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The Roles of Extensive Reading Using MReader in the Formation of Seminarian Identity at Mataloko Seminary

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Abstract

To improve students' knowledge and English skills, Extensive Reading (ER) can be applied in educational institutions. MReader is one of the applications that can be used for conducting Extensive Reading practices. Seminari Mataloko has been using MReader since 2021 to improve the students' literacy and identity development. The MReader application is provided inside an English room of Seminari Mataloko. The students can visit and use the application freely. They choose their own reading material and attempt the provided quizzes during the reading process. Based on the background above, the researchers proposed two research questions. The first one is (1) how is Extensive Reading implemented at Mataloko Seminary? and the second is (2) how does Extensive Reading influence the identity formation of seminarians as priest candidates? This research used narrative inquiry to investigate the implementation of Extensive Reading activities facilitated by MReader and how the implementation influence seminarians' identity. The researchers did semi-structured interviews to gather the data. There were three students of Mataloko Seminary Senior High School as the participants in this research. The results showed that Extensive Reading activity with MReader application was implemented based on the theory and ten principles of Extensive Reading program. The research also indicated that the Extensive Reading program using MReader application influenced the identity formation of seminarian at Seminary Mataloko in four important aspects namely, human, intellectual, pastoral and spiritual.

Keywords: Extensive reading, MReader, narrative inquiry, seminarian's identity

INTRODUCTION

Reading is a significant skill in learning English. This skill is required for students to acquire new knowledge. Reading capability is more crucial than acquiring speaking and writing ability. They further added that through reading students not only gain the knowledge but also extend and consolidate knowledge of language (Patel & Jain, 2008). Bernhardt (2010), in addition, emphasized that students who acquire the ability to read

are more stable and sturdier in learning English. Therefore, having good competence in reading assists students to improve their English skills.

However, reading activities might be complex and boring for students due to the process and strategy implemented by teachers (Pang, Muaka & Bernhardt, 2003). Therefore, this condition impacts the student reading environment involving readability and fluency. In this stage, appropriate techniques are needed to overcome those situations. Extensive reading is believed to be an ideal strategy to deal with this matter. Day and Bamford (2004) defined Extensive Reading as an instruction to read extensively for general meaning, information, and pleasure. There are 10 major principles for teaching Extensive Reading. Day and Bamford (1998, pp.137-141) established 10 principles of efficient Extensive Reading namely, the reading material is easy; a variety of reading material on a wide range of topics must be available; learners choose what they want to read; learners read as much as possible; the purpose of reading is usually related to pleasure, information and general understanding; reading is its own reward; reading speed is usually faster than slower; reading is individual and silent; teachers orient and guide their students; and the teacher is a role model of a reader

Some researchers have investigated the implication of Extensive Reading on student's competence. Research conducted by Shiki (2011) revealed that Extensive Reading improves reading rates among university students in Japan. Meanwhile, research conducted by Renandya (2016) showed that ER has an impact on students' linguistic competence and knowledge. More comprehensively, Nakashini's (2015) meta-analysis study showed Extensive Reading helps students' reading proficiency to be better and he suggested that ER should be part of language learning curricula.

Additionally, there are studies of Extensive Reading focusing on the use of online reading tools called MReader (https://mreader.org) to support the implementation of ER in school/university context. MReader application is a Moodle Reader course management system, which was created at Kyoto Sangyo University Japan. MReader is supported by a number of graded reader publishers and is simple to use by the teacher and students. According to Robb and Kano (2013), MReader was designed to manage reading outside the classroom and to hold the students accountable for their reading. Furthermore, Robb (2015) added that MReader provided quizzes with 10 random questions. There were three types of multiple choice in MReader namely, short answer questions, true or false and event ordering. This online application was also accessible to reputable users without paying a fee. Currently, there are over 8000 quizzes available on MReader.
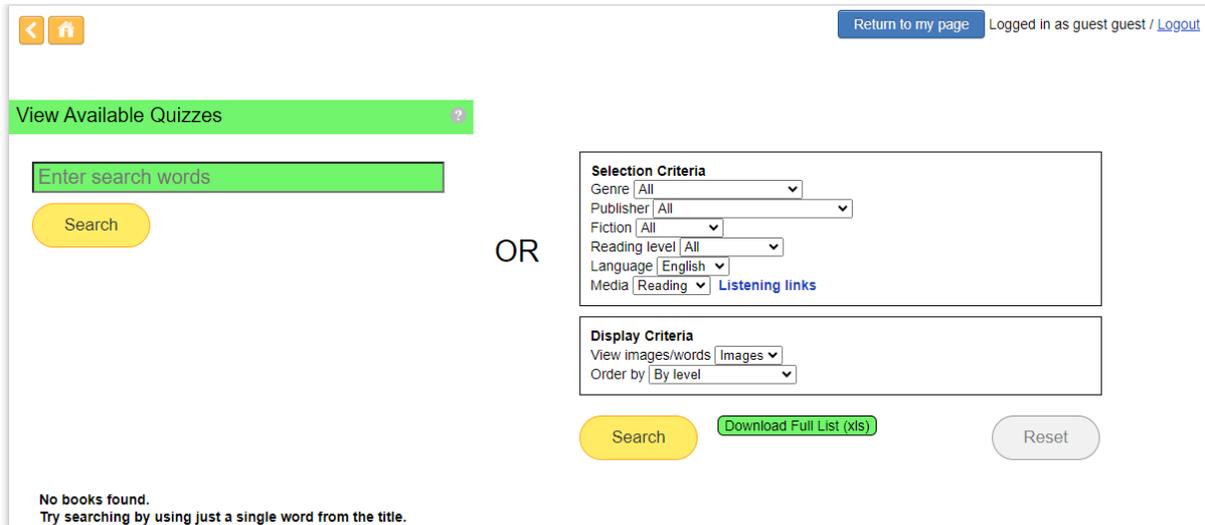
Figure 1. List quizzes on MReader application

The database keeps users' accounts including the number of books read, their identity and grades, as well as the words read, making it easier for teachers and students to record their progress in reading activity (McBride & Milliner, 2016).

Figure 2. The page of MReader login page

MReader application is used by an educational institution. To enroll in the user account, the school or university can contact the MReader's administrator. The application will accept requests from the school email and confirm the identity of the school

administrator and the number of students who are willing to join the program. After confirming, the application will provide the steps to register the users (see http://moodlereader.org/).

The research related to this topic showed that Extensive Reading activities using this application motivates student to become autonomous learners (Damen, 2018). Then, another study conducted by Rajabpour (2020) found that students have a positive perception of Extensive Reading. Students are familiar with MReader aspects including the material and effects on learning skills and motivation.

In this context, the researchers focused on the implementation of ER as out-of-class assignments at Minor Mataloko Seminary. Balo (2005) and Schmidt (1951) highlighted the importance of implementing certain strategies to help seminarians learn and find their identity as future priests. The ER program using MReader has been implemented at Minor Mataloko Seminary and included in the curriculum of seminary since 2021. Students can visit and read the books when they are free. Students are free to choose the available books and try to do the provided quizzes in the MReader. This activity is conducted in the English room of the seminary. Based on the interview with the teacher, after MReader was introduced, the number of students visiting the English room to read and do the quizzes increased and students visited the room more frequently which is in accordance with ERF WP Editor's (2021) finding.

Including the Extensive Reading in the curriculum of the seminary clearly indicates that this institution has a high commitment to constructing and developing seminarians' identities namely, spiritual, pastoral, human, and intellectual formation (Congregation for the Clergy, 1994). Kozuch (2014), as cited in De Gregorio, Vistocco, and Dellagiulia (2022) and Vistocco and Dellagiulia (2022), stated that the identity in the Catholic context is superimposable on the psychological concept in the context of a cross-disciplinary approach. However, it can be comprehended through several identities as mentioned by the Congregation for Clergy.

There are two previous studies related to the seminarian identity. Research conducted by De Gregorio, et al. (2022) revealed that attachment to one's peers has a positive influence on identity development and well-being. Meanwhile research conducted by Ramlino and Niron (2020) showed that a *correctio fraterna* program or sharing moment related to several aspects of formation at Labuan Bajo Seminary can support the formation of seminarians in accordance with the seminary and national curriculum.

