

## **EFL STUDENTS' PERCEPTION TOWARDS EXTENSIVE READING PRACTICES IN HIGHER EDUCATION LEVEL**

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### **Abstrak**

Kegiatan *extensive reading* yang mana memandang membaca sebagai sebuah kegiatan untuk kesenangan dan untuk mencari informasi umum merupakan program yang penting untuk diterapkan oleh siswa EFL (*English as a Foreign Language*) di Indonesia, khususnya siswa-siswa pada tingkat yang lebih tinggi, yakni di Universitas dengan jurusan Bahasa Inggris. Diketahui bahwa kegiatan *extensive reading* mampu meningkatkan kemampuan berbahasa Inggris siswa EFL dari penelitian sebelumnya; oleh sebab itu, penelitian ini bertujuan untuk meneliti persepsi siswa pada *extensive reading*, jenis buku yang mereka sukai, dan juga manfaatnya pada kemampuan bahasa Inggris mereka. Penelitian ini dilakukan di Universitas Negeri Surabaya di mana peneliti memilih sepuluh mahasiswa senior dari jurusan bahasa Inggris yang telah menempuh mata kuliah *extensive reading* di semester mereka sebelumnya. Penelitian ini menggunakan metode kualitatif dengan wawancara semi-struktural sebagai instrumen pengambilan datanya. Hasil dari penelitian ini menunjukkan bahwa siswa mempunyai pendapat yang baik mengenai *extensive reading* di mana mereka juga menyadari bahwa *extensive reading* adalah kegiatan membaca untuk kesenangan, mencari informasi umum, dan juga membaca sebanyak yang mereka kehendaki tanpa adanya tekanan untuk memilih materi yang hendak dibaca. Novel (genre fiksi), berita, dan jurnal adalah jenis materi yang dipilih siswa ketika melakukan *extensive reading*. Disamping itu, berdasarkan persepsi mereka, *extensive reading* dapat memberi pengaruh yang baik terhadap peningkatan pengetahuan dan kemampuan bahasa Inggris mereka, seperti menulis, berbicara, mendengarkan, membaca, dan penguasaan kosa kata serta tata bahasa. Sebagai tambahan, beberapa saran diberikan kepada siswa untuk secara konsisten menerapkan *extensive reading* sebagai salah satu kegiatan penting dalam aktivitas sehari-hari.

**Kata Kunci:** *Extensive reading*, kemampuan Bahasa Inggris, persepsi.

### **Abstract**

Extensive reading practices which considered as reading for pleasure and search for general information is an important program to be implemented by EFL (*English as a Foreign Language*) students in Indonesia, especially for students in higher education in which English is as their major. Extensive reading practices have been proven by the previous study that it could improve EFL (*English as a Foreign Language*) students' English skills; therefore, this study aimed to investigate the students' perceptions in relation to their extensive reading subject, kinds of materials that they preferred, and its benefit to their English skills. This study was conducted in Universitas Negeri Surabaya whereby the researcher selected ten senior English department students who have already received the extensive reading subject in their previous semesters. This study used a qualitative method with a semi-structure interview as an instrument. The result of this study showed that the students have good perceptions towards extensive reading practices in which they considered if extensive reading is a reading activity for pleasure and information search where they can read material without any restraint. Novel (fiction genres), news, and journal were the materials that the students chose when they implemented extensive reading practices. Besides, extensive reading practices also contributed to the enhancement of their knowledge and English skills such as writing, speaking, listening, reading, vocabulary mastery, and grammar. In addition, some suggestions were given to the students to continually implement extensive reading as one of their habits in their daily activity.

