough understanding of linguistic materials. From this point forward, all of the students believe that extensive and intensive reading combined with language learning results in significant competence increases; whereas extensive reading aims at fluency, intensive reading aims at accuracy. This finding is in line with Suteja (2018)that when comprehensive and intensive reading are mixed in a language classroom, learners' success increases.

The questionnaire also shows that combining broad and intense reading led to improved learning effectiveness (75%), stoked learners' enthusiasm (85%), and created favorable attitudes about language acquisition (60%). Learners were able to understand how the language components they had covered in intensive reading functioned in sentences through extensive reading.

There is a strong likelihood that pupils' extensive reading activities may have exposed them to the same terminology. They will then be able to employ previously encountered terms in new settings and strengthen their recycling skills. Combining intensive and comprehensive actions will, in this regard, be a fantastic strategy for marketing SLVA. According to (Nation, 2012), incidental learning and deliberate vocabulary learning are complementing activities that both improve the learning that results from the other. Rashidi & Piran (2011)discovered that: It is true that IR and ER are both beneficial; nevertheless, intermediate students benefited more from IR, whereas advanced students benefited more from ER. Horst (2005) discovered that students' vocabulary knowledge grew for terms from the 2000 level as well as words off the list. Schmitt (2006) discovered that ER makes it feasible to learn more vocabulary (spelling, meaning, and grammatical function).

Extensive and intensive reading can improve students' vocabulary acquisition through complementary methods that expose learners to a wide range of words and reinforce their understanding. Extensive reading involves

reading a large quantity of material, such as books, articles, and stories, at a comfortable pace. This exposure to various contexts and genres allows students to encounter unfamiliar words in a natural and meaningful context. As students engage in extensive reading, they may encounter the same words repeatedly in different texts. This repetition reinforces their understanding and retention of these words, making it more likely that they will remember them. In extensive reading, students often rely on context clues to infer the meanings of unfamiliar words. This process of guessing word meanings from context encourages active vocabulary learning and problem-solving skills.

Intensive reading involves a more detailed and focused examination of texts. This approach encourages students to dissect sentences and paragraphs, which can lead to a deeper understanding of word usage, collocations, and nuances. In intensive reading, lecturers may include vocabulary exercises and activities that require students to define, use, and practice new words encountered in the text. This deliberate practice reinforces vocabulary acquisition. Intensive reading often involves taking notes on key vocabulary words and phrases. This process helps students actively engage with new vocabulary, making it more likely to be remembered and integrated into their active vocabulary.

The integration of extensive and intensive reading approaches allows students to benefit from both breadth and depth in their vocabulary development: Extensive reading provides a wide exposure to words in authentic contexts, helping students expand their passive vocabulary (words they understand but may not use actively). Intensive reading encourages a deeper understanding of word meanings and usage, facilitating the transition of words from passive to active vocabulary (words they understand and use in speaking and writing).

Furthermore, extensive and intensive reading are not mutually exclusive; they can be used in tandem to reinforce vocabulary acquisition. For example, students can encounter new words during extensive reading, and then these words can be further explored and practiced in an intensive reading lesson.

Extensive reading exposes students to a wide variety of texts, including novels, short stories, articles, and more. This exposure allows students to develop a strong sense of contextual understanding, as they encounter different genres, writing styles, and subject matters. In extensive reading, students typically read for the overall understanding of a text (reading for gist) rather than focusing on every detail. This practice helps students grasp the main ideas and themes of texts, which is a fundamental aspect of comprehension. Extensive reading encourages students to read at a comfortable pace, which, over time, improves reading fluency. Fluent readers

are more likely to comprehend texts better because they can process information more efficiently.

Intensive reading involves a close examination of texts, often with a focus on specific passages or paragraphs. This approach promotes a deep analysis of the content, which can lead to a more profound understanding of complex or challenging texts. Through intensive reading, students delve into the vocabulary and sentence structures used in texts. This analysis helps them decipher the meanings of words and phrases in context, contributing to better comprehension. Intensive reading often includes discussions, questions, and activities that require students to think critically about the text. This engagement encourages them to consider the author's purpose, tone, and argument, further enhancing comprehension.