Although several previous studies mentioned above (Shiky, 2011; Renandya, 2016; Damen, 2018; Rajabpour, 2020; Nakashini, 2015) have revealed the implementation and implication of Extensive Reading toward student's competence and motivation in learning English and the construction of seminarian identity through peers' attachment and correction fraterna activity (Gregorio, et al. 2002; Ramlino & Niron, 2020), there are limited studies regarding to the implementation of out-of-the-class ER program and its influence toward seminarian formation aspects at seminary. In accordance with this literature gap, this study aims to find out how Extensive Reading is implemented at Seminary Mataloko and how Extensive Reading influences the formation of seminarians.

METHOD

Research method

The focus of this research is to figure out the implementation and influence of Extensive Reading on the construction of seminarians' identity at Mataloko Seminary. Therefore, the researchers conducted qualitative research specifically the narrative inquiry approach. According to Barkhuizen, Benson, and Chik (2013), narrative inquiry is based on stories as research data for data analysis or presentation of findings. Moreover, Clandinin and Conelly (1998) explained that to make sense of the story, there are four key terms in narrative inquiry namely "living, telling, retelling, and reliving" (p.28). Clandinin and Conelly (1998) also added that relationships are central to understanding the work of narrative inquirers. Therefore, the first researchers who is working in the seminary kept the close contact with the participants. Researchers always consulted the analysis results and the interpretations to the participants to make sure the data accuracy and validity (Creswell, 2012). Nasheeda, et al. (2019) added that the study of narratives has combined multiple methodologies to provide a framework for presenting the study transcripts as meaningful stories. Considering the essential dimensions and steps in narrative inquiry, the researchers expected this approach could picture seminarian's identity formation through their lived experience in joining the Extensive Reading program using MReader application.

Research setting and participants

The researchers conducted the study at Seminary St. Yohanes Berkhmans Mataloko, Flores, East Nusa Tenggara. Considering that Seminary has two levels of formal school and reading comprehension level, the researchers focused on the senior high school students or SMA as the participants. There were three seminarians as participants in this research, namely Alei, Vincent, and Rainer (pseudonyms). They were selected using purposive sampling by considering those who read a lot and accessed the MReader application to obtain relevant information or people who know a lot about the topic being studied (Lodico, 2006).

Research instrument and data gathering technique

The researchers used interview guidelines consisting of 29 open-ended questions in six parts related to participants' experiences in vocation and reading, both before and after entering seminary. The interviews were started from 27th March until 1st April 2023 virtually through Zoom Meeting. The first researchers interviewed the participants two times for each. The interviews were conducted in Indonesian and lasted for more or less 40 minutes each session.

Data analysis technique

In the data analysis technique, the researchers analyzed the interview data. The analysis involved transcribing, coding and creating the narratives taken from the participants. After the data had been gathered, the researchers transcribed and read each interview repeatedly. After reading transcripts, the researchers coded the data based on

the determined themes and the participants experience both in reading and vocation experience, before and after entering seminary. The next step was creating the narrative in chronological order. In this step, the written transcripts were used to identify the specific experience and theme. The researchers also returned the story to the participants to gain comments, ensure trustworthiness, and also construct the story simultaneously. Clandinin and Connelly (2000) argued that this step is a part of relational responsibility in the narrative inquiry to negotiate the boundaries, anonymity, and ethical issues with participants. Finally, the researchers compared and contrasted the findings with theories and relatable previous journals to enrich the research results.

FINDING AND DISCUSSION

Extensive Reading at Mataloko Seminary

Alei's Story: "One day, one story"

Alei's Background

Alei is a 15-year-old student. Before being acquainted with Extensive Reading, Alei had his own reading journey. The journey commenced with a Canadian children's book entitled Franklin the Turtle. He read these series when he was in elementary school. At home, his family supported him in reading activities. He said: "My father always bought me comics when he travelled". After entering the minor Mataloko seminary, his reading journey increased since he figured out numerous book collections at the library. He said that his favourite genre was detective novels. Notwithstanding, most of the books that he read were still in Bahasa Indonesia.

Finding New Chapter of Reading Journey

During his seminary life, Alei had joined ER program and used MReader since 2020. He finally found English books as a new chapter of his reading journey. He was very enthusiastic about joining this program. He shared:

"Surely, I know all the books are English books and I do really want to read them. I remember my past experience when I ran away from a tourist who visited my village. Since then, I was interested to learn English."

Alei said that he took his siesta and recreation time for reading. It occurred around 90 minutes. This activity took place inside the English room. He said that his English teacher provided and put printed books on the tables. When he entered the room, he was given huge freedom to choose his own book and read it silently. Once he finished reading the book, he attempted the quizzes on MReader platform immediately. At this moment, Alei has read more than 205 books and obtained 489.754 English words.

Moreover, Alei also admitted that his achievement was inspired by his English teacher. His teacher gave him a reading formula. It was called "one day, one story". This formula reminded him every day. He began to read easy and picture books in order to help him comprehend the story. After being confident enough, he challenged himself to read another level of books such as Sherlock Holmes and The Hound of Baskerville. He

explained: "I want to be a book collector through Mreader platform and when I pass the quizzes I feel motivated to read more."

Vincent's Story: "I was scared reading books in English"

Vincent's Background

Vincent is a 17-year-old student. His reading interest emerged during a literacy campaign at elementary school. He said that at the time, every morning the teacher distributed books for students before the class started. He openly admitted that he rarely read books at home. He preferred playing games rather than reading books. However, he still remembered his first ever book was Bible stories for children about Jacob and Esau.

New Experiences in Reading and Using MReader in Seminary

When Alei was in the first grade of junior high school, his reading habits had not increased yet. He mentioned that there were two reasons. Firstly, the library was relatively far for junior high school students. Secondly, the library's student staff provided insufficient services. However, it changed significantly when he was in grade X. He heard from his seniors about reading activities and completing quizzes in the English room. He uttered: "I was interested in that activity but when I realized that the books were all English, I instantly felt scared. Lucky me, my English teacher kept motivating me as a first class in ER programs."

In line with Alei, Vincent did not want to take a nap as well as a break time and took the siesta time to read the book. He spent approximately four to five days a week visiting the English room. When the activity began, he sprightly looked for an interesting book. He explained that his English teacher had printed out the book, including books sent by Thom Robb. He also added that occasionally he read some books from the school library which might have quizzed on the app. Thus, he could read both in and outside English room since printed books could not be taken out of the room. Recently, Vincent has recorded 226 title books and obtained 849.486 words on MReader platform.

In addition, after having used MReader for more than 2 years, he was very proud of himself. His memorable books were The Alchemist and The Adventure of Tintin. He expressed that MReader truly assisted him because it allowed him to trace the book. After reading and completing the quiz, the numbers of the book and its cover will be automatically attached to his account. It indicated that he had read the book and mastered a few words. He said: "This app definitely encourages me to continue reading."

Rainer's Story: "I always felt satisfied after finishing reading a book"

Rainer's Background

Rainer is a 17-year-old student. He joined seminary from the junior high school level. He started his reading adventure when he was in grade 3 of elementary school. He read books about children's encyclopedias and had an interest in pictures of dinosaurs. However, there were not many books in his elementary school.

Reading in Seminary

Rainer admitted that one of the reasons that made him enter the seminary was because of the large collection of books in the library. Since then, reading became a habitual activity for him. In addition, since the introduction of ER program Rainer felt he got opportunity read various genres to gain knowledge. He then claimed that his reading activity through MReader was quite the same as his fellow seminarians. He spent 45 minutes during siesta time as well as recreation time. However, he had a slightly different story when he first used MReader. He openly admitted that he ventured to read a relatively voluminous novel, but he failed in doing the quiz. Thus, he was advised to begin with an easy book first.

Talking about the genre of books, Rainer said that his favorite books at this moment are Forrest Gump and Little Woman, both were English novels. He was interested in novels about someone's experience or daily life. He then admitted that he learned so many moral values from the characters. He specifically explained what he learned from Forrest Gump Novel:

"From that book I learned that basically God has a good plan for everyone. Even people with disabilities, their life path must have been arranged by God. Our responsibility is just to keep trying and never give up whatever the obstacles are."