**Keywords:** Extensive reading, English skills, perception.

## INTRODUCTION

Reading is one of the necessary skills which should be mastered by EFL (English as a Foreign Language) students. Reading in the learning process could not be separated because it is an important issue and a necessity as a tool of education (Mokhtari Kouider, Carla, & Anne, 2009). Reading also gives benefits to the students, such as improve their reading comprehension, writing skill, vocabulary knowledge, and spelling skill (Mason & Krashen, 1997). Moreover, reading is not only cognitive processes, but it also psychological processes of thinking and learning. From this perspective, reading is a complex mental process which has various interaction such as information-processing of thinking and learning (Douglas, John, & Arthur, 2009). The most important factor of education is the ability to read and understand the text critically (Hettinger, 2016). In addition, Nutall (1982), mentioned that the enjoyment of reading has a greater contribution than any other kind of motivation in language learning. It is a fact that with reading, students will grasp new information that allows them an opportunity to expand their knowledge. Moreover, whether students read for pleasure and enjoyment or academic purposes to receive specific information, according to Karadeniz & Can (2015), reading is for a particular communicational purpose that readers try to understand the text which written by the author. In accordance with Fatiloro, Adesola, Hameed, & Adewumi, (2017), reading is the paramount of academic development. In college, to achieve the required points, the students are required to master all the courses taken. Hence, in this situation, the students are expected to read in which it needs awareness of facts and acquisition of skills. Another researcher mentioned that reading is a key to expand the experience which connects people far beyond distance or time (Quadri & Abomoge, 2013). From the statements above, therefore, it can be inferred that reading provides the students incredible experience which can open the gate of their success since it makes them be able to face the world developments. According to Erdem (2015), reading itself is the basis of lifelong learning. Thus, once the students have set it as their habit, it will possess a great impact toward their expansion of knowledge. Hence, it will support them to fulfill the characteristics that make the students in higher education are different with other young people. Those characteristics are that they are expected to be knowledgeable, administrator, and decision maker candidates of the future.

University students who realize the importance of reading will make it as a necessity and will practice it in

their daily life because the university period is the most intense stage of formal education when young people performing reading frequently and necessarily whereby this period is beneficial for the acquisition of enjoying, awareness, and consciousness in reading (Erdem, 2015). For EFL students which English as their major, reading is important because it could affecting several aspects of their English skills, according to Huang, Capps, Blacklock, & Garza (2014) reading could improve students' reading comprehension, writing styles, vocabulary knowledge, and spelling skills.

Students have a distinct preference for the kinds of books they are reading, for instance, novel, comic, magazines, news, and journal. Moreover, nowadays, sources of reading materials are easy to find. Students can use their gadgets such as cell phone, laptop, and another device that make them easier to read from different sources.

EFL students at the university level need a lot of reading activity to support their knowledge. English in Indonesia is learned as a foreign language which makes the students mainly English department students should read a lot of English text to improve their English skills, such as writing, speaking, listening and reading. Therefore, reading for EFL students will become a habit if they practice it as the main course of their learning activity. Good reading habits for EFL students appoint to the act of reading various types of English reading materials which regularly and intentionally established becomes EFL students' daily activity (Iftanti, 2015).

Meanwhile, in Indonesia, the lack of reading interest is still high enough among EFL students. As a result, it could detain their learning process and understanding of the material. According to Cain, Oakhill, & Bryant (2004), poor readers are poor at making inferences and find difficulties in understanding the text. Besides, the research finding from (Andreas, 2018) has shown that Indonesian EFL students' reading interest was on level 1, which indicated that they have a low level on it. In fact, having the motivation to read is essential for students. Based on Guthrie, Wigfield, & Vonsecker (2000), reading motivation is the person's goals, values, and also beliefs connected to the topics, processes, and outcome of the reading.

EFL students in university-level usually receive reading courses that force them to read several materials to improve their critical thinking in which increases the chances to produce a logical conclusion to understand the content itself (Dwyer, Hogan, & Stewart, 2014). Therefore, in this case, students' reading habits will give influence to their understanding. Students who enjoy reading outside the classroom for pleasure or who read to look for general information mean that they are

performing the activity which can be called as extensive reading. Al-Homoud & Schmitt (2009) argued that extensive reading requires reading as much as possible for pleasure or information purposes rather than learning particular language features, and the topic selected is decided by the students themselves. William & Fredricka (2020) also stated that extensive reading is an approach to the teaching and learning of text whereby the learners read in a large amount of material which is included in their linguistic competence.

The principles of extensive reading for EFL students has been compiled by Day & Bamford (2002) as follows:

1. The reading material is easy
2. A variety of reading material on a wide range of topics must be available.
3. Learners choose what they want to read
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information and a general understanding
6. Reading is its own reward
7. Reading speed is usually faster rather than slower
8. Reading is individual and silent
9. Teachers orient and guide their students
10. The teacher is a role model of a reader

Based on the ten principles above, it could be concluded that extensive reading is an activity that will not depress the students.

Extensive reading could be executed by the students whenever they want to. Hence, they can do it not only inside the classroom on the learning process, but also outside the classroom with no particular amount of time. Since extensive reading could be categorized by reading for pleasure and look for general information, it is also an approach where the learners can build their reading speed and comprehension by reading extensively (Isna & Ujang, 2018).

