



Positive Contribution of Extensive Reading to EFL Students' Learning

Nur Hasanah Safei¹, Fitri Rini Ekasari²

nurhasanahsafei92@gmail.com, fitririniekasari7@gmail.com

English Education Department of Tarbiyah and Teacher Training Faculty
IAIN Kendari

Received: 2022-11-27 Accepted: 2022-12-31

DOI: 10.24256/ideas.v10i2.3232

Abstract

This study aims at finding out the positive contribution of extensive reading to EFL Students' learning. This study employs qualitative methods. The participants of this study were from a class majoring in English Education Department at one of Islamic higher education in South Sulawesi. The data were collected through students' reflection then analyzed the answers from students qualitatively to determine students' achievement of learning Extensive Reading in class. In analyzing the data, the steps proposed by Creswell were used, namely: (1) collecting data, (2) preparing data for analysis, (3) reading data, (4) coding data, (5) and coding text. The findings reveal that students got some positive contributions of extensive reading to students' learning. There are three positive contributions found in this study, those are creating and sustaining students' motivation to read more, helping students in developing a wide vocabulary, and improving students' reading comprehension. Based on the findings, it is expected to contribute to the teaching of English, especially in the use of extensive reading techniques in teaching reading. However, to get maximum the positive contribution of extensive reading, it is suggested that some aspects of the technique should be improved; these include the improvement of the teacher's understanding of the principles and concepts of extensive reading, the insight into the importance of giving clear instructions, and the awareness of designing various activities.

Keywords: EFL Students; Extensive Reading; Positive Contribution

Introduction

Reading is an extremely complex process that no one can explain satisfactorily. This is one reason why students are likely to be hesitant readers (Kweldju, 2000, cited in Cahyono and Widiawati, 2006) because reading in a foreign language is not easy. EFL students are easier to understand the reading content which is written in students mother tongue than written in another language. New vocab, different structures, and the meaning of the texts are things to face for EFL students, whereas reading has a crucial role in educational life to improve language skills (Al-Nazhari, 2016). Another thing to face for EFL students is the growth of technology. It becomes a matter of distracting students' attention to read less than they should (Echnique et al., 2016). Therefore, teachers need to find an appropriate technique to encourage students' interest and build their self-confidence in reading. Therefore one technique that experts have agreed on is extensive reading (ER). Extensive reading could be the cure for such obstacles the EFL students have. Studies have proven that ER is the key to achieving higher reading proficiency (Krashen, 1993). Nowadays, in the global education system, Extensive Reading (ER) has become an alternative to learning to read. Extensive reading as a language teaching-learning procedure, namely reading large amounts of material or long texts; for global or general understanding; intending to get pleasure from the text, and over the last few decades, various studies (Green 2005); (Hafiz & Tudor 1989); (T. N. Robb & Susser 1989); (R. Day 2002); (Nakanishi 2015) have provided positive evidence that students, even disadvantaged students, improve reading comprehension and overall language proficiency in seconds through the Extensive Reading.

Extensive reading (ER) is one approach that meets the principles of reading because of its nature which encourages independence and freedom of learning in choosing as much reading material as possible, which is under their respective interests and abilities (R. R. Day et al. 1998). Furthermore, (R. Day 2002) defines that, ER as reading in quantity and gaining a general understanding of what is read. It is intended to develop good reading habits, build up knowledge of vocabulary and structure, and encourage a liking for reading (R. Day 2002). Besides, (Renandya 2007) says that specifically observes the application of adult Extensive Reading (ER). As the result, this program has a positive effect on the increase related to the time factor. Next, (Raihani Ferdila 2014) reviews two studies conducted to examine the effect of extensive reading (ER) on the acquisition of a second language. Both studies, conducted in 1986 and 1995, showed results with the same quality of learning: an improvement and acquisition of English through the ER program were carried out in the short term (4 months). This shows that the extensive reading (ER) program can be applied to early adolescent or adult learning and can be held in the medium to long term (Kirin 2010).