Integrating extensive and intensive reading ensures that students receive both broad exposure to various texts and in-depth analysis of select texts. This balance helps them become versatile readers capable of comprehending a wide range of materials. The skills developed during intensive reading, such as close reading and critical analysis, can be applied when students encounter similar elements in extensive reading materials, improving their comprehension of more complex texts.

Extensive and intensive reading strategies can improve students' writing skills through various mechanisms that enhance their language proficiency, knowledge of writing conventions, and critical thinking abilities. Extensive reading exposes students to a wide range of writing styles, genres, and formats, including novels, articles, essays, and more. This exposure helps them understand how different types of texts are structured and written. Through extensive reading, students encounter a diverse vocabulary in context. They are exposed to words and phrases used in various contexts, which can be integrated into their own writing, making it more varied and engaging.

Repeated exposure to well-structured sentences and grammatically correct writing in extensive reading materials can have a positive influence on students' own writing. They start to internalize correct grammar and syntax patterns. Extensive reading often involves exploring complex and thought-provoking ideas and themes. This exposure can stimulate students' critical thinking and creativity, which can be reflected in their writing as they develop more sophisticated ideas. Better reading comprehension, developed through extensive reading, translates into improved writing. When students understand how texts are organized and how ideas are connected, they can apply these principles to their own writing.

Many intensive reading materials involve persuasive or argumentative writing. Studying these texts helps students understand effective techniques for presenting arguments and counterarguments, which can be valuable in

their own persuasive writing. In intensive reading, students learn how to extract and use textual evidence to support their interpretations. This skill is transferable to academic and analytical writing, where evidence-based arguments are crucial.

The combination of extensive and intensive reading provides a balanced approach to language development, ensuring that students have a broad vocabulary, good grammar, and an understanding of how texts are structured. Engaging with a wide variety of texts through extensive reading can inspire students to write on topics that interest them. It can also provide them with models of good writing to emulate. Skills learned in intensive reading, such as critical analysis and understanding rhetorical devices, can be applied to various writing tasks, from essays to creative writing projects.

Towards digital platform worksheet in exit

As a teaching and learning tool, digital worksheets have grown significantly in popularity in recent years. Usually accessed and finished on computers, tablets, or other digital devices, these worksheets are electronic equivalents of conventional paper worksheets. Several criteria may be used to assess the efficacy of digital worksheets:

According to Bui & Macalister (2021), meaningful cooperation between students and instructors, peers, institutions, teaching, syllabus, and curriculum should be emphasized throughout the learning environment. Engagement & Interactivity: Interactive components like drag-and-drop, multimedia, and real-time feedback are frequently seen in digital worksheets. These elements can increase student involvement and make learning more engaging and dynamic.

65% of the students found the adaptability and accessibility of this kind of tool in EXIT activities. When interviewed, one of the students argued that digital worksheets are easily adaptable to the unique requirements of certain pupils or courses. Further, the platform makes it easier that with an internet connection, digital worksheets may be accessible from any location at any time. It is in line with (Bamford et al, 2004) accessibility supports autonomous learning, allowing for a variety of learning styles and paces, and enables students to complete assignments from a distance.

Another finding is that all of the students agreed that digital platform worksheet enables them to frequently receive rapid feedback to spot and fix mistakes as they happen. To enhance learning outcomes, a balanced strategy that incorporates digital resources with other teaching methodologies is frequently advised. The way digital worksheets are incorporated into the larger teaching and learning process as well as how effectively they meet the unique requirements and goals of the students and teachers who use them will ultimately determine how effective they are. It is in line with Castro (2017) that

digital worksheets include benefits including rapid response, flexibility, and accessibility for both lengthy and intensive reading. They can increase student engagement, offer more help or difficulty, and allow teachers to more effectively monitor progress.

Expert review is an essential step in ensuring that extensive and intensive reading worksheet meet high educational standards and effectively support student learning. The insights and recommendations provided by experts can help enhance the quality and effectiveness of these instruction materials. Expert review of extensive and intensive reading worksheets involves seeking feedback and evaluation from individuals who have expertise in the field of language learning and education. The experts provided valuable insights into the quality, effectiveness, and alignment of the worksheets with the reading activities goals.