Furthermore, Rainer also depicted that English Room has a huge collection of books neatly arranged in cupboard. Seminarians might pick up the books according to their level. Junior high school students usually read simple books, then use their laptops to finish quizzes. Meanwhile senior high school students could adjust themselves. Currently, Rainer has read 110 books and mastered 429.165 words. He proudly said, "I always felt satisfied after finishing reading a book. After taking a quiz, I used to look back at my page and I was proud of what I had done. This makes me desire to read even more."

The Roles of Extensive Reading in the Construction of Seminarian Identity

Alei's Identity Construction

Apparently, Alei was introduced to the seminary by his mother and his reaction was negative at that time. However, after having encouragement from a parish priest and searching information on YouTube, Alei eventually enrolled and entered seminary in 2019, soon after graduating elementary school. As time went by, Alei felt at home and accustomed to the priest candidate formation until he was at grade X senior high school.

Extensive Reading and Human Formation

The reading process and story of the book strongly influenced Alei's feelings. He felt excited when he finished reading a book, especially a thick one. On the contrary, he was also discontented if he had not finished yet. Related to the story, he tried to mirror himself through certain characters. He recalled: "I see myself in some relevant books and experiences. When I read the stories, I suddenly remembered my daily life. For instance, the feeling of losing my parents or beloved friends."

Moreover, Alei talked about his evident experience in seminary. He said that he had contemplated his situation in the dormitory with a story about personal experiences. "I was in the same circumstance as the character in the story, who experienced laziness and became selfish", he said. Alei looked back at his experience in junior high school. He then

realised that he might not care enough about seminary's rules and his fellows. Alei tried to change his situation by making more friends and attending the activity at the seminary.

Extensive Reading and Intellectual Formation

When Alei was asked about the benefits of ER for his academic aspect, he spontaneously said, "I become more passionate on reading books". He diligently visited English room and read as much as possible. He could read any books he wanted. For him, the presence of MReader and various collections were a great booster. Moreover, his concentration in the learning process was increased. He clarified that since he read English books, he had to fully focus while reading. He also memorized some phrases from the book which helped him in improving his language skills.

Alei then continued his stories about another skill. His listening skills improved. He also tried to listen to the native speakers without subtitles. He said that he could understand what the native speakers said even adjust to their speaking speed. Related to speaking skills, Alei claimed that his speaking skills was also improved. He recalled his experience in joining Eagle English Club at seminary. He could speak well to his friends and vocabulary was not something for him to worry about. Meanwhile, related to writing skill Alei honestly stated that he only wrote words or phrases in a notebook while asking his English teacher about the meaning and pronunciation.

Spending a lot of time on reading English books did not mean neglecting the learning process at school. Alei managed his study properly. He explained that being on time to read and attempt quizzes on MReader made him realise the importance of self-discipline. Hence, he applied the same thing to other subjects at school. He further added, "There are also stories about breaking the rules and it made me aware of my situation at seminary."

Extensive Reading and Pastoral - Spiritual Formation

Reading materials seemed to encourage him to make friends. Alei told the story about helping bullied friends. He said, "I learned to console them in that kind of situation." He also shared a story related to the beauty of sharing even though it was a small thing. "I learned to share what I have." he claimed. Moreover, Alei extended his relation outside seminary and collaborated with foreign friends from India and Philippines. He joined an international meeting held by the United Nation and discussed some issues. He highlighted:

> "MReader helped me to practice my pronunciation. I can practise my pronunciation and speaking skills. I practised to read and speak quickly. Hence, I have prepared myself before joining that event. I also kept communicating with them".

Accordingly, the content of the book is a matter for Alei. He also discovered the importance of prayer that helped people to rise from failures in some books that he had read.

Vincent's Identity Construction

Witnessing the figure of the priest while celebrating a Eucharist triggered Vincent becoming a young seminarian. He believed that there was something that urged him to take that special way. This enthusiasm was also greatly supported by his family. Vincent then kickstarted his formation as a seminarian in 2017. Initially his family was worried about his life in the dormitory. Indeed, Vincent felt sad because of being far from home. However,

after making a lot of friends he started to feel at home. Since then, Vincent enjoys his vacation until he was grade XII.

Extensive Reading and Human Formation

Just like Alei, reading stories mainly about famous people made Vincent look at himself. He believed that every story has an important meaning. For example, he said, "Thomas Alfa Edison failed a thousand times in making a light bulb, then I asked if I had tried enough". He further added: "Helen Keller definitely inspired me to keep learning even in tough conditions and I learned to respect others". Finding out certain moral values through the story made Vincent feel motivated to improve himself. Nevertheless, Vincent honestly revealed that he did not relate to every book that he read.

The other significant point that changed in Vincent was time management ability. He managed his time well to commit more positive things, mainly reading. However, the problem might have occurred inside the dormitory since he always took advantage of reading. Vincent then stated, "Reading activity does not disturb daily rules at seminary". He also added that he could still wake up early in the morning even though he did not take siesta time and he always attended vesper if he took his recreation time.

Extensive Reading and Intellectual Formation

After joining the ER program, Vincent noticed his progress in reading skills. He noticed the different level of each book and mastery of reading material which could increase his reading habit. Vincent also added that MReader platform assisted him to maintain his reading consistency because the interval time setting for quizzes was a day. Additionally, after attempting the quiz, MReader would notify whether the participant passed or not. At this point, considering he passed the quizzes, Vincent began to read new books.

As part of input skills, reading had a huge impact on Vincent's vocabulary growth. Despite not consulting with the thesaurus while reading, he could know the meaning derived from the context of the book. He commented, "I retained new words in my memory, and it appeared by itself when I spoke". As he constantly underwent that activity, he then gained more confidence in speaking English. In addition, and more importantly, Vincent had developed competence in understanding English structure. He understood the structure not as knowledge but as competence because he faced grammatical material in the textbook. Vincent highlighted: "When I immersed myself in the story, I simultaneously learned English grammar"

Extensive Reading and Pastoral-Spiritual Formation

In line with Alei, Extensive Reading roles in spiritual and pastoral life more likely depended on reading topics. So far, Vincent had read the biography of Pope Francis and found out lots of lesson-learned from it. "I learned his struggle while he was a priest as well as restoration in the Catholic Church now as a Pope" Vincent said. In terms of his pastoral life, Vincent was inspired by stories entitled Egg Head and Little Woman. From these two stories he learned about having sympathy for friends' pain and building up a good

relationship. Therefore, he committed to pay more respect toward his friends and be good to each other.

Vincent also socialized with foreign friends. He actively participated in international meetings. He tried to communicate with his friends from Bangladesh, India, Pakistan, and Oman. One of the meetings was held by the United Nations which discussed poverty. It was a kind of meeting simulation where he presented a speech around four times. Furthermore, in 2022, Vincent was fortunate to join the G20 Digital Economic Summit in Labuan Bajo. "I was chosen as Liaison Officer in that event." he said.

Rainer's Identity Construction

Rainer's vocation was profoundly affected by his brother who was also a seminarian. Their narratives about life in the seminary intrigued him. After graduating from elementary school, Rainer then went to seminary Mataloko in 2017. Initially, his family supported his vocation, but recently at grade XII he hesitated to continue his journey or resign from seminary. He revealed that his family offered him to pursue other studies.

Extensive Reading and Human Formation

Rainer strongly agreed with the quote "Read today, lead tomorrow". He believed that the more he read, the more he learned about virtues from great people. For instance, Mahatma Gandhi's autobiography taught him about leadership and wisdom. Other than that, reading activity helped Rainer to be fully aware of his own progress not only in the reading phase but also throughout his activities as seminarians. He confidently argued that he could evaluate his progress. He was more disciplined because he controlled his reading phase.

Extensive Reading and Intellectual Formation

Reading activity appeared to be one of sources for adding Rainer's insight. He explained that the lack of information about other parts of the world was solved through the ER Program. He stated, "It was truly beneficial for us as seminarians because we had limited access". He then broadened his knowledge related to history, tradition, animal species, and many more. As a result, Rainer's reading comprehension was improved. He could understand the meaning despite encountering difficult words.

Furthermore, Rainer said his speaking ability had improved. Retaining a lot of vocabulary made him confident to speak with other speakers from various backgrounds. He was no longer a villager who was isolated, he confirmed his new identity as a global citizen. Regarding writing skills, Rainer admitted that it was also improved. He sometimes wrote his daily or weekly experience in his biblical meditation book. In addition, he ever wrote a review of a book and published it in Warta *Flobamora* magazine, a color magazine that focuses on East Nusa Tenggara.