Related to the discussion above, the technique of an extensive reading program is very important to be used in learning foreign languages in the classroom. Besides that, the implementation of extensive reading gives the student reading material or lets students read something that they like so that it will be easier for them to learn

to increase vocabulary and can increase students' interest in learning so that students will get the motivation to learn through extensive reading. Research (Usher, 2012) says that extensive reading (ER) courses help him to improve his reading speed. With Extensive Reading, students can read with enjoyment and not there to be emphasis on the material provided, besides that it can help find and understand new words to improve students' language.

For the context of teaching in Indonesia, several studies have been conducted to explore the students' achievement related to extensive reading. Nevertheless, the research was deeply focused on the difference between Intensive Reading (IR) and Extensive Reading (ER) (Mughtar, N 2019), (Miftah, MZ 2013), (Missriani, 2015). Another research was focused only on junior and senior high students, not at the university level, the research title the using extensive reading in teaching reading as well as students' attitudes (Ferdila, 2014) and the effects of extensive reading on reading comprehension and attitudes (Endris, A.A 2018). Numerous studies have shown that extensive reading is beneficial in language teaching, including the English as a foreign language (EFL) context (Iwahori, 2008; Tanaka, 2007; Asraf & Ahmad, 2003). However, studies related to the implementation of extensive reading, especially at the Indonesian university level are still limited since reading dominantly adjusts to intensive reading (Cahyono and Widiawati, 2006). Intending to fill the gap in the study about extensive reading, the present study intends to find out the positive contribution of extensive reading to EFL Students' learning. A research question was investigated for this research: What is the positive contribution of extensive reading to EFL Students' learning?

Methods

This research used qualitative research. This study was conducted in the second semester. They were majoring in English Education Department at IAIN Kendari which consists of 20 students including 5 males and 15 females, all students are 19 to 20 years old. They are Indonesian speakers and only speak Indonesia or their mother language when they are outside the classroom. Whereas English only be used in class. The researcher chose the students with purposive sampling since the researchers conducted students' reflections about their classes, and the English Department applied extensive reading II teaching in their classroom. This study used one instrument in collecting data that are students' reflections. This research reflection is carried out in the classroom, which is given about 15 minutes at the end of the lesson and this type of student reflection is very appropriate because it can support data from participants. Data from reflection would be analyzed by looking at the data that has been collected and its coding. Data analysis was done in writing and answers the questions that have been provided by the researcher. Data collection was done by sorting the answers according to the needs of the researcher, and the data collected from the questionnaire is recapitulated in Excel. The researcher then analyzed the answers from students qualitatively to determine students' achievement of learning Extensive Reading in class. In analyzing the data, the steps proposed by Creswell were used, namely: (1) collecting data, (2) preparing data for analysis, (3) reading data, (4) coding data, (5) and coding text.

RESULT

Positive Contribution of Extensive Reading to Students' Learning

From the results of students' reflection data, some points will be explained about some positive contributions of extensive reading. It consists of; improving students' vocabulary, building students' enthusiasm/interest, improving students' comprehension, exciting atmosphere, and improving students' writing skills.

Table 1. The positive contribution of Extensive Reading

Item of ER's positive contribution	Participants
Improve student's vocabulary	8
Building students' enthusiasm/interest	10
Improve students' motivation	4
Improve students' comprehension	13
Exciting atmosphere	7
Improve students' writing skill	4

Extensive Reading can improve students' vocabulary

The use of extensive reading can increase students' vocabulary. From the results of student reflection, the eight students said that this method helped them in improving their English vocabulary. It can be seen from the quote below.

"I began to diligently read little by little, and then *I started to get a lot of new vocabulary from reading*" (S2)

"I think the extensive reading class helped me, especially in increasing my reading interest and *getting lots of new vocabulary*. That helped me" (S14)

"Very satisfied because we are learning and *will add new vocabulary that we can*" (S9)

"I find it helpful because I have made progress in reading and *I know a lot of new vocabulary*" (S10)

Another stated:

"Yes, with the extensive reading method, I started to like independent reading outside of class because *we can also practice reading English texts faster apart from us*" (S7)

"Very helpful, because by *reading we get a lot of knowledge and vocabulary*" (S3)

"I feel happy and very satisfied when I study in an extensive reading class because *I get a lot of new vocabulary*" (S4)

"It helps me when I can easily understand what the lecturer teaches, besides that there are many benefits that I get when I learn to read extensively, especially I can understand reading easily, *get a lot of new vocabulary*, and don't have to read one book so I don't have to get the boring reading" (S18)

From the statement above, it can be seen that the extensive reading method in learning English is very well applied because it can increase new vocabulary from

their reading results.