In the previous study conducted by Mikami (2017) about extensive reading among EFL students in Japan mentioned that the students have a lack of experience toward the extensive reading activities in the classroom. It is also implied by six years of English education that they have been received before entering university did not provide enough opportunity to read extensively in English or to build steady reading habits toward English context. Another study which was conducted by Isna (2018) also revealed that there were some challenges faced by the students in implementing their extensive reading. One of the obstacles was the lack of vocabulary mastery that leads them hard to understand the meaning of words that they have never known before. Another result also showed that extensive reading could increase students' reading comprehension aspect, especially in making the inference.

On the other hand, a study conducted by Lien (2017) focused only on the self-selected materials by the students who wanted to implement the extensive reading activity. The result of the study reported that the students preferred to read authentic books than graded books although it was more difficult and challenging. They thought graded books could not make adult learners at a high intermediate level more interested and motivated. Meanwhile, a previous study that was conducted by Chen (2013) discussed how the effect of extensive reading via e-book on EFL students' reading attitude. The result of the study showed that the use of e-book in extensive reading practices could facilitate Taiwanese EFL students' tertiary level of English reading attitude, reading comprehension, and vocabulary growth. However, according to the research about extensive reading that was already mentioned above, there is still a lack of information about students' perception toward the extensive reading. Moreover, one of the principles about extensive reading is learners choose what they want to read. It is cause the researcher in this study wants to know what kinds of books which EFL students preferred because there is no specific study about what materials which students mostly read in implementing extensive reading practices. Furthermore, there is still a lot of research about extensive reading and its benefit in one English skill only. Hence, to fill the research gap, this study was aimed to investigate the students' perception towards extensive reading

Related to the background of the problems which already mentioned above, this study requires several questions as follows:

1. What are the EFL students' perception towards extensive reading practices?
2. What kinds of books are mostly read by the EFL students in extensive reading practices?
3. How do extensive reading practices influence their English skills (listening, speaking, writing, reading)?

## **METHOD**

In order to answer the research questions, the researcher used a basic interpretative qualitative study as the design with a semi-structured interview as the research instrument. A qualitative approach is a study which relies on non-numerical data. It focuses on the behavior towards understanding, experiences, interpretations, and how to query all of that by people on social life. Louis & Manion (2018) claimed that qualitative research is characterized by 'a widely defined group which contain verbal information, aural, observational, tactile, gustatory, and olfactory information from a range of sources including audio, film, documents, and pictures which capture powerful on direct experience, and meanings'. All of them could be different

based on the style of qualitative research which the researcher chooses. Since the data was in the form of words and aimed to know the perspective of the participants; therefore, this study belonged to the qualitative study.

The data will analyse by using several types namely organizing and familiarizing, coding and reducing, and interpreting and respresentating (Ary, Jacobs, and Sorensen, 2010). The first thing which researcher do is familiarizing, here the researcher should be familiar with the data such as read the students' interview answers, transcript, rereading, and listen repeatedly to the audio recording. All of the data must be read to inpu into form ready for analysis. Transcription must be made all of the data. The words should be transcribed directly to avoid bias or interpretation which may happen on summarizing. After familiarizing, the next step is coding it is the step which developing concept from the raw data. In this step the researcher do read and reread again all the data from students' answer and separate them by seeing in certain meanings such as the ways of thinking, habits patterns, and events which seems to appear regularly and important. The last researcher do interpreting and representating the data.

The subjects of this study were the senior students of English education major in Universitas Negeri Surabaya. The researcher chose ten students who have received the extensive reading subject in their previous semester. This study used a semi-structured interview to collect information from the students. To get the data, the researcher executed an interview with the participants by phone and record it. Then to analyze the data, the researcher collected the students' interview answers and presented it in the form of descriptive narrative. Students' with the same answers would be sum up into one conclusion.

**RESULT AND DISCUSSION**

**Students' Perception Towards Extensive Reading Practices**

To answer the first research question of this study, the researcher had been interviewed the students, which the question is related to the students' perception towards extensive reading practices. In the interview, the researcher asked the students about their perception, and some of them had the same answers, but the rest had their own opinion.