Extensive Reading and Pastoral-Spiritual Formation

For Rainer, there were two impacts of Extensive Reading on his spiritual life. Firstly, he could access spiritual books, most of which were English versions. Biography of Catholic saints and holy figures led him to develop spiritual life. He learned about the spirit of humanity to serve marginal people from Mother Theresa. Secondly, Rainer also claimed

that Extensive Reading could disrupt daily rules. Occasionally, seminarians came late to evening prayer because of reading. Rainer himself even could not concentrate while praying since he kept overthinking the story.

Rainer's pastoral life was shaped by his interaction with friends both in and outside seminary. He seemed to be a storyteller and MReader promotor. He liked to share and discuss with his friends about certain stories. He also introduced MReader platform to some friends from outside the seminary. Furthermore, he got inspiration and motivation from young world activists such as Greta Thunberg to be fully aware of ecological issues in his school. Surprisingly, Rainer then initiated a community that aimed to campaign about ecological awareness around seminary and more globally, his campaign reached students from the Philippines, South Korea and the United States.

Discussion

Yamashinta (2013) as cited in Anandari and Iswandari (2019) stated that readers' individual experiences influence their decision to read. The participants of this study revealed that childhood experiences led them to their current experiences. They have their own reading journey before continuing study in Mataloko Seminary both at school and home although the books were in Bahasa. This experience then contributed to the implementation of ER Program in seminary. This result concurred with findings from Anandari and Iswandari's (2019) research that the success of ER programs in Indonesia was contributed by the home literacy culture factor.

The findings also revealed that ER program was implemented based on the theory and 10 principles of ER. The participants acknowledge that they have known ER since 2020, when it was first brought to them by their English teacher. One of them defined Extensive Reading as a chance to read various books in order to gain knowledge (Ng, Renandya, & Chong, 2019). The wide-range collection book was also endorsed by Robb from Extensive Reading Foundation. This statement is conformed to the notions about Extensive Reading as wide reading and within student's reading comprehension level (Day & Bamford, 1998; Day, 2015; Grabe & Stoller, 2019). However, it was also found that one participant skipped principle number 1. Rainer admitted that he read a tough book which was out of his competence and as a result he failed to do quizzes on MReader. His English teacher then suggested that he read easy books. It could be said that reading material is a prerequisite and the teacher's role is pivotal in Extensive Reading program.

Furthermore, the findings highlighted the importance of MReader platform in supporting reading activity. The participants admitted that MReader motivated them to read more since the application recorded their reading, provided quizzes to check students' understanding, and gave rewards in the form of scores. MReader allowed them to examine their general understanding by attempting quizzes and trace the book they had finished. It is in line with what Robb (2009) as cited in Mc Bride and Milliner (2016) stated that MReader encouraged students to read significantly and regularly. Thus, the presence of MReader improves students' reading motivation as well as the effectiveness of ER program (Hougham, 2020; Fajardo, 2021).

Based on the findings, ER program played an essential role in some of seminarians' identity formation. The implementation of ER program including the reflection culture in seminary helps students to identify and self-internalize their identity as seminarians by

helping them to see who they are and what other expect them to be (Ardi, Mukti, Basthomi, & Widiati, 2023; Ardi, Widyaningsih, & Widiati, 2023). They participants mentioned they contemplated themselves through a particular character and plot in the story then picked up moral values from books they read.

The implementation of Extensive Reading using M-Reader contributes mostly to the seminarians' intellectual aspect. As a fundamental aspect of humans who participate in the light of God's mind and wisdom (John Paul II, 1992), Extensive Reading provided a wide range of reading materials which assisted the seminarians in broadening their knowledge (Day, 2002). The participants acknowledged that they read more consistently, acquire more vocabulary, grammar knowledge, and speaking and writing skills. These findings relate to Mukti (2022) who stated that ER equipped the students with English skills and made them more confident and disciplined in learning (Day 2002; Krashen & Lao, 2018; Krashen, 2003). In the matter of taking responsibility toward science and technology innovation, it could be said that the participants had developed themselves in using MReader online application. Signing up MReader account, doing the quizzes, and evaluating reading achievement using an e-learning platform were the evidence that priest candidates developed their intellectual aspect more positively. This aligned with Ogbenika and Akalue (2021), who said that science and technology, mainly digital media, can threaten authentic seminarians' formation. Therefore, its positive aspects must be addressed rather than its negative influence on the Church's future leader.

Furthermore, regarding the pastoral aspect, the participants also admitted that the implementation of Extensive Reading using MReader impacted their pastoral formation. They were more confident to be responsive to daily life situations and able to work collaboratively with other people from different backgrounds. Reading books (especially novels) helped the participants to be in someone else's shoes. Therefore, they practiced to position themselves in the people they will serve and guide.

For the human aspects, most participants mentioned how the implementation of Extensive Reading using MReader helped them to balance their mind and heart, thoughts and feelings, physically and spiritually (Pope John Paul II, 1992). The activities help the participants to relate what they have experienced with what happened in the books and find moral values and virtues they could believe and apply.

However, the participants felt less influenced by the ER activities in terms of spiritual formation. Books used in Extensive Reading activities are normal general books which do not specifically discuss spirituality. Therefore, the chance for the participants to learn, practice, or contemplate their spiritual lives was limited and it affects how the implementation of Extensive Reading using MReader influences participants' identity formation. The researchers argue this part is already in the seminary curriculum in general and it does not directly belong to the Extensive Reading program.

CONCLUSION

Mataloko Seminary implemented 10 principles of Extensive Reading. The seminarians used their personal time which was around 90 minutes per day in English room and after finishing they evaluated reading activity through MReader platform in order to attempt their understanding and maintain reading consistency. However, there was a case when the student ignored the salient points of Extensive Reading, which was

reading a tough book and failed in the quizzes. The English teacher then played his role as guidance for the seminarians.

Additionally, the analysis interview also showed that the implementation of Extensive Reading using MReader influenced the formation aspect of seminarians. The most influential aspect was intellectual formation. The participants in this research acknowledged that their knowledge was extended throughout Extensive Reading activity followed by their English skills. From the use of MReader platform, the participants were motivated to read more and able to maintain their reading habit. Besides, they habituated themselves to use technology positively. The other influenced aspect was the human aspect. The seminarians reflected themselves throughout the elements of the story, they learned about moral values of the story. Related to the pastoral aspect, the seminarians were more responsive toward surroundings and improved their social life. Lastly, related to spiritual aspects, the seminarian learned from Catholic saints and holy figures.

The research findings also showed the limitations of this study. The researchers could not find a correlation between MReader applications and spirituality aspect formation. MReader only provided a list of questions related to the content of the book. Meanwhile, the spirituality aspect led the seminarians to attend several activities such as devotional prayer and daily liturgical celebration. Those aspects could not be found in MReader features and its activities.

Based on the findings in this research, it is essential for the English instructor at any seminaries to create other activities other than what MReader has provided after reading sections. Considering the seminarians are priest candidates, English instructors can provide reflection questions related to the four aspects of seminarian formation. It can be used for personal or communal activity when the seminarian finished their reading activity. Moreover, the number of collection books related to spiritual or pastoral should be added in order to enrich seminarians' insight.

ACKNOWLEDGMENTS

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B. Content Evaluation

Items	Evaluation and Suggestion of Improvement
Abstract	1. Lack of detailed information about the research method:The abstract mentions that the research used a "narrative inquiry" approach and conducted semi-structured interviews. However, more details about the research method, such as the number of interviews, the duration of the study, and the analytical tools used, could provide a better understanding of the research. 2. Lack of respondent details: The abstract mentions that there were three students who served as respondents, but there is no information about their characteristics, such as age, background, or why they were chosen as respondents. 3. No information about the research's impact or implications: The abstract mentions findings that Extensive Reading affects the seminarians' identity but does not provide information about the broader implications or impacts of this research, both in an educational or religious context.
Introduction	1. "Meanwhile research conducted by Renandya (2016) showed that ER has an impact on students' linguistic competence and knowledge." The phrase "Meanwhile research" lacks a subject and verb. Please put the punctuation correctly. 2. "Reading is a significant skill in learning English. This skill is required for students to acquire new knowledge. Reading capability is more crucial than acquiring speaking and writing ability." In this excerpt, the importance of reading is reiterated in different ways, which can be seen as unnecessary repetition. A more concise way to convey the same message could be shorter.