Based on the view of the language instruction and reading comprehension, the worksheet could be recommended to be used by students in understanding the familiar and unfamiliar texts which are needed by students to enhance their academic potency. The recommendation is given after the experts checked any supplementary materials such as accessing to any online platforms associated with the worksheets.

In giving the feedback, the experts address any identified weakness, inconsistencies, or areas where alignment with intensive and extensive reading goals. Expert review is an essential step in ensuring that extensive and intensive reading worksheet meet high validity and effectively support students learning activities.

The Advantages of Digital Worksheet

Digital worksheet offers at least eight benefits. They are (1) format: Unlike digital worksheets, which are electronic files that can be downloaded and filled out on computers, tablets, and other digital devices, traditional worksheets are printed on paper and filled out by hand; (2) interactivity: Interactive elements in digital worksheets might include drag-and-drop, multimedia components, clickable alternatives, and real-time feedback. On the other hand, traditional worksheets lack interactive features and are static; (3) flexibility: Digital worksheets may be quickly altered to meet the needs of individual students or certain learning goals. Standard spreadsheets are static and sometimes cannot be readily customized or modified; (4) accessibility and Convenience: With an internet connection, digital worksheets may be accessed at any time and from any location, providing flexibility for remote learning. Traditional worksheets have physical restrictions and need the use of printed copies; (5) feedback and Assessment: Digital worksheets may give students rapid feedback, enabling them to spot and fix mistakes as they happen. Traditional worksheets usually rely on manual grading by teachers, which

might delay response and take longer; (6) cooperation and Sharing: Through features like group activities, shared editing, and comments, digital worksheets frequently encourage student cooperation. Traditional worksheets focus on the individual and don't easily encourage sharing or teamwork; (7) resource Efficiency: Using digital worksheets instead of paper ones eliminates the requirement for paper waste and related expenses. Traditional worksheets rely on printed materials, which might have a greater negative influence on the environment and the use of resources; (8) multimedia Integration: To improve the learning process, digital worksheets might include multimedia components like films, audio snippets, or interactive simulations. Traditional worksheets can only include text and still images.

It is necessary to remember that each type of worksheet has its own benefits and drawbacks. The decision between them is influenced by several elements, including educational objectives, the learning environment, the resources at hand, and the particular requirements of the students and teachers. In many instances, combining both kinds of worksheets may offer a well-rounded and productive educational experience.

Reading instruction may be taught using either intensive reading or extensive reading, and digital worksheets can be used in both situations. Here is a breakdown of each strategy and how using digital worksheets might be useful: The goal of extensive reading is to read a lot of content for enjoyment and general comprehension. The main objectives are to increase reading fluency, expand vocabulary, and promote a love of reading. Students often study a variety of materials during extended reading, each at its own level of skill. They read a lot, but not in-depth or with attention to the text's every nuance. Digital worksheets that offer exercises to improve comprehension and encourage engagement might help lengthy reading. Digital worksheets could contain interactive exercises like matching games, comprehension tests, or vocabulary quizzes, for instance. To improve the reading experience, they can also contain multimedia components like audio recordings or films. On the basis of their interests and reading levels, digital platforms may track pupils' progress and make tailored recommendations for more reading. On the other hand, intensive reading places an emphasis on close reading and in-depth text study. It entails carefully analysing each text to comprehend its structure, linguistic characteristics, and underlying meanings. For studying challenging literary masterpieces, academic texts, or certain subject matters that call for in-depth knowledge and critical thought, intensive reading is frequently utilized.

To make certain analytical tasks easier during close reading, digital worksheets might be employed. They may involve tasks like assessing literary aspects, figuring out the major ideas, drawing conclusions, or doing research on certain subjects. Students may use digital worksheets to underline key sections, comment texts, or engage with classmates on reading assignments.

To aid students' comprehension and study of the text, digital platforms can also provide access to supplemental materials like dictionaries, encyclopedias, or academic databases.

It's important to remember that the usage of digital worksheets should be coordinated with educational objectives and individual student needs. For effective implementation in both extended and intensive reading environments, it is essential to choose the right texts and provide pertinent activities inside the digital workbooks.