Table 1. *What is your perception about extensive reading practices?*

Researcher's Question	Students' Answers About Their Perception Towards Extensive Reading Practices
	Student 1

What is your perception about extensive reading practices?	“Extensive reading is a propitious activity because it could increase some aspects in a language such as vocabulary size, reading comprehension, reading fluency, and writing.”
	Student 2 “I think extensive reading is reading outside the classroom, which could improve the reader’s reading skill.”
	Student 3 “To me, extensive reading is more than how long we could read and understand the content, but we could learn, such as figurative speech and implicit meaning.”
	Student 4 “My perception about extensive reading is reading activity whereby the reader must read deeply, and it is such a skill that hard to be mastered.”
	Student 5 “As I know, extensive reading which stated by the expert is additional reading, so after we read about academic content, we could read a novel or other easy material. In the university where I study, extensive reading taught as reading for academic purpose.”
	Student 6 “I think extensive reading is something important because as a university student, we have to know a lot of information.”
	Student 7 “To me, extensive reading is an activity where we could read something that we like.”
	Student 8 “I think extensive reading is read shortly, but we could understand the meaning of the content.”
	Student 9 “As I know, extensive reading is additional reading for pleasure and looking for information.”
	Student 10 “Extensive reading is reading activity without pressure and out of academic activity.”

Based on the interview result, the first student said that extensive reading is a promising activity that could help students increasing several aspects of language, such as vocabulary size, reading comprehension, and writing. The

second student mentioned that extensive reading is a reading activity outside the classroom which the purpose is to increase her reading skill. A previous study conducted by McLean & Rouault (2017) argued that extensive reading could construct reading fluency, support vocabulary knowledge, increase students' motivation to read, and help to sharpen the use of reading strategy. The third student said that extensive reading is not about how long we read and how we could understand the story, in-depth with implement extensive reading, we could learn about figurative speak and implicit meaning. Past research which has been conducted by Karadeniz & Can (2015) mentioned that reading is a particular communicational purpose whereby the readers tried to learn and understand the text.

The fourth student mentioned that extensive reading is hard to be mastered because it requires a deep concentration. The fifth student said her opinion based on the expert definition that extensive reading is an additional reading activity, such as reading a novel or another comfortable material after reading academic content. However, unlike the first definition of extensive reading practices, she said that in her university, extensive reading considered as reading for academic purposes only. Meanwhile, the sixth students said that extensive reading is crucial because we have to receive a lot of information. The seventh student stated that extensive reading is a reading activity which we could read every reading material that we like. It is in line with the theory of extensive reading arranged by Day & Bamford (2002) that learners may choose what they want to read.

The eighth student said that extensive reading is read shortly, but we could understand the meaning of the content that we read. The last perception is from the two students that mentioned the same answer. They said that extensive reading is reading for pleasure and should not under the pressure of the time. Day & Bamford (2002), in their principle, also stated the purpose of reading is usually related to pleasure, information, and a general understanding.

When students implement extensive reading practices, they also found several difficulties, and according to the interview result, there were two problems that the researcher collected from the students' answers. Based on the interview, lack of vocabulary was highly mentioned by the students because they read a book which was written by a native speaker, it made them found a lot of new vocabularies that they did not understand what the meaning is. Especially for the students who read from an old book in which the English used is authentic English, so the students did not know the meaning of several words in the sentences of the story. The second difficulty was the content. Student 5 said that he did not find difficulty about

the vocabulary, but he said that he hardly understood the content of some news that the author writes. The last, from the total of participants that the researcher already interviewed, student 2 said that she did not find any difficulty in order doing extensive reading practices. However, the difficulty that students found on doing extensive reading practices did not make them give up not to read anymore. They were also tried to find the solution of the problem, such as searching the meaning of the several words that they did not understand in the dictionary, guessing the meaning of certain words that they read in the story by understanding the content from the whole sentences, and re-read the material in order to understand the content and catch the information which delivered by the author.

**The Kinds of Book that Mostly Read by the Students**

In order to report the answer for the second research question regarding the reading materials that mostly read by the students, the researcher provided the result as in the table below.

Table 2. *What kinds of books that students mostly read?*

	Novel	News	Comic	Journal
Student 1	✓		✓	
Student 2	✓			
Student 3	✓			
Student 4	✓	✓		
Student 5		✓	✓	
Student 6		✓		
Student 7	✓			✓
Student 8	✓			
Student 9	✓			
Student 10	✓			

Based on the interview result, most of the students answered that the kinds of books they read the most were novel in which fiction genre is highly preferred. Based on the table above, fiction was highly mentioned by the students, and the underlying reasons were because they found it more enjoyable, and they wanted to know about other culture. They also thought that it is a straightforward content to understand. Student 1 said that he likes to read fiction because it makes his imagination getting broader,

which means he imagines himself as the character of the story. He assumes that it will make him easier to understand the storyline as well. In another case, student 2 said that she likes to read fiction romance with supernatural creatures inside the story. Meanwhile, student 3 mentioned that she likes to read any fiction genre but mostly teen fiction that related to her everyday life.