Method	1. The method mentions that this research utilizes a "narrative inquiry" approach but does not provide details on how data was collected, such as how many interviews were conducted, how respondents were selected, and whether any other tools were used in this research. Additional information like this would help readers better understand the research methodology employed. 2. The study only involved six participants. Using only six participants can result in limited data and may not reflect the various perspectives that may exist in the context of the research.
Results and Discussion	Similar to the introduction, there is some repetition of phrases and ideas in the participant narratives, which could be condensed for clarity and brevity.
Conclusion	State the limitations of your research in conclusion. It will be helpful for next research.

C. Technical Aspects

1. Quality of Language and Grammar:
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   - ☐ Needs Improvement
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   - ☐ Meets Standards and Appealing
   - ☐ Moderate
   - ☐ Does Not Meet Standards or Unappealing

D. Decision:

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   - ☐ Accepted with Minor Revisions
   - ☐ Accepted with Major Revisions
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ARTICLE REVIEW FORM

A. Overall Assessment

1. Quality of Language and Grammar:
   - ☐ Excellent
   - ☐ Good
   - ☑ Needs Improvement
2. Format and Layout of the Article:
   - ☐ Meets Standards and Appealing
   - ☑ Moderate
   - ☐ Does Not Meet Standards or Unappealing

B. Content Evaluation

Items	Evaluation and Suggestion of Improvement
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Method	How many participants are there in your research? Please specify the exact number, and how did you conduct sampling for your research population?
Results and Discussion	What points are you looking to find in your findings? Please outline briefly and **combine responses from participants that have similar meanings and results**
Conclusion	What are the limitations of this research, and what are your recommendations for future research?

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Section Editor

The Roles of Extensive Reading Using MReader in the Formation of Seminarian Identity at Mataloko Seminary

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Abstract

MReader is one of the applications that can be used to conduct Extensive Reading practices. Mataloko Seminary has been using MReader since 2021 to improve the students' literacy and identity development. Based on the background above, the researchers proposed two research questions namely, (1) how is Extensive Reading implemented at Mataloko Seminary? and (2) how did Extensive Reading influence the identity formation of seminarians as priest candidates? This research used narrative inquiry to investigate the implementation of Extensive Reading activities facilitated by MReader and how Extensive Reading implementation influence seminarians' identity. The researchers did semi-structured interviews using interview guidelines twice for each participant to gather the data. There were three students from class 10 and 12 of Mataloko Seminary Senior High School originally from Mataloko as the participants in this research. To categorize and analyze the data, the researchers used Microsoft Excel. The findings showed that Extensive Reading activity with MReader application was implemented based on ten principles of Extensive Reading. The findings also indicated that the Extensive Reading program using MReader application influenced the identity formation of seminarian at Seminary Mataloko in four important aspects namely, human, intellectual, pastoral and spiritual. These findings suggest that other educational institutions focusing on identity formation and holistic education should consider integrating Extensive Reading programs using digital applications like MReader in their curriculum.

Keywords: Extensive reading, MReader, narrative inquiry, seminarian's identity

INTRODUCTION

Patel and Jain (2008) consider reading capability more crucial than acquiring speaking and writing ability since by reading, students not only gain the knowledge but also extend and consolidate knowledge of language. Bernhardt (2010), in addition, emphasized that students who acquire reading ability/skills are more stable and sturdier

in learning English. Therefore, having good competence in reading assists students in improving their English skills.

However, reading activities could be complex and boring for students due to the process and strategy implemented by teachers (Pang, Muaka & Bernhardt, 2003). Therefore, this condition impacts the students' reading interest and engagement. Hence, appropriate techniques are needed to overcome those situations. Extensive reading is believed to be an ideal strategy to deal with this matter. Day and Bamford (2004) defined Extensive Reading as an instruction to read extensively for general meaning, information, and pleasure. There are 10 major principles for teaching Extensive Reading namely, the reading material is easy; a variety of reading material on a wide range of topics must be available; learners choose what they want to read; learners read as much as possible; the purpose of reading is usually related to pleasure, information and general understanding; reading is its own reward; reading speed is usually faster than slower; reading is individual and silent; teachers orient and guide their students; and the teacher is a role model of a reader (Day & Bamford, 1998, pp.137-141).

Some researchers have investigated the implication of Extensive Reading on student's competence. Research conducted by Shiki (2011) revealed that Extensive Reading improves reading rates among university students in Japan. Meanwhile, research conducted by Renandya (2016) showed that ER has positive impacts on students' linguistic competence and knowledge. More comprehensively, Nakashini's (2015) meta-analysis study showed Extensive Reading helps students' reading proficiency to be better and he suggested that ER should be part of language learning curricula. One of the tools that can support the Extensive Reading implementation is MReader. MReader application is a Moodle Reader course management system, which was created at Kyoto Sangyo University Japan providing graded reader books for teachers and students. According to Robb and Kano (2013), MReader was designed to manage reading outside the classroom and to hold the students accountable for their reading. Furthermore, Robb (2015) added that MReader provided quizzes with 10 random questions for each book. There were three types of multiple choice in MReader namely, short answer questions, true or false and event ordering. This online application was also accessible to reputable users without paying a fee. Currently, there are over 8000 quizzes available on MReader. The database keeps users' accounts including the number of books read, their identity and grades, as well as the words read, making it easier for teachers and students to record their progress in reading activity (McBride & Milliner, 2016). The research related to the implementation of Extensive Reading activities using MReader shows students were in favor of the implementation (Rajabpour, 2020) and became more autonomous learners (Damen, 2018).

In this study, the researchers focused on the implementation of ER as out-of-class assignments at Minor Mataloko Seminary. The ER program using MReader has been implemented at Minor Mataloko Seminary and included in the curriculum of seminary since 2021 to help their identity formation as highlighted by Balo (2005) and Schmidt (1951) who mention the importance of implementing appropriate strategies to help seminarians learn and find their identity as future priests. Students can visit and read any books when they are free.

Incorporating the Extensive Reading in the curriculum of the seminary clearly indicates that this institution has a high commitment to constructing and developing seminarians' identities namely, spiritual, pastoral, human, and intellectual formation (Congregation for the Clergy, 1994). Kozuch (2014), as cited in De Gregorio, Vistocco, and Dellagiulia (2022) and Vistocco and Dellagiulia (2022), stated that the identity in the Catholic context is superimposable on the psychological concept in the context of a cross-disciplinary approach. However, it can be comprehended through several identities as mentioned by the Congregation for Clergy.

There are two previous studies related to the seminarian identity. Research conducted by De Gregorio, et al. (2022) revealed that attachment to one's peers has a positive influence on identity development and well-being. Meanwhile research conducted by Ramlino and Niron (2020) showed that a *correctio fraterna* program or sharing moment related to several aspects of formation at Labuan Bajo Seminary can support the formation of seminarians in accordance with the seminary and national curriculum.

Although several previous studies mentioned above have revealed the implementation and implication of Extensive Reading toward student's competence and motivation in learning English and the construction of seminarian identity through peers' attachment and *correctio fraterna* activity, there are limited studies regarding to the implementation of out-of-the-class ER program using MReader and its influence toward seminarian formation aspects at seminary. In accordance with this literature gap, this study aims to find out how Extensive Reading is implemented at Seminary Mataloko and how Extensive Reading influences the formation of seminarians based on participants' narratives.

METHOD

Research method

The focus of this research is to figure out the implementation and influence of Extensive Reading on the construction of seminarians' identity at Mataloko Seminary. Therefore, the researchers conducted longitudinal study using qualitative method. The researchers chose narrative inquiry to understand the experiences of participants (Barkhuizen, Benson, & Chik, 2013) based on participants' stories. Moreover, Clandinin and Conelly (1998) explained that to make sense of the story, there are four key terms in narrative inquiry namely "living, telling, retelling, and reliving" (p.28) that the researchers should do. Clandinin and Conelly (1998) also added that relationships are central to understanding the work of narrative inquirers. Therefore, the first researcher who is working in the seminary kept the close contact with the participants. Researchers always consulted the analysis results and the interpretations to the participants to make sure the data accuracy and validity (Creswell, 2012). Nasheeda, et al. (2019) added that the study of narratives has combined multiple methodologies to provide a framework for presenting the study transcripts as meaningful stories. Considering the essential dimensions and steps in narrative inquiry, the researchers expected this approach could picture seminarian's identity formation through their lived experience in joining the Extensive Reading program using MReader application.