There are various reasons why creating worksheets to teach reading in a foreign language is crucial: (1) reading is a key component of language acquisition, and worksheets offer controlled opportunities for students to hone and improve their reading comprehension skills. Worksheets that are well-designed may deliver texts at the right level of difficulty, include specific comprehension questions, and support students' grasp of the subject matter; (2) vocabulary Acquisition: Reading exposes students to a wide variety of context-specific words. Vocabulary-building activities can be included in worksheets to aid students in understanding and internalizing new terms they meet in reading assignments. Learners' lexical knowledge may be improved through exercises including word-definition matching, context-based hint use, and sentence construction utilizing the target vocabulary; (3) awareness of Grammar and Syntax: Reading in a foreign language exposes students to a variety of grammatical constructions and sentence patterns. Worksheets may contain activities that concentrate on grammatical elements found in the readings, such as recognizing verb tenses, sentence constructions, or word order. By participating in these tasks, students gain a deeper comprehension of the grammar and syntax of the language; (4) cultural Understanding: Reading in a foreign language can provide you insights into the people and culture that language is linked with. Worksheets may contain exercises that challenge students to research cultural allusions, evaluate cultural viewpoints, or debate cultural differences. As a result, students are better able to comprehend the target language and its cultural setting; (5) the development of reading strategies and abilities can be encouraged by the inclusion of worksheet tasks. These might involve activities like skimming, scanning, figuring out the major points, drawing conclusions, or summarizing. Learners improve their proficiency and efficiency as readers of the foreign language by actively exercising these methods through worksheets; (6) individualization and differentiation: Worksheets can be altered to suit the particular requirements of students with various levels of proficiency. They may be created to both challenges more seasoned students and offer additional assistance to those who need it. Due to their increased flexibility, teachers are better able to differentiate their lessons and meet the varied learning demands of their students; (7) progress monitoring: Worksheets can be used to gauge

students' reading development. Worksheets can be used by teachers to assess students' comprehension, vocabulary growth, grammatical knowledge, and general reading ability. The findings can guide instructional choices and give both teachers and students insightful feedback.

Keep your Introduction to be very concise, well structured, and inclusive of all the information needed to follow the development of your findings. Do not over-burden the reader by making the introduction too long. Get to the key parts of the paper sooner rather than later. Best Practice: (1) begin the introduction by providing a concise *background* account of the problem studied; (2) state the *objective* of the investigation. Your research objective is the most important part of the introduction; (3) establish the *significance* of your work: why was there a need to conduct the study?; (4) introduce the reader to the pertinent *literature*. Do not give a full history of the topic. Only quote previous work having direct bearing on the present problem; (5) clearly state your *hypothesis*, the variables investigated, and concisely summarize the methods used; (6) d*efine* any abbreviations or specialized/regional terms; (7) provide a concise discussion of the results and findings of other studies so the reader understands the big picture; (8) describe some of the major findings presented in your manuscript and explain how they contribute to the larger field of research; (9) state the principal conclusions derived from your results, and; (10) identify any questions left unanswered and any new questions generated by your study. Be concise and aware of who will be reading your manuscript and make sure the Introduction is directed to that audience. Move from general to specific: from the problem in the real world to the literature to your research. Last, please avoid to make a sub section in Introduction.

Strategies in Creating Extensive and Intensive Reading Worksheet
Teachers may successfully evaluate students' progress by creating worksheets for learning to read in a foreign language that are structured and focused, encourage vocabulary and grammar learning, stimulate cultural awareness, nurture reading methods, and foster cultural awareness. This promotes a balanced and thorough approach to reading education in the classroom for foreign languages. Think about the following techniques while creating comprehensive and demanding reading worksheets:
1. Strategies for the extensive reading worksheet: a. Pick Authentic Resources: Select authentic books with the right degree of difficulty that fit the interests and linguistic skills of the learners. Graded readers, internet articles, short tales, and news items are examples of authentic resources. b. Comprehension Questions: Create comprehension questions that concentrate on overall comprehension and the texts' major themes. Encourage students to respond to questions based on their general

understanding as opposed to going into great detail. c. Vocabulary Expansion: Include vocabulary tasks that require you to find synonyms and antonyms, match terms with meanings, or use context cues. This aids students in expanding their vocabulary and learning new terms they come across in the books. d. Personal Response Activities: Encourage students to consider their reading experiences by having them write evaluations of books or participate in conversations. These exercises encourage participation, critical thinking, and the growth of emotional connections to the texts.

