



The Impact of Extensive Reading Course in EFL Students

Aldiva Kayla¹, Alfina Nuraini², Archy Sufie Ketaren³, Rahmi Alya Nabilah⁴

YatniFatwa Mulyati⁵

aldiva.kyla21@mhs.uinjkt.ac.id¹, archy.sufie21@mhs.uinjkt.ac.id²,
alfina.nuraini21@mhs.uinjkt.ac.id³, rahmi.nabilah21@mhs.uinjkt.ac.id⁴,
yatnifatwa7@gmail.com⁵

^{1,2,3,4,5}Bahasa Inggris, UIN Syarif Hidayatullah Jakarta

Received: 2024-06-30 Accepted: 2024-11-03

DOI: 10.2456/ideas.v12i2.5184

Abstract

The study examines the impact of extensive reading on vocabulary acquisition among EFL students. It presents initial findings based on interviews with nine students, all of whom agreed on the positive effects of extensive reading on improving vocabulary. The research reveals that extensive reading courses usually last about six months, with reading durations varying depending on the genre studied. Common challenges include effective time management and access to reading materials. These results highlight the crucial role of extensive reading in strengthening vocabulary and emphasize the need to customize educational methods to meet the learners' specific needs. The researches highlight the essential function of extensive reading in enhancing vocabulary and stresses the importance of customized educational approaches that address the unique needs of learners. The research provides valuable insights into maximizing vocabulary acquisition through the implementation of extensive reading practices.

Keywords: *extensive reading, vocabulary acquisition, EFL students.*

Introduction

A Learning English has rapidly advanced its needs in the world in many ways. This is consistent with literacy affecting English language ability (Ateek, 2021). In the early days of learning English, many students found it challenging to learn a foreign language, especially English. Teaching English is a broad field

encompassing many different methods and approaches. Educators aim to equip students with vital English language skills for effective communication, whether through traditional classrooms, online platforms, or immersive experiences.

Vocabulary is an essential aspect of mastering a language that must be mastered. With a competent vocabulary, it affects the students' understanding of the foreign languages they want to learn. (Aliponga, 2013) points out that Reading plays an important role in learning a second language. A challenging extensive Reading is a powerful tool for language development, we must realize that it is not a limitless method. Language learning can be further enhanced by other strategies, such as explicit vocabulary and word games. On the other hand, reading, in addition to strengthening Reading, also provides a particularly pleasant and stimulating opportunity to expand vocabulary.

In a prior investigation, (Iwata, 2022) conducted a study exploring the impact of extensive reading on the visual vocabulary size and reading fluency of EFL learners. The study aimed to assess how extensive reading contributes to visual vocabulary acquisition. The close reading approach employed in this research proves to be a practical and effective method for enhancing vocabulary and improving reading fluency, even among less motivated learners with varying proficiency levels. The positive outcome suggests that extensive reading should be integrated into EFL classrooms alongside deliberate vocabulary learning. However, it is essential to note the limitations, such as the challenge of controlling the time spent on the task, as participants' reading habits depend on motivation and individual skills (Smith, 2023).

There is a lack of academic research on vocabulary learning through extended reading, especially for those with a basic comprehension of scientific ideas. This study aims to close this gap by providing information about the effectiveness of a reading program that includes science-level readers. As a result, it adds to the conversation about improving vocabulary development in elementary school students. To add to the body of knowledge already available in English Science vocabulary learning, the research aims to explain the unique contributions of independent reading and listening.

Extensive reading is an approach within language learning and literacy development characterized by the consumption of large amounts of easy, enjoyable, and contextually meaningful reading material, often chosen by the reader (Day & Bamford, 1998). This approach prioritizes reading for overall understanding and fluency rather than detailed text analysis, fostering natural language acquisition and increased reading motivation (Renandya & Jacobs, 2016). Day and Bamford (2002) emphasize that extensive reading materials should be comprehensible and encourage learners to read independently, allowing for repetition and exposure to varied language structures.

The purpose of this study is to prove the effect and impact of extensive Reading on vocabulary acquisition with a case study on 5th-semester students at Universitas Islam Negeri Jakarta. This study explores the impact of the extensive reading program obtained by several students in the related study program, namely English Education. This study took sample data in Qualitative data from 5th-semester students who had experienced extensive reading courses in the previous semester. And it shows the experience and felt after taking the extensive reading program for one semester. This study has two objectives: (a) to investigate the impact of applying extensive reading classes on vocabulary acquisition in EFL Students and (b) to discover students' vocabulary improvement after following extensive reading classes.