Research setting and participants

The researchers conducted the study at Seminary St. Yohanes Berkhmans Mataloko, Flores, East Nusa Tenggara. Considering that Seminary has two levels of formal school and reading comprehension level, the researchers focused on the senior high school students or SMA as the participants. There were three seminarians as participants in this research, namely Alei, Vincent, and Rainer (pseudonyms). All participants were from Mataloko. They were selected using purposive sampling by considering those who enrolled in the ER program, read a lot, and accessed the MReader application, to obtain relevant information (Lodico, 2006).

Research instrument and data gathering technique

The researchers used interview guidelines consisting of 29 open-ended questions in six parts related to participants' experiences in vocation and reading, both before and after entering seminary. The interviews were started from 27th March until 1st April 2023 virtually through Zoom Meeting. The first researcher interviewed the participants two times for each participant. The interviews were conducted in Indonesian and lasted for more or less 40 minutes each session.

Data analysis technique

Researchers used both Clandinin and Connelly's (2000) and Ary, Jacobs, Irvine, & Walker's(2018) principles to analyze the qualitative data. To make sure the principles of "living, telling, retelling, and reliving" in writing the participants stories, the researchers first transcribed the interviews. After that, the researchers read each transcript repeatedly to understand the participants' point of view. After reading the transcripts, the researchers coded the data based on the determined themes and the participants experience both in reading and vocation experience, before and after entering seminary. The next step was creating the narratives of each participant in chronological order. In this step, the written transcripts were used to identify the specific experience and theme which were later transformed into stories. The researchers asked the participants to read the narratives to get some comments, ensure trustworthiness, and construct the stories simultaneously using Google Docs which could be accessed simultaneously. Clandinin and Connelly (2000) argued that this step is a part of relational responsibility in the narrative inquiry to negotiate the boundaries, anonymity, and ethical issues with participants. After this step, the researchers revise the narratives and re-read the narratives to make sure the stories make sense, in chronological order, and represent the participants' experiences. Finally, the researchers compared and contrasted the findings with theories and relatable previous journals to enrich the research results.

FINDING AND DISCUSSION

Extensive Reading at Mataloko Seminary

Alei's Story: "One day, one story"

Alei's Background

Alei is a 15-year-old student. Before being acquainted with Extensive Reading, Alei had his own reading journey. The journey commenced with a Canadian children's book entitled Franklin the Turtle he got from his parents. He read these series when he was in elementary school. At home, his family supported him in reading activities by providing some books. He said, "My father always bought me comics when he traveled". After entering the minor Mataloko seminary, his reading journey continued since he figured out numerous book collections especially mystery books at the library. However, most of the books that he read were still in Bahasa Indonesia.

Finding New Chapter of Reading Journey

Alei had joined ER program and used MReader since 2020. He finally found English books as a new chapter of his reading journey after reading mostly Indonesian books. He was very enthusiastic about joining this program as he found it challenging. He shared,

"Surely, I know all the books are English books and I do really want to read them. I remember my past experience when I ran away from a tourist who visited my village because I was afraid of speaking in English. Since then, I was interested to learn English to face that certain moment and communicate with English-speaking people."

Alei said that he took his siesta and recreation time for reading for around 90 minutes in the English room. He said that his English teacher provided printed books on the tables and digital version on the computer. He highlighted the freedom to choose his own book and read it silently. Once he finished reading the book, he attempted the quizzes on MReader platform immediately. At this moment, Alei has read more than 205 books and obtained 489.754 English words.

Alei admitted that his achievement was inspired by his English teacher. His teacher gave him a reading formula that he aspired to so much. It was called "one day, one story". This formula reminded him every day. He began to read easy and picture books in order to help him comprehend the story. After being confident enough, he challenged himself to read another level of books such as Sherlock Holmes and The Hound of Baskerville. He explained: "I want to be a book collector through MReader platform and when I pass the quizzes, I feel motivated to read more."

Vincent's Story: "I was scared reading books in English"

Vincent's Background

Vincent is a 17-year-old student. His reading interest emerged during a literacy campaign at elementary school. He said that at the time, every morning the teacher distributed books for students before the class started. He openly admitted that he rarely read books at home. He preferred playing games rather than reading books. However, he still remembered his first ever book was Bible stories for children about Jacob and Esau as this story was so memorable for him

New Experiences in Reading and Using MReader in Seminary

When Vincent was in the first grade of junior high school, his reading habits had not increased yet. He mentioned that there were two reasons. Firstly, the library was relatively far for junior high school students. Secondly, the library's student staff provided

insufficient services. However, it changed significantly when he was in grade X in Mataloko Seminary. He heard from his seniors about reading activities and completing quizzes in the English room. He uttered: "I was interested in that activity but when I realized that the books were all English, I instantly felt scared. Lucky me, my English teacher kept motivating me as a first class in ER programs."

In line with Alei, Vincent did not want to take a nap. He preferred reading books in his siesta time. He spent approximately four to five days a week visiting the English room. When the activity began, he sprightly looked for an interesting book. He explained that his English teacher had printed out the book, including books sent by Thom Robb. He also added that occasionally he read some books from the school library which might have quizzed on the app. Thus, he could read both inside and outside of the English room since printed books could not be taken out of the room. Recently, Vincent has recorded 226 title books and obtained 849.486 words on MReader platform.

In addition, after having used MReader for more than 2 years, Vincent uttered that he was very proud of himself for doing things that he, firstly, was afraid of. His memorable books were The Alchemist and The Adventure of Tintin. He expressed that MReader truly assisted him because it allowed him to trace the book. After reading and completing the quiz, the numbers of the book and its cover will be automatically attached to his account. It indicated that he had read the book and mastered a few words. He said: "This app definitely encourages me to continue reading by showing my achievement."

Rainer's Story: "I always felt satisfied after finishing reading a book"

Rainer's Background

Rainer is a 17-year-old student. He joined seminary from the junior high school level. He started his reading adventure when he was in grade 3 of elementary school. He read books about children's encyclopedias and had an interest in pictures of dinosaurs. However, there were not many books in his elementary school to begin with so that his interest in reading books slightly disappeared. Fortunately, in his junior high school library, he could find some Indonesian books to light his reading interest.

Reading in Seminary

Rainer admitted that one of the reasons that made him enter the seminary was because of the large collection of books in the library. Since then, reading became a habitual activity for him. In addition, since the introduction of ER program, Rainer felt he got opportunity to read various genres to gain knowledge. He then claimed that his reading activity through MReader was quite the same as his fellow seminarians. He spent 45 minutes during siesta time as well as recreation time. However, he had a slightly different story when he first used MReader. He openly admitted that he ventured to read a relatively voluminous novel, but he failed in doing the quiz. Thus, he was advised to begin with an easy book first.

Talking about the genre of books, Rainer said that his favorite books at this moment are Forrest Gump and Little Woman, both were English novels. He was interested in novels about someone's experience or daily life. He then admitted that he learned so many moral

values from the characters. He specifically explained what he learned from Forrest Gump Novel:

> "From that book I learned that basically God has a good plan for everyone. Even people with disabilities, their life path must have been arranged by God. Our responsibility is just to keep trying and never give up whatever the obstacles are."

Furthermore, Rainer also depicted that English Room has a huge collection of books neatly arranged in cupboard. Seminarians might pick up the books according to their level. Junior high school students usually read simple books, then use their laptops to finish quizzes. Meanwhile senior high school students could adjust themselves. Currently, Rainer has read 110 books and mastered 429.165 words. He proudly said, "I always felt satisfied after finishing reading a book. After taking a quiz, I used to look back at my page and I was proud of what I had done. This makes me desire to read even more."

The Roles of Extensive Reading in the ==Formation== of Seminarian Identity

Alei's Identity ==Formation==

Apparently, Alei was introduced to the seminary by his mother and his reaction was negative at that time. However, after having encouragement from a parish priest and searching information on YouTube, Alei eventually enrolled and entered seminary in 2019, soon after graduating elementary school. As time went by, Alei felt at home and accustomed to the priest candidate formation until he was at grade X senior high school.