Building students' enthusiasm/interest

From the results of student reflection sheets, several students stated that the extensive reading method made them enthusiastic and interested in learning English. Because it can help them to learn a lot and students are very enthusiastic and very interested in reading. As some participants said:

"Yes, because after this extensive reading method I became more interested in reading more often" (S1)

"Yes, the extensive reading method makes me read often even outside of class" (S4)

"That's very helpful, where I can take the initiative to read any story" (S6)

Other stated:

"Yes, even though sometimes I have the intention to read and it's quite interesting for me" (S9)

"Yes, I read books on my initiative and no longer have to be ordered or forced" (S10)

"Yes, I usually read stories that I find interesting so I'm excited to read" (S12)

"Yes, this method makes me take the initiative to read without being asked and this method makes me comfortable when reading, whether reading alone or in groups" (S11)

Similarly, the participant's statement above which is supported by comments from other participants:

"After learning to use the extensive reading method, I often read even though it was only a short story, I did this to hone my reading skills" (S13)

"Yes, if the extensive reading method indirectly makes us interested in reading" (S15)

"Yes, because of this extensive reading course, I often read a lot of books and novels" (S18)

From the statement above, it can be seen that the use of extensive reading methods in learning English is very helpful for students in building students enthusiasm and interest in reading. Because by using this method students can build and strengthen students enthusiasm to learn English that has been given by the teacher.

Improve students' motivation

From the results of the reflection data, it can be seen that some students state that the extensive reading method in learning English is very good because it can motivate students in learning. Not only that but using this method can also make students like learning English and can make students read more often. Using this extensive reading method can also make students able to build motivation and be

able to build their knowledge well. This can be seen from the quote below.

"Yes, because we are required to read the first reading. *Extensive reading makes us like reading books more*" (S3)

"Yes, because *now I read more and more often by myself rather than having to be ordered by the lecturer*" (S20)

From the statement above, it can be seen that the extensive reading method in learning English is very effective. In addition to the way, the teacher teaches very well, using this method can also make students more motivated to learn and help generate motivation in students to do the tasks that have been given by the lecturer.

In addition, from the results of student reflections, some students state that the extensive reading method can also make them read more often and students can be motivated in learning English. This can be seen from the quote below.

"Yes, I think this method is *very helpful* because usually I don't like reading but with this extensive reading method *I read more often even though I don't read*" (S19)

"With this method, I become more motivated to read a lot because this method makes me comfortable reading when I am in class or outside of class" (S17)

From the statement above, it can be seen that the extensive reading method in learning English is very motivating for students. Because by using this method in the classroom motivation in students will rise, and students can be motivated by the teacher to often read independently and find new vocabulary from the results of their reading. In addition, students can practice speaking English every day by using the new vocabulary they get so that students can improve their English more quickly than they did not know before. Using this method can make students involved in learning in the classroom and outside the classroom because they will often read books.

Improve Students' Comprehension

The use of extensive reading can build students' comprehension. From the results of student reflection, several students gave positive responses that the extensive reading method in learning English is very good because using this method can make students build their knowledge and comprehension in learning English, besides that they can find new knowledge by reading a lot. It can be seen from the quote below:

"Yes, because *reading helps our knowledge*" (S8)

"*I began to diligently read little by little, and then I started to get a lot of new vocabulary from reading*" (S2)

Other stated:

"Yes, because *I have many interesting stories that I got after learning to read extensively. These are the stories that caught my attention*" (S5)

"Yes, *with the extensive reading method, I started to like reading independently outside of class* because apart from getting new vocabulary, we can also practice

reading English texts faster" (S7)