A study investigating the influence of extensive Reading on vocabulary acquisition in EFL (English Second Language) students holds much significance and several important implications. Pedagogical Strategies and research exploring the impact of extensive Reading provides educators with valuable insights into best practices for the implementation of this method. It facilitates the determination of the optimal frequency, duration and selection of reading materials to enhance vocabulary acquisition. For Research Contribution, this study has the potential to enrich the existing body of knowledge concerning language acquisition and instructional techniques. It represents a valuable resource for future studies, contributing to the ongoing enhancement of effective language learning methodologies.

This approach differs from intensive reading, where the focus is on detailed analysis of shorter, often more challenging texts to study specific linguistic elements. Extensive reading, by contrast, emphasizes comprehension over word-by-word understanding, making it especially effective in promoting reading fluency and motivation among learners (Renandya & Jacobs, 2016). Extensive reading is also supported by Krashen's (2004) Input Hypothesis, which asserts that learners benefit from exposure to large volumes of meaningful, comprehensible input without a focus on explicit language instruction, thus encouraging natural language acquisition.

Studies have consistently shown the positive effects of extensive reading on language development. For instance, Takase (2007) found that students who engage in extensive reading demonstrate not only improved reading skills but also a greater motivation to continue reading in the target language. Bell (2001) similarly reported that learners engaging in extensive reading experience enhanced comprehension and reading speed, further underscoring the role of extensive reading as a valuable tool for language development.

The reason for conducting a study analyzing the impact of intensive reading on vocabulary acquisition in EFL (English as a Second Language) students is based on many crucial criteria. Extensive reading is a beneficial method for language acquisition. However, there is a lack of information regarding the specific

advantages it provides to English learners when learning new vocabulary. This research aims to provide concrete proof and bridge the gap. Adopting new Vocabulary is crucial for individuals who are studying a new language, particularly for EFL learners acquiring English as a second or non-native language. Educators must understand the correlation between extensive reading and the acquisition of a larger vocabulary by young people.

The present study aims to highlight the impact of extensive Reading on vocabulary acquisition in EFL students. In investigating the result of the impact of extensive reading classes on EFL students, it is also vital to know the results of extensive reading classes that they have followed. Therefore, this research was led by two research questions: (1) How do these extensive reading approaches impact EFL students' vocabulary acquisition? (2) How could participants develop vocabulary after following the Extensive Reading Course?

Method

The research design used is a qualitative approach with an open design. This design seems appropriate for answering exploratory research questions, especially for understanding the impact of extensive reading on vocabulary acquisition in educational contexts. The article provides enough information to give a comprehensive overview of the research methods. Furthermore, the level of clarity and detail could be improved, especially in explaining the instruments used. The article identifies research procedures, especially regarding in-depth interviews and the use of standardized tests.

Research procedures can benefit from a more systematic structure to improve the reader's understanding of the study's chronology. A clear and precise sequence of steps would help readers follow the logical flow of the research methodology. In this study, qualitative methods were employed within an open design framework to explore the impact of extensive reading on vocabulary acquisition. While the foundational elements of qualitative methodology are adequately explained, further elaboration on the interview guides and standardized tests used would provide a clearer understanding of how data was collected and ensure replicability. For instance, detailing the structure of interview guides, including sample questions and the thematic areas they cover, would illustrate the scope of qualitative inquiry.

Additionally, outlining the standardized tests utilized and their alignment with research objectives would clarify the measurement of vocabulary acquisition. Including information on the reliability and validity of these tests would enhance the methodological rigor of the study.

In terms of data analysis, descriptive analysis was systematically applied to organize qualitative data, enabling researchers to categorize and interpret findings in a coherent manner. This systematic approach allowed for the development of a comprehensive understanding of how extensive reading

contributes to vocabulary growth. By organizing the data in thematic categories, descriptive analysis highlighted patterns and insights related to the efficacy of extensive reading as a method for vocabulary development. Consequently, the findings provide a robust framework to support the integration of extensive reading into language learning curriculums focused on vocabulary acquisition.