2. Worksheets for Intensive Reading Techniques: Create worksheets that concentrate on certain facets of the texts, such as recognizing literary techniques, dissecting sentence construction, or looking at discourse markers. These exercises encourage critical thinking and in-depth comprehension. b. Grammar and syntax from the readings should be the focus of your exercises. These can involve recognizing verb tenses, examining phrase patterns, or applying certain grammar rules. c. material-Based Writing: Include writing assignments that encourage students to sum up the material, compose a response or an essay of their own viewpoint, or formulate questions based on the reading. These exercises strengthen comprehension and analytical skills while fostering writing skills. d. Collaborative Activities: Incorporate group discussions, peer editing, or group projects where students evaluate texts together, share their thoughts, and gain a deeper comprehension of the material via interaction.

It's crucial to take learners' competence levels, interests, and learning objectives into account while developing comprehensive and rigorous reading exercises. Provide adequate scaffolding for the exercises, detailed directions, and, if necessary, additional resources such word lists or graphic organizers. In order to encourage successful language acquisition via reading, make sure the worksheets incorporate real and interesting texts and are in alignment with the overall teaching goals. These procedures should be followed in order to create a reading worksheet utilizing a live worksheet application:

1. Select a Live Worksheet Application: Opt for an interactive and collaborative live worksheet application. Examples include Microsoft OneNote, Google Docs, and group collaboration tools like Jamboard and Padlet.

2. Establish the Learning Objectives: Clearly state the reading worksheet's learning objectives. Think on the exact abilities or subject matter you want students to acquire or interact with through the worksheet.

3. Pick Your Reading Material Select a reading passage or book that fits the learners' interests, ability level, and learning goals. You can make your own reading material, utilize graded readers, or use actual materials.

4. Create Interactive components: To include interactive components in a worksheet, use the features of the live worksheet program. This may consist of clickable options, drag-and-drop exercises, interactive text fields, drag-and-drop activities, or multimedia components like embedded films or audio files.

5. Create Comprehension Questions: Create questions that concentrate on important facets of the reading material. Make spaces or question prompts for students to answer within the live worksheet. Think about several question formats, such multiple-choice, fill-in-the-blank, or open-ended inquiries.

6. Include Collaborative Elements: Use the live worksheet application's collaborative capabilities to encourage student engagement and participation. This can include areas for group discussions, shared editing, and comments where students can interact with the reading content and one another.

7. Incorporate Extension Activities: Give students projects or extension activities that motivate them to delve deeper into the reading topic. Additional research, thoughts, presentations, or project-based learning on the subject of the reading can all be part of this.

8. Ensure Organization and Clarity: Make sure the worksheet is easy to understand, well-organized, and concise. To improve readability and navigation inside the live worksheet application, use headings, subheadings, and formatting settings.

9. Test and Improve: Have a small number of students test the live worksheet to see if there are any technical problems or sections that might need to be clarified or changed. Refine and make the required changes to the worksheet based on comments.

10. Distribute and Share: After the live worksheet is finished, distribute it to your students. Give precise directions on how to access and use the worksheet. As students work through the assignment, keep an eye on their progress and give them feedback.

Using Live Worksheet in Creating EXIT Worksheet
The benefit of using a live worksheet application is that it allows for rapid feedback, real-time collaboration, and simple dissemination. It improves the reading worksheet's interactive and engaging features, making it more dynamic and interesting for students. The following ideas can be taken into account by researchers when designing digital reading worksheets: (1) align with Pedagogical aims: Ensure that the design of the online reading exercises