Yes, reading is to add insight into vocabulary and *make us understand the text easily of the reading*" (S3)

"Yes, because by finding a lot of new vocabulary, *it will be easier for me to understand the content of the text*" (S6)

"Yes, because reading makes me get a lot of new words and *it helps me to understand the text easily from what I'm about to read*" (S8)

Other stated:

"Yes, because one way to improve my words is by reading, and the extensive reading method makes me more interested in reading because it makes *me understand the text easily the reading faster*" (S15)

"Yes, it helps me to improve my vocabulary. Because *it will be easier for me to understand the text easily of the reading* beside it will make it easier for me to speak English" (S20)

In addition, another participant also gave the same statement about understanding text easily through the extensive reading method it can see:

"Yes it helps to improve my vocabulary. *Because that way I will understand the contents of the reading faster*" (S19)

"Yes, I think by reading we will find a lot of new vocabulary and gain a lot of knowledge besides that *I can also understand the text easily of the reading*" (S17)

Based on the results of the participants' reflections, some students stated that they liked learning English using the extensive reading method because the lecturer taught the lesson very well, and the students felt it was very helpful because it was easier to understand the contents of the reading and could understand quickly from the reading text. As the participants said:

"It helps because *I can more easily understand what is being told from the story*" (S2)

"It helped me a lot. Because *it's more clear and understanding of the subject*" (S6)

"Yes, I feel helped and satisfied, even though the learning method is via WhatsApp, *I try to understand what the lecturer explains*" (S1)

From the statement above, by applying the extensive reading method in the classroom, it can be seen that students have changes that were previously slow students when reading English texts, but after being in extensive reading classes students could adjust quickly and could understand a reading content easily. Besides that, they can better understand what is explained by the lecturer.

Exciting atmosphere

The use of extensive reading methods in learning English in the classroom has a pleasant atmosphere. From the results of student reflection, several students stated that they liked learning English because students were very satisfied with learning to use the extensive reading method. In addition, the lecturers who teach in

the extensive reading class are very good and fun. Others say that using the Extensive Reading Method is helpful. This can be seen from the quote below:

"I am satisfied, because I have experienced many changes with the extensive reading class, for example, I used to be very slow when reading English texts but after I was in the extensive reading class I was able to adjust, reading English texts is no longer a difficult thing for me" (S7)

"Very satisfied because we are learning and will add new vocabulary that we can" (S8)

Other stated:

"I feel happy and very satisfied when I study in an extensive reading class because I get a lot of new vocabulary" (S4)

"I am always satisfied and greatly helped after every extensive reading class. Besides being able to increase my vocabulary, I also learned to understand a passage quickly and easily, using the method of reading a passage" (S5)

"Feeling helped and very satisfied because many things are taught through the extensive reading method, we don't even have to be pegged to read the book chosen by the lecturer" (S20)

In addition, other participants also had the same statement that the extensive reading method helped them and was very satisfied, it can be seen:

"Yes, I feel helped and satisfied, even though the learning method is via WhatsApp, I try to understand what the lecturer explains" (S1)

"The extensive reading class made me very satisfied and certainly helped by the very interesting learning method that didn't make us feel bored with it. I think it makes me comfortable" (S15)

From the statement above, it can be seen that students are satisfied and students feel helped by the application of the extensive reading method in the class, besides that they can increase their vocabulary and make it helpful for them when learning English.

Improve students' writing skill

From the results of the reflection data, it can be seen that some students state that the application of the extensive reading method in learning English is very good because it is easier to write using vocabulary. Not only that, using this method can make students love learning and are very interested in new words for essays or short stories. This can be seen from the quote below.

"Yes, every time I read a news story, I get new vocabulary that I will use to make a short story" (S2)

"Of course, I am very interested in new words because, with these words, I can use them to write an essay. In addition, new vocabulary helps me find new ideas" (S5)

Other stated:

"Very helpful, because by reading, it makes us discover new vocabulary and will help us to make our short stories or writings better" (S9)

"Yes, because this method makes me like reading more so that I find more new vocabulary and *it will be easier for me to write a story/composition myself using the new vocabulary*" (S16)

Based on the statement above, it can be seen that some students said the extensive reading method could help them to write a good essay using the new vocabulary they found and could help students to make short stories be good writers.