Extensive Reading and Human Formation

The reading process and story of the book strongly influenced Alei's feelings and identity formation. He felt excited when he finished reading a book, especially a thick one. On the contrary, he was also discontented if he had not finished yet. Related to the story, he tried to mirror himself through certain characters. He recalled: "I see myself in some relevant books and experiences. When I read the stories, I suddenly remembered my daily life. For instance, the feeling of losing my parents or beloved friends."

Moreover, Alei talked about his evident experience in seminary. He said that he had contemplated his situation in the dormitory with a story about personal experiences in one of grader books. "I was in the same circumstance as the character in the story, who experienced laziness and became selfish", he said. Alei looked back at his experience in junior high school. He then realized that he might not care enough about seminary's rules and his fellows. Alei tried to change his situation by making more friends and attending the activity at the seminary after.

Extensive Reading and Intellectual Formation

When Alei was asked about the benefits of ER for his academic aspect, he spontaneously said, "I become more passionate about reading books especially to look for more information about this world". He diligently visited the English room and read as much as possible. He could read any books he wanted. For him, the presence of MReader and various collections was a great booster. Moreover, his concentration in the learning process was increased. He stated that since he read English books, he had to fully focus while reading which in turn helped him to concentrate better and got most of the books.

Additionally, he could memorize some phrases from the book which helped him in improving his language skills.

Alei then continued his stories about another skill. His listening skills were surprisingly improved. He told that he even tried to listen to the native speakers without subtitles. He said that he could understand what the native speakers said even adjust to their speaking speed. Related to speaking skills, Alei claimed that his speaking skills was also improved. He recalled his experience in joining Eagle English Club at seminary. He could speak well to his friends and vocabulary was not something for him to worry about since he had got them from books he read. Meanwhile, related to writing skill, Alei honestly stated that he only wrote words or phrases in a notebook while asking his English teacher about the meaning and pronunciation. He considered the activities did not significantly influence his writing as he had not really tested it.

Spending a lot of time on reading English books did not mean neglecting the learning process at school. Alei managed his study properly. He explained that being on time to read and attempt quizzes on MReader made him realize the importance of self-discipline. Hence, he applied the same thing to other subjects at school. He further added, "There are also stories about breaking the rules and it made me aware of my situation at seminary. This story makes me not wanting to break the rules since I got the pictures of consequences I might face from the book I read"

Extensive Reading and Pastoral - Spiritual Formation

Reading materials seemed to encourage Alei to make friends. Alei told the story about helping bullied friends. He said, "I learned to console them in that kind of situation." He also shared a story related to the beauty of sharing even though it was a small thing. "I learned to share what I have after reading books about this theme." he claimed. Moreover, Alei considered Extensive Reading help him extend his relation outside seminary and get a chance to collaborate with some friends from India and the Philippines. He joined an international meeting held by the United Nation and discussed some issues. He highlighted:

"MReader helped me to practice my pronunciation. I can practice my pronunciation and speaking skills. I practiced reading and spoke quickly. Hence, I have prepared myself before joining that event. I also kept communicating with them".

Vincent's Identity Formation

Witnessing the figure of the priest while celebrating a Eucharist triggered Vincent becoming a young seminarian. He believed that there was something that urged him to take that special way. This enthusiasm was also greatly supported by his family. Vincent then started his formation as a seminarian in 2017. Initially his family was worried about his life in the dormitory. Indeed, Vincent felt sad because of being far from home. However, after making a lot of friends he started to feel at home. Since then, Vincent enjoyed his vacation until he was grade XII.

Extensive Reading and Human Formation

Just like Alei, reading stories mainly about famous people made Vincent look at himself. He believed that every story has an important meaning. For example, he said, "Thomas Alfa Edison failed a thousand times in making a light bulb, then I asked if I had

tried enough". He further added: "Helen Keller definitely inspired me to keep learning even in tough conditions and I learned to respect others". Finding out certain moral values through the story made Vincent feel motivated to improve himself. Nevertheless, Vincent honestly revealed that he did not relate to every book that he read.

The other significant point that changed in Vincent was time management ability. He managed his time well to commit more positive things, mainly reading. Vincent then stated, "Reading activity does not disturb daily routines at seminary. I could still wake up early and attend vespers even though I did not use my siesta time for sleeping.

Extensive Reading and Intellectual Formation
After joining the ER program, Vincent noticed his progress in reading skills. He noticed the different level of each book and mastery of reading material which could increase his reading habit. Vincent also added that MReader platform assisted him to maintain his reading consistency because the interval time setting for quizzes was a day. Additionally, after attempting the quiz, MReader would notify whether the participant passed or not. At this point, considering he passed the quizzes, Vincent began to read new books.

As part of input skills, reading had a huge impact on Vincent's vocabulary growth. Despite not consulting with the thesaurus while reading, he could know the meaning derived from the context of the book. He commented, "I retained new words in my memory, and it appeared by itself when I spoke". As he constantly underwent that activity, he then gained more confidence in speaking English. In addition, and more importantly, Vincent had developed competence in understanding English structure. He understood the structure not as knowledge but as competence because he faced grammatical material in the textbook. Vincent highlighted: "When I immersed myself in the story, I simultaneously learned English grammar. Therefore, when I got English test, I could easily do any grammar test."

Extensive Reading and Pastoral-Spiritual Formation
In line with Alei, Extensive Reading roles in spiritual and pastoral life are more likely influenced by reading topics. So far, Vincent had read the biography of Pope Francis and found out lots of lesson-learned from it. "I learned his struggle while he was a priest as well as restoration in the Catholic Church now as a Pope" Vincent said. In terms of his pastoral life, Vincent was inspired by stories entitled Egg Head and Little Woman. From these two stories he learned about having sympathy for friends' pain and building up a good relationship. Therefore, he committed to pay more respect toward his friends and be good to each other.

Vincent also socialized with foreign friends. He actively participated in international meetings. He tried to communicate with his friends from Bangladesh, India, Pakistan, and Oman. One of the meetings was held by the United Nations which discussed poverty. It was a kind of meeting simulation where he presented a speech around four times. Furthermore, in 2022, Vincent was fortunate to join the G20 Digital Economic Summit in Labuan Bajo. He acknowledged that ER Program had significantly impacted his English skills and he was grateful for the experiences.

Rainer's Identity Formation

Rainer's vocation was profoundly affected by his brother who was also a seminarian. Their stories about life in the seminary intrigued him. After graduating from elementary school, Rainer then went to seminary Mataloko in 2017. Initially, his family supported his vocation, but recently at grade XII he hesitated to continue his journey or resign from seminary. He revealed that his family offered him to pursue other studies.

Extensive Reading and Human Formation

Rainer strongly agreed with the quote "Read today, lead tomorrow". He believed that the more he read, the more he learned about virtues from great people. For instance, Mahatma Gandhi's autobiography taught him about leadership and wisdom. Other than that, reading activity helped Rainer to be fully aware of his own progress not only in the reading phase but also throughout his activities as seminarians. He confidently argued that he could evaluate his progress. He was more disciplined because he controlled his reading phase.

Extensive Reading and Intellectual Formation

Reading activity appeared to be one of sources for adding Rainer's insight. He explained that the lack of information about other parts of the world was solved through the ER Program. He stated, "It was truly beneficial for us as seminarians because we had limited access". He then broadened his knowledge related to history, tradition, animal species, and many more. As a result, Rainer's reading comprehension was improved. He could understand the meaning despite encountering difficult words.

Furthermore, Rainer said his speaking ability had improved. Retaining a lot of vocabulary made him confident to speak with other speakers from various backgrounds. He was no longer a villager who was isolated, he confirmed his new identity as a global citizen. Regarding writing skills, Rainer admitted that it was also improved. He sometimes wrote his daily or weekly experience in his biblical meditation book. In addition, he ever wrote a review of a book and published it in Warta *Flobamora* magazine, a color magazine that focuses on East Nusa Tenggara.

Extensive Reading and Pastoral-Spiritual Formation

For Rainer, there were two impacts of Extensive Reading on his spiritual life. Firstly, he could access spiritual books, most of which were English versions. Biography of Catholic saints and holy figures led him to develop spiritual life. He learned about the spirit of humanity to serve marginal people from Mother Theresa. Secondly, Rainer also claimed that Extensive Reading could disrupt daily rules. Occasionally, seminarians came late to evening prayer because of reading. Rainer himself even could not concentrate while praying since he kept overthinking the story.