is in line with the study's particular pedagogical aims and objectives. The investigation's guiding research questions and hypotheses should be clearly stated; (2) take into account the needs and skill levels of the target learners: Pay attention to the traits and skill levels of the target learners. Create worksheets that are suitable for their level of reading ability, language competence, and age. To design activities that are meaningful and engaging, take into account their past knowledge and cultural background. Utilize the potential of digital platforms by including multimedia components like audio recordings, films, or interactive visualizations; (3) incorporate Multimodal Elements. These components can improve reading comprehension and engagement as well as make the experience more engaging; (4) offer clear instructions and direction: Explain in detail the requirements and expectations for completing the online reading exercises. Make sure that students are aware of how to use the worksheet, interact with the components, and submit their answers; (5) use Interactive and Adaptive Features: Make the most of the interactive features available on digital platforms, such as drag-and-drop, clickable options, and real-time feedback. Think of using adaptive elements that tailor the assignment depending on students' replies or change the degree of difficulty to suit each student's unique requirements; (6) incorporate Formative Assessment Components: To track students' progress and give timely feedback, incorporate formative assessment components into the digital reading worksheets. This may be comprehension tests, exercises in self-evaluation, or chances for students to consider their reading approaches and educational process; (7) put User Testing and Validation into Practice: Conduct user testing to evaluate the digital reading worksheets' usability, efficacy, and learner experiences. Obtain student and educator input to help you pinpoint design flaws and validate your assumptions; (8) take Data Analysis and Collection into Account: Establish the tools and data collecting techniques required to gauge the success of the online reading worksheets. Pre- and post-tests, reading performance metrics, learner feedback surveys, or qualitative observations can all be used in this. To investigate the effect of the worksheets on learning outcomes, use the relevant data analysis methods; (9) disseminate Results and Best Practices: Inform the larger educational community about study findings, ideas, and best practices on the design of digital reading worksheets. By publishing research papers, giving presentations at conferences, or taking part in expert debates, you may add to the body of knowledge; (10) continuous Iteration and Improvement: Based on study results, student comments, and developing technology developments, iterate and improve the design of digital reading worksheets. Strive to make the worksheets more useful, engaging, and effective all the time.

Researchers may increase our understanding of the design of digital reading worksheets and how it affects language learning results by taking into account these recommendations.

CONCLUSION

Digital platforms can seamlessly integrate extensive and intensive reading approaches. Students can engage in extensive reading by exploring a variety of texts, and then switch to intensive reading when they want to analyse specific passages or vocabulary in-depth. Integrating digital platforms with language learning tools can further enhance vocabulary acquisition, reading comprehension, and writing skills. Features like built-in dictionaries, translation tools, and language exercises can aid in language development. Digital platforms can accommodate various learning styles, including visual, auditory, and kinaesthetic. This adaptability can benefit a wide range of students with different preferences and abilities. In today's digital age, proficiency in digital literacy is crucial. Integrating reading worksheets on digital platforms prepares students for the digital skills they need in their academic and professional lives.

REFERENCES

Bamford, Julian., & Day, R. R. (2004). *Extensive reading activities for teaching language*. Cambridge University Press.

Brown, H. D. (2000). *Principles of Language Learning and Teaching (4th ed.)*. Pearson Education.

Bui, T. N., & Macalister, J. (2021). *Online Extensive Reading in an EFL Context: Investigating Reading Fluency and Perceptions*. 33(1). http://nflrc.hawaii.edu/rfl

Carrell, P. L., & Carson, J. G. (1997). Extensive and Intensive Reading in an EAP Setting IntroductionmThe Meaning of Literacy in EAP Settings. In *English for Specific Purposes* (Vol. 16, Issue 1).

Duff, P. A. (2014). *Case Study Research on Language Learning and Use*. Cambridge University Press.

Erguvan, D. (2016). Students' Attitudes towards Extensive and Intensive Reading and Instructors' Motivational Strategies. *Arab World English Journal*, 7(2), 136–150. https://doi.org/10.24093/awej/vol7no2.9

Horst, M. (2005). Learning L2 Vocabulary through Extensive Reading: A Measurement Study. *The Canadian Modern Language Review / La Revue Canadienne Des Langues Vivantes*, 61(3), 355–382. https://doi.org/10.1353/cml.2005.0018

Kok, J., & Loh, K. (2009). Teacher modeling: Its impact on an extensive reading program. *Reading in a Foreign Language*, 21(2), 93–118. http://nflrc.hawaii.edu/rfl

Meghana, B. (2022). *Meghana. 113*, 71–75.