Discussion

The results showed that students had a positive perception of the application of the extensive reading method in their class, majoring in English education. Based on the results of the analysis of student reflections, shows that most students are interested in and like learning English using the extensive reading method and some students are enthusiastic and motivated to do extensive reading tasks because they have confidence in doing these tasks. Based on students' reflections that examine students' positive contribution of extensive reading, it can increase students' understanding levels by using extensive reading, students can be motivated in learning. This is supported by Ferdila, Raihani (2014) who said that reading perspective is an interesting activity, creates a pleasant learning atmosphere, helps students develop a broad vocabulary, improves students' reading comprehension, and increases students' motivation in reading. this is in line with Aliponga (2013), assuming that Extensive Reading can motivate students to read more, enabling them to understand the main idea and important details of their chosen reading material, and activating them to think critically.

Furthermore, from the results of student reflections, they stated that the application of the extensive reading method in learning English was very effective. Because by using this method they read more often and it greatly increases their vocabulary, besides that they can improve their English speaking ability a bit. One of the studies on ER is from Shuhui (2007) in his journal entitled "An Introspective and Retrospective Diary Study of Extensive Reading". His studies show that Extensive Reading provides tools to help develop speaking, listening comprehension, and writing skills.

In addition, some state that the use of extensive reading methods in learning English can build students' comprehension and students feel very satisfied with learning to read extensively. As Krashen (2004) said that extensive reading can increase their enjoyment of reading, during extensive reading, to increase their enjoyment, they can add activities by inviting their friends to read together. Waring (2006) stated that extensive reading supports students to consolidate and integrate the language they have previously learned. Extensive reading also requires repeating the previous word, so that they can keep it in mind. Using extensive reading methods can also help understand the content of the text and help improve vocabulary skills. This is supported by the opinion of Renandya and Jacobs (2001) that extensive reading supports the development of ordinary vocabulary, specific vocabulary, and knowledge of the target language. Line with Krashen (et al., 2004) stated that free voluntary reading widely and speculated that it was superior to direct instruction in

terms of acquisition of reading, grammar, vocabulary, and writing. Waring (et al., 2011) mention that one of the well-known benefits of extensive reading is its effect on vocabulary mastery.

Conclusions

This study aimed to find out the positive contribution of using extensive reading on EFL students' learning. The study found that extensive reading give a positive contribution to EFL students' learning. Extensive reading helped the students to build a perspective that reading (English text) is a fascinating activity. In line with this, the student's motivation in reading also increased after the implementation of extensive reading. Moreover, extensive reading helped teachers to create an enjoyable atmosphere in learning. Concerning teaching reading, extensive reading helped the students in developing a wide vocabulary and improve their reading comprehension. The other research findings recognized a problem that might prevent the benefits of extensive reading if it was not averted. The problem was several students did not complete the reading journal fully. However, the problem may be averted as teachers can create a better instructional design. Considering the result above, it is suggested that Extensive Reading should be applied in Universities to increase students' motivation in reading and to improve students' reading skills. Also, the teacher can use Extensive Reading to improve his/her students' reading speed by targeting students to read several texts in a week. Then the students' critical reading can be built if the teacher applied Extensive Reading in his/her class by providing various texts.