Besides fiction, there were three students said that they like to read the news in their extensive reading practice. These students believed that reading the news could help them to understand the updated facts from reputable sources where they can also adjust it to their preferences. There was student 7 said that besides reads a novel, she also reads a journal to get academic information and to assist her in recognizing more advanced vocabularies. The last material is comics; two students who chose this kind of reading stated that they favour it because it is quite fun to read a text which included pictures in the content.

All the answers which the students have already mentioned are in line with the previous study conducted by Ferrer & Staley (2016) and Day & Bamford Julian (2000) wherein they argued that it does not matter what type of book the students are reading, as long as they enjoy it, it means that they have already executing their extensive reading practices. Because of the freedom to select their book genres such as comedy, romance, mystery, drama, and adventure, it will provide them with the opportunity to have a natural engagement with their book to understand the literature. In other words, it will help them to develop good reading habits as well as increase their vocabulary and structure knowledge.

**The Influence of Extensive Reading Practices Towards Students’ English Skills**

*Table 3. What influence that you receive from implementing extensive reading practices?*

Researcher’s Question	Students’ Answers About the Influence of Extensive Reading
What influence that you receive from implementing extensive reading practices?	<p>Student 1                      “Extensive reading could increase my reading habits and information about history from other countries.”</p>

	<p>Student 2                      “I think extensive reading has a benefit to my speaking and writing skill. In speaking, I usually underline new vocabulary and write it on my note then use it when I practise speaking. Meanwhile, for my writing skill, I pay more attention to the author’s writing patterns and the terms that the author used.”</p>
	<p>Student 3                      “Extensive reading makes me receive new vocabulary and I could use it in my writing and speaking practice. In listening, I think I could easily understand what the speaker said.”</p>
	<p>Student 4                      “I believe extensive reading could improve my English skills, especially reading and writing. For reading, since I read several times, so my reading comprehension and reading speed are better. Meanwhile, for writing, I could learn about some idioms, how to use particular vocabulary, as well as the writer’s style in writing. Besides English skills, extensive reading can improve my English competence, such as vocabulary and grammar.”</p>
	<p>Student 5                      “I think extensive reading could increase my vocabulary and it makes me better in reading because I could receive new background knowledge.”</p>

	<p>Student 6 “Extensive reading could gain my vocabulary and background knowledge.”</p>
	<p>Student 7 “Extensive reading could enhance new vocabulary and it makes me more sensitive in grammatical error whereby it is helping me to face my TOEFL test.”</p>
	<p>Student 8 “I think extensive reading greatly affects the addition of my new vocabulary knowledge.”</p>
	<p>Student 9 “Extensive reading could improve my vocabulary and background knowledge.”</p>
	<p>Student 10 “Extensive reading could improve my English competence; for example, when I’m about to face TOEFL, I prepare myself by implementing extensive reading.”</p>

Based on the table above, students are considered that extensive reading practices give them positive influences to their English skill such as speaking, listening, writing, and reading. According to the interview result, the researcher has collected all answers from the ten students. The result would be explained from the first until the last students’ responses. The first student mentioned that by implementing extensive reading, it could increase her reading habits and information, such as history from the foreign countries. Her answer is in relation to the past research which said that extensive reading is reading

quantity which has a purpose improving ability and evolving students’ reading habits (Mori, 2015).

The second student stated that extensive reading gives her any benefits in English skills aspect such as writing and speaking. In writing ability, she could change her writing style depended on what she read at the moment, for example, when she reads a lot of journals. Her writing style would follow how other authors construct their sentence to be more interesting and formal. Meanwhile, in speaking skill, since she took notes on what she was reading, especially vocabulary that she did not know; thus, it made her more fluent to use new vocabularies when she practises speaking. The past study conducted by Jain (2013) mentioned that by keep practising and performing the words, they would improve their speaking skill.