Muchtar, N., Negeri, P., & Pandang, U. (2019). Intensive and Extensive Reading in Improving Teaching Reading Comprehension Naely Muchtar 1 LINGUA PEDAGOGIA. In *Journal of English Teaching Studies)* (Vol. 1, Issue 2).

Nation, I. S. P. (2012). *Learning Vocabulary in Another Language*. Victoria University of Wellington.

Nunn, M. (2020). Useful and Effective Worksheets to Enhance Communicative and Useful and Effective Worksheets to Enhance Communicative and Reading Skills for Japanese Language Learners Reading Skills for Japanese Language Learners. *Q2S Enhancing Pedagogy*, 1–36. https://doi.org/10.1080/00094056.2013.792707?journalCode=uced20

Park, A. Y. (2020). A comparison of the impact of extensive and intensive reading approaches on the reading attitudes of secondary EFL learners. *Studies in Second Language Learning and Teaching*, *10*(2), 337–358. https://doi.org/10.14746/ssllt.2020.10.2.6

Park, A. Y., Isaacs, T., & Woodfield, H. (2018). A comparison of the effects of extensive and intensive reading approaches on the vocabulary development of Korean secondary EFL learners. *Applied Linguistics Review*, *9*(1), 113–134. https://doi.org/10.1515/applirev-2017-0025

Ramírez Castro, K. (2017). *MOODLE-BASED WORKSHEETS TO ENHANCE READING COMPREHENSION The Impact of Moodle-based Worksheets to Enhance Students" Reading Comprehension*.

Rashidi, N., & Piran, M. (2011). The Effect of Extensive and Intensive Reading on Iranian EFL Learners' Vocabulary Size and Depth. *Journal of Language Teaching and Research*, *2*(2).

Renandya, W. A., & Jacobs, G. M. (2016). *Extensive Reading and Listening in the L2 Classroom*.

Schmitt, N. (2006). *Vocabulary Acquisition from Extensive Reading: A Case Study*. http://nflrc.hawaii.edu/rfl

Suleiman Alyousef, H. (2006). Teaching Reading Comprehension to ESL/EFL Learners. In *Journal of Language and Learning* (Vol. 5).

Suteja, H. (2018). *Extensive and intensive reading in the EAP class*. https://www.victoria.ac.nz/lals/about/staff/paul-

Tabata-sandom, M. M. J., & Macalister, J. (2009). That_eureka_feeling_A_case_study_of_exte. *New Zealand Studies in Applied Linguistics*, *15*(2), 41–60.

Tien, C. Y. (2015). A large-scale study on extensive reading program for non-english majors: Factors and attitudes. *International Journal of Applied Linguistics and English Literature*, *4*(4), 46–54. https://doi.org/10.7575/aiac.ijalel.v.4n.4p.46

Tuğrul Mart, C. (2015). *Combining Extensive and Intensive Reading to Reinforce Language Learning COPYRIGHT © JOURNAL OF EDUCATIONAL AND INSTRUCTIONAL STUDIES IN THE WORLD 85 COMBINING EXTENSIVE AND INTENSIVE READING TO REINFORCE LANGUAGE LEARNING.* https://www.researchgate.net/publication/329268348

Yunus, N., Basri, M., & Jabu, B. (2022). The Implementation of E-Mind Mapping in Teaching Reading at Senior High School Penerapan E-Mind Mapping Dalam Pengajaran Membaca Di Sekolah Menengah Atas. *Pinisi, Journal of Arts, Humanity, and Social Studies*, 2(3), 74–81.

THE AUTHORS

Fahri Haswani is a lecturer at the English Education Study Program, at Universitas Negeri Medan. She completed her doctorate in Educational Technology Study Program at Universitas Negeri Medan. Her interest lies in upgrading technology's contribution to teaching English.

Yeni Erlita is the Head of English Education Study Program, Universitas Negeri Medan. She is also a facilitator for Professional Teacher Education. She is interested in researching the field of English Language Teaching and Classroom Research.

Rika is a doctoral student in Educational Technology Study Program, Universitas Negeri Medan. She is also a lecturer in the English Education Study Program. Her research focused on the development of teaching media and Teaching Language Skills.