References

- Al Nazhari, H., Delfi, S., & K, S. (2016). A study on English reading habits of students of the English study program of Riau university. *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau*, 3(2), 1–8. Retrieved from <https://jom.unri.ac.id/index.php/JOMFKIP/article/view/10027>
- Aliponga, J. (2013, June). Reading Journal: Its Benefits for Extensive Reading. *International Journal of Humanities and Social Science*, 3(12).
- Day, Richard, and Julian Bamford. 2000. "Reaching Reluctant Readers." *The Forum*.
- Asraf, R. M. and Ahmad, I. S. (2003). Promoting English Language Development and the Reading Habit among Students in Rural Schools through the Guided Extensive Reading Program. *Reading in a Foreign Language*, 15(2). [Online]. Available at: <http://nflrc.hawaii.edu/rfl/october2003/mohdasraf/mohdasraf.html>.
- Cahyono, B. Y and Widiawati. (2006). The Teaching of EFL Reading in the Indonesian Context: The State of the Art. *TEFLIN Journal: A Publication on the Teaching and Learning of English* 17(1). [Online]. Available at: <http://www.teflin.org/journal/index.php/teflin/article/viewfile/186/90>. Retrieved August 12, 2013
- Day, Richard R. et al. 1998. "Extensive Reading in the Second Language Classroom."

RELC Journal.

- Endris, A. A. (in press). Extensive reading habits and attitudes of EFL students.
- Ferdila, R. (2014). THE USE OF EXTENSIVE READING IN TEACHING READING. *Journal of English and Education*, 2(2), 68-80.
- Green, Christopher. 2005. "Integrating Extensive Reading in the Task-Based Curriculum." *ELT Journal*.
- Hafiz, F. M., and Ian Tudor. 1989. "Extensive Reading and the Development of Language Skills." *ELT Journal*.
- Iwahori, Y. (2008). Developing Reading Fluency: A Study of Extensive Reading in EFL. *Reading in a Foreign Language*, 20(1), 70-91.
- Kirin, Wilairat. 2010. "Effects of Extensive Reading on Students' Writing Ability in an EFL class." *Journal of Asia TEFL*.
- Krashen, S. (2004). *The power of reading: Insights from the research*. Westport, CT: Libraries Unlimited.
- Nakanishi, Takayuki. 2015. "A Meta-Analysis of Extensive Reading Research." *TESOL Quarterly*.
- Raihani Ferdila. 2014. "The Use of Extensive Reading in Teaching Reading." *Journal of English and Education* 2(2): 68-80.
- Renandya, Willy A. 2007. "The Power of Extensive Reading." *RELC Journal*.
- Renandya, W.A., & Jacobs, G.M. (2001). Extensive reading: Why aren't we all doing it? In J.C. Richards & W.A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 295-302). Cambridge: Cambridge University Press.
- Richards, Jack C., and Richard W. Schmidt. 2013. Longman Dictionary of Language Teaching and Applied Linguistics *Longman Dictionary of Language Teaching and Applied Linguistics*.
- Robb, Thomas, and Makimi Kano. 2013. "Effective Extensive Reading Outside the Classroom : A Large-Scale Experiment." *Reading in a Foreign Language* 25(2): 234-47.
- Robb, Thomas N., and Bernard Susser. 1989. "Extensive Reading vs Skills Building in an EFL Context." *Reading in a Foreign Language* 1.
- Shuhui, H. (2007). *An introspective and retrospective study of extensive reading: a case study in french language learning*. Ming Chuan University.
- Susser, B., and T. N. Robb. 1990a. "EFL Extensive Reading Instruction: Research and Procedure." *Jalt Journal*.
- Susser and Robb 1990b. "EFL Extensive Reading Instruction: Research and Procedure." *Jalt Journal* 12(2): 161-185. <http://www.cc.kyoto-su.ac.jp/~trobb/sussrobb.html>.
- Tanaka, H. (2007). Increasing Reading Input n Japanese High School EFL Classrooms: An Empirical Study Exploring the Efficacy of Extensive Reading. *The Reading Matrix*, 7(1).
- Usher, A. (2012). *Student Motivation: An Overlooked Piece of School Reform*. ERIC.
- Waring, R. (2006). Why extensive reading should be an indispensable part of all

Nur Hasanah Safei, Fitri Rini Ekasari
Positive Contribution of Extensive Reading to EFL Students' Learning

language programs. *The Language Teacher*, 30(7), 44–47.
Waring, R. (2011). Extensive Reading in English Teaching. In Widodo, H. & A. Cirocki (Eds.) *Innovation and Creativity in ELT methodology*. Nova Publishers: New York