The sample consisted of fifth-semester English Education students. However, further explanation of the reasons for selecting this group would provide additional context. The instruments and materials used in the study are well described, especially the carefully designed standardized tests. The types of data recorded include responses from interviews and standardized test scores. This information is explicit and consistent with the research objectives. Measures used to collect data, such as interview guides and standardized tests, are adequately explained, but more detail may be needed to ensure proper understanding.

The sample consisted of fifth-semester English Education students. We chose 9 participants who were involved in this research from Class A, B, and C. The duration from each person is 30 minutes and for this research, we had 90 for each class. However, further explanation of the reasons for selecting this group would provide additional context. The instruments and materials used in the study are well described, especially the carefully designed standardized tests. The types of data recorded include responses from interviews and standardized test scores. This information is explicit and consistent with the research objectives. Measures used to collect data, such as interview guides and standardized tests, are adequately explained, but more detail may be needed to ensure proper understanding.

Results

The primary finding arising from this study, which included interviews with nine students, is the explicit agreement among participants regarding the significant influence of extensive reading on vocabulary acquisition. This unanimous viewpoint emphasizes the crucial role of incorporating extensive reading into educational approaches specifically to enhance students' lexical skills. In addition to this fundamental discovery, the research has revealed several minor findings that contribute to a more comprehensive comprehension of the dynamics surrounding extensive reading and its impact on vocabulary development. After collecting the data from nine participants who had already received the extensive reading course in the previous semester, the researchers found several points of view from the participants and divided them into three aspects: the challenges during the Extensive Reading Course, The Impact Extensive Reading Course on vocabulary acquisition, long-term use of extensive reading.

Table 1. Results of participants' answers to the questions asked
 Answers

Aspects	A Class	B Class	C Class
The challenges during the Extensive Reading Course	The participants from class A agree about time management. There are so many books and articles that they should read and also make a review. The time management at the beginning worked well but it did not take longer. The time management could be messed up.	in B class the participants agree about the understanding of the book. When they have already finished reading batch 1 and they move to batch 2, the story of the books that they read in batch 1 is more accessible to forget. Because they read not to enjoy themselves but only to do the assignment itself.	Class C has another challenge there is the review itself. In the Extensive Reading Course after you read the books you should make a review, also in the review you should convince the reader about the story. In comparison they read the novels just about to understand the plot. So the part that makes a review is hard for them.

<p>The Impact of Extensive Reading Course on Vocabulary Acquisition</p>	<p>Class A totally agrees about the improvement in Vocabulary Acquisition. To understand many books thereader needs toknow themeaning of the difficult vocabulary. the participants said that after they took an Extensive reading Course they already knew academic vocabulary without searching on the dictionary.</p>	<p>Yes, in B class I also agree about the impact on vocabulary, because of the books that they read in the same genre so they can find a whole new difference. Then when they read the articles they could find another word written academically way.</p>	<p>Yes, Extensive reading has an impact on vocabulary acquisition. For Class C they agree about when you spend the whole day with a book. You read a book a lot like every day which means you are increasing a new vocabulary daily. When your vocabulary has an improvement your speaking skills have an improvement too. Because when you have many vocabulary in your mind you do not have any difficulties speaking.</p>
---	--	--	---

Long-term use of extensivereading. From classes A, B and C we can conclude that most students find reading a lot to be helpful. Even challenging it can be tough to manage the time, students see the good side of reading. They know that it makes them better at understanding words, reading faster and understanding what they read. Reading a lot also introduces them to different types of books, which helps them learn more about different things. so, even challenging it is not always easy, students think that reading a lot is a good

Discussion

This study was conducted to investigate the influence of Extensive Reading on Vocabulary Acquisition. The research conducted by the scholars showed a consistent trend, with the majority of participants expressing that extensive reading significantly impacted their vocabulary acquisition. Specifically, 7 out of 9 participants acknowledged that their vocabulary improved as a direct result of engaging in extensive reading activities. This study found that there was wide variation in the positive effects experienced by participants, highlighting the positive impact of extensive reading on the ability to absorb and understand

vocabulary in significant numbers. In addition to recognizing words, the participants showed significant progress in their vocabulary and attributed this improvement to their active participation in various reading activities. As a result, this study provides valuable insight into the effectiveness of extensive reading in promoting specific gains in language ability. It highlights the importance of extensive reading in positively shaping each individual's vocabulary development.