Rainer's pastoral life was shaped by his interaction with friends both in and outside seminary. He seemed to be a storyteller and MReader promotor. He liked to share and discuss with his friends about certain stories. He also introduced MReader platform to

some friends from outside the seminary. Furthermore, he got inspiration and motivation from young world activists such as Greta Thunberg to be fully aware of ecological issues in his school. Surprisingly, Rainer then initiated a community that aimed to campaign about ecological awareness around seminary and more globally, his campaign reached students from the Philippines, South Korea and the United States.

Discussion

Yamashita (2013) stated that readers' individual experiences influence their decision to read. The participants of this study revealed that childhood experiences led them to their current experiences. They have their own reading journey before continuing study in Mataloko Seminary both at school and home even though the books they read were still in Bahasa. This experience then contributed to their perception of the ER Program implementation in seminary. This result concurred with findings from Anandari and Iswandari's (2019) research that the success of ER programs in Indonesia was mostly contributed by the home literacy culture factor.

The findings also revealed that ER program was implemented based on the theory and 10 principles of ER. The participants acknowledge that they have known ER since 2020, when it was first brought to them by their English teacher. One of them defined Extensive Reading as a chance to read various books in order to gain knowledge (Ng, Renandya, & Chong, 2019). The wide-range collection book was also endorsed by Robb from Extensive Reading Foundation. This statement is conformed to the notions about Extensive Reading as wide reading and within student's reading comprehension level (Day & Bamford, 1998; Day, 2015; Grabe & Stoller, 2019). However, it was also found that one participant skipped principle number 1. Rainer admitted that he read a tough book which was out of his competence and as a result he failed to do quizzes on MReader. His English teacher then suggested that he read easy books. It could be said that reading material is a prerequisite and the teacher's role is pivotal in Extensive Reading program.

Furthermore, the findings highlighted the importance of MReader platform in supporting reading activity. The participants admitted that MReader motivated them to read more since the application recorded their reading, provided quizzes to check students' understanding, and gave rewards in the form of scores. MReader allowed them to examine their general understanding by attempting quizzes and trace the book they had finished. It is in line with what Robb (2009) as cited in Mc Bride and Milliner (2016) stated that MReader encouraged students to read significantly and regularly. Thus, the presence of MReader improves students' reading motivation as well as the effectiveness of ER program (Hougham, 2020; Fajardo, 2021).

Based on the findings, ER program also played an essential role in some of seminarians' identity formation aspects. The implementation of ER program including the reflection culture in seminary helps students to identify and self-internalize their identity as seminarians by helping them to see who they are and what other expect them to be (Ardi, Mukti, Basthomi, & Widiati, 2023; Ardi, Widyaningsih, & Widiati, 2023). The participants mentioned they contemplated themselves through a particular character and plot in the story then picked up moral values from books they read.

The implementation of Extensive Reading using M-Reader contributes mostly to the seminarians' intellectual aspect. As a fundamental aspect of humans who participate in the

light of God's mind and wisdom (John Paul II, 1992), Extensive Reading provided a wide range of reading materials which assisted the seminarians in broadening their knowledge (Day, 2002). The participants acknowledged that they read more consistently, acquire more vocabulary, grammar knowledge, and speaking and writing skills. These findings relate to Mukti (2022) who stated that ER equipped the students with English skills and made them more confident and disciplined in learning (Day 2002; Krashen & Lao, 2018; Krashen, 2003). In the matter of taking responsibility toward science and technology innovation, it could be said that the participants had developed themselves by using MReader online application as their reading platform. Signing up MReader account, doing the quizzes, and evaluating reading achievement using an e-learning platform were the evidence that priest candidates developed their intellectual aspect more positively. This aligned with Ogbenika and Akalue (2021), who said that science and technology, mainly digital media, can threaten authentic seminarians' formation. Therefore, its positive aspects must be addressed rather than its negative influence on the Church's future leader.

Furthermore, regarding the pastoral aspect, the participants also admitted that the implementation of Extensive Reading using MReader impacted their pastoral formation. They were more confident to be responsive to daily life situations and able to work collaboratively with other people from different backgrounds. Reading books (especially novels) helped the participants to be in someone else's shoes. Therefore, they practiced to position themselves in the people they will serve and guide.

For the human aspects, most participants mentioned how the implementation of Extensive Reading using MReader helped them to balance their mind and heart, thoughts and feelings, physically and spiritually (Pope John Paul II, 1992). The activities help the participants to relate what they have experienced with what happened in the books and find moral values and virtues they could believe and apply.

However, the participants felt less influenced by the ER activities in terms of spiritual formation. Books used in Extensive Reading activities are normal general books which do not specifically discuss spirituality. Therefore, the chance for the participants to learn, practice, or contemplate their spiritual lives was limited and it affects how the implementation of Extensive Reading using MReader influences participants' identity formation. The researchers argue this part is already in the seminary curriculum in general and it does not directly belong to the Extensive Reading program.

These findings highlighted the importance of the collaboration between school, teachers, and students in forming seminarians' identity. School's supports and the willingness of the school board to incorporate Extensive Reading in the curriculum ensure the students get the most benefits of the program implementation (Anandari & Lhaksmita, 2019). The English teachers who became role models help the establishment of literature culture in school. Lastly, students' attitudes towards the activities and ideas in Extensive Reading with the help of the teachers and all stake holders will make sure the desired identities is well established.

CONCLUSION

Mataloko Seminary implemented ten principles of Extensive Reading. The seminarians used their personal time which was around 90 minutes per day in English room to read graded books and after finishing they evaluated reading activity through

MReader platform in order to attempt their understanding and maintain reading consistency. However, there was a case when the student ignored the salient points of Extensive Reading, which was reading a challenging book and failing in the quizzes. Consequently, the teacher suggested the student to find easier books and emphasize the principles of Extensive Reading.

Additionally, the analysis also showed that the implementation of Extensive Reading using MReader influenced the formation aspect of seminarians. Extensive Reading activities contributed mostly to intellectual formation. The participants in this research acknowledged that their knowledge was extended throughout Extensive Reading activities. From the use of MReader platform, the participants were motivated to read more and able to maintain their reading habits. Besides, they habituated themselves to use technology positively. The other influenced aspect was the human aspect. The seminarians saw themselves in the story, tried to understand the characters' choices, and got some moral values of the story. Related to the pastoral aspect, the seminarians were more responsive toward their surroundings and improved their social life. Lastly, related to spiritual aspects, the seminarian mostly learned Catholic saints and holy figure stories.

The research findings also showed several limitations of this study. First, the researchers could not find direct correlations between MReader applications and spirituality aspect formation. MReader only provided a list of questions related to the content of the book. Meanwhile, the spirituality aspect led the seminarians to attend several activities such as devotional prayer and daily liturgical celebration. Those aspects could not be found in MReader features and its activities and the teachers and other stake holders are more influential in this formation aspect. Second, the number of participants were limited and could not capture all the seminarians' experiences. Hence, future researchers are recommended to conduct similar research using quantitative study in different contexts of formation.

Based on the findings in this research, it is essential for the English instructor at any seminary to create other activities other than what MReader has provided after reading sections. Considering the seminarians are priest candidates, English instructors can provide reflection questions related to the four aspects of seminarian formation. It can be used for personal or communal activity when the seminarian finished their reading activity. Moreover, the number of collection books related to spiritual, or pastoral should be added to enrich seminarians' insight.

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Editor Decision ✕

Participants   Edit

Maman Asrobi (0maman_asrobi2)

Dira Permana (dpermana)

Mr. Thomas Wahyu Prabowo Mukti (thomaswpm)

Messages

Note	From
Mr. Thomas Wahyu Prabowo Mukti: We have reached a decision regarding your submission to VELES (Voices of English Language Education Society), "The Roles of Extensive Reading Using MReader in the Formation of Seminarian Identity at Mataloko Seminary". Our decision is to: accept the submission. Maman Asrobi Universitas Hamzanwadi Phone 081997952598 mmnasrobi@gmail.com _____ VELES http://e-journal.hamzanwadi.ac.id/index.php/veles	thomaswpm 2023-10-06 07:18 AM

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