Likewise, the third student also mentioned that extensive reading gives her benefit in her English skills. In her writing skill, she might be able to know how to write creative writing even though it is only a little and get some writing references. According to Park (2016), extensive reading could contribute in improving the students’ writing sub-skill such as content, organization, vocabulary language use, and mechanics. Moreover, she also received some new vocabularies from the stories that she read and could use them in writing. For her speaking skill, she said that extensive reading practices gives her influence to choose the vocabulary properly. Since she received some new vocabularies, she may use those in her speaking practices. In the listening skill, she mentioned that it was not different from the other two skills above. Since she read something that made her enjoy, she mostly can grasp the information present in the books or articles. Hence, whenever she listened to something related with the topic she read, she can easily understand what the speaker said. The fourth student believed that conducting extensive reading could improve her English skills, especially reading and writing. For reading, since she read several times, so her reading comprehension and reading speed got better. Archer (2012), in her study, also found that the more students read the book, the better they become in reading. Meanwhile, in writing, she could learn about some idioms, how to use a particular vocabulary, as well as the writer’s style in writing.

Besides English skills, she believed that extensive reading could improve her English competence, such as vocabulary and grammar. The rest students of this study have the same answers, so the researcher here would conclude the answer and give some details by their opinion. The rest of the students believed that extensive reading could help them to increase their vocabulary size, and it is affecting their English skills such as speaking, listening, writing, and also reading. With their new knowledge about vocabulary, it makes them easier to learn

English. In speaking, they could use new vocabulary and practice it at the same time.

In listening, they could more understand because the more vocabulary they know, the more understanding they could follow what the speaker said. A past study conducted by Willy (2016) mentioned that extensive reading has a positive effect on listening fluency and vocabulary development. In writing skill, they could adapt to the author's writing style and know how to write correctly. For reading skill, it could increase new background knowledge of something by the materials that they read and receive further information. Extensive reading offered background knowledge to students, and it caused a better understanding of reading text (Alzu'bi, 2013).

By implementing extensive reading practices, students believed that it could make them more sensitive toward grammatical errors, and it also improves their English competence to achieve the TEP score. Previous study which arranged by Mason (2004) also mentioned that the result of the study confirmed if extensive reading could expand vocabulary and grammar, likewise the result also suggested that by doing extensive reading it could help the students to be well-prepared for the test as in TOEFL. In addition, the students' answers which related to the results above was their motivation to implement extensive reading. Besides reading for pleasure and looking for new knowledge based on the material they read, they can also gain further information and also taking the opportunity to improve their English competences by reading extensively.

## CONCLUSION

In short, the result of this research showed that students have good perceptions towards extensive reading practices. Most of the students stated that extensive reading is an activity that read not only something they like but also an activity that makes them learn something new. With extensive reading practices, students also receive a lot of information. However, as reported in the results and discussions section, the researcher found out that eventually there were some challenges faced by the higher students when they were implementing extensive reading practices; those were the lack of advanced vocabulary and content understanding

In the implementation of extensive reading, students have different reading interest in the kinds of materials that they want to read. The novel with fiction genre was the most mentioned answer by the students because a novel is an accessible content to understand and also has an exciting story to be read. The second was news, and students also like to read the news because they want to stay up to date to the current situation and also to receive

some information that they could not find from their country. The last material that one of the students read was an academic journal. In order to support the educational purposes, she read some journals to get information to help her finishing her assignment. Besides, in relation to the students' interest to implement extensive reading practices, the students also found some difficulties such as the unfamiliar vocabularies and content. Sometimes the students also hard to understand the content which caused them wasting their time to re-read the material.

Students mostly mentioned that their vocabulary knowledge increases a lot, they also receive much information, and they take it as their new background knowledge. In their English skills, students could use their new vocabularies to practice their speaking ability. In writing, students can adapt to how the author writes their sentences correctly. Meanwhile, in listening, the students can feel more comfortable to follow what the speaker said in the audio. In reading, students have lots of new background knowledge as their first modal to read something they never read before.

## Suggestion

It is much better if the students make extensive reading as their necessity in their daily life and continuously implement it not only when they are still in college, but also after they graduate. It is expected that extensive reading will always be their activity which they want to do. In addition, in the university where the researcher conducted this study could facilitate the students, especially the English department students who will take the extensive reading subject to implement extensive reading and practice it as a reading for pleasure. By changing the perception of the extensive reading, it is expected if this program could increase students' reading interest and habit. In addition, this research will be much better if the interview could be implemented directly by meeting the participants face to face and also doing observation to the student. In addition, for the future researchers who want to conduct the further study suggested to investigate more regarding the challenges encountered by the extensive readers as well as the solution to overcome those obstacles and measure how much effectiveness the extensive reading to their English skills such as reading, writing, speaking and listening.

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