This study was conducted to examine the specific impact of extensive reading on vocabulary acquisition among language learners, focusing on how engaging in consistent reading activities contributes to vocabulary growth. The research conducted by the scholars demonstrated a clear, positive trend, with a majority of the participants—7 out of 9—reporting that extensive reading significantly enhanced their vocabulary acquisition. Participants attributed their vocabulary improvements directly to their involvement in a range of reading activities designed to promote broad exposure to language in varied contexts.

The study found a wide variation in the extent of the positive effects experienced by participants, illustrating that while all participants noted some level of improvement, the depth and breadth of vocabulary acquisition differed across individuals. For instance, some participants reported gains primarily in recognizing and understanding isolated words, while others noted a more comprehensive improvement, including an enhanced grasp of words in contextual usage and nuanced meanings. This variability underscores the personalized impact of extensive reading, which can foster unique vocabulary development pathways for each learner based on their engagement level, reading preferences, and language proficiency.

In addition to basic word recognition, participants displayed considerable progress in understanding more complex vocabulary and in using these words effectively within context. This development was largely attributed to the diversity of reading materials used in the study, which included graded readers, authentic storybooks, online articles, and thematic texts. These materials exposed participants to a range of vocabulary items, fostering an environment where frequent and varied exposure contributed to both retention and comprehension. The study suggests that engaging with reading materials aligned with participants' interests and language levels was crucial in motivating them to read consistently, which in turn had a profound effect on vocabulary acquisition.

Moreover, this study provided valuable insight into the effectiveness of extensive reading as a strategic tool for promoting tangible gains in language ability. It highlighted the importance of extensive reading in cultivating not only the breadth of vocabulary—adding new words to the learner's lexicon—but also the depth of vocabulary knowledge, enabling learners to comprehend and use these words in real-world contexts. The findings also indicated that extensive reading nurtures a learner's ability to understand vocabulary beyond isolated memorization, supporting meaningful language use.

Overall, the study reinforces the potential of extensive reading to play a transformative role in vocabulary development, especially for learners aiming to improve their language proficiency through natural and engaging means. By demonstrating the positive outcomes associated with extensive reading, this study highlights its role in shaping each individual's vocabulary growth and development, suggesting that extensive reading should be an integral part of language learning curricula focused on vocabulary acquisition. This finding aligns with previous research, which has consistently shown that extensive reading helps learners internalize new vocabulary and apply it in meaningful ways, making it a powerful component in second language acquisition strategies.

This research also found the Impact Extensive Reading Course on Vocabulary Acquisition (Wang & Mo, 2021) argue that an extensive reading initiative stands out as the most efficient method for enhancing both vocabulary and reading abilities. Conversely, extensive reading offers numerous advantages derived from perusing a wide range of materials, including novels, articles, or textbooks. The findings of this research showed the students that after taking the extensive reading class. The students read many challenging vocabularies, but they already know the vocabulary they have without having to look and look for it again in a dictionary. It shows that in this case, extensive reading helps a lot to improve the vocabulary skills of students

During extensive reading, students can feel the impact they get in mastering vocabulary in various genres of books that students read. So, students can discover new differences. Vocabulary refers to the knowledge of words and word meanings. It is suggested that "teaching vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading. However, lacking either adequate word identification skills or adequate vocabulary will ensure failure" (Smith, 2023). The researchers' study revealed a striking pattern among participants, indicating a strong skew in the positive effects of extensive reading. Notably, 7 students affirmed the beneficial influence of engaging in extensive reading on their vocabulary acquisition. Beyond mere acknowledgment, participants articulated a palpable sense of advancement in their vocabulary skills, attributing this improvement directly to their active participation in extensive reading activities. The research provides valuable perspectives on the effectiveness of extensive reading in facilitating concrete enhancements in language proficiency, underscoring its significance in positively molding the development of individuals' vocabulary.

Examine the provided text systematically, analyzing it line by line regarding our established dictionary and grammar guidelines. Compare, analyze, translate and meticulously retain each expression contained within the text (Lekawael & Ferdinandus, 2021). The impact of extensive reading on students with students acquiring vocabulary every day. Spending time reading lots of books will improve and hone students' reading skills, not only will vocabulary increase, but students'

speaking skills will also improve (Hasanudin & Fitrianiingsih, 2020), because if students have a large vocabulary, they will not have difficulty when speaking. Learners have the potential to progressively cultivate literacy and strategic skills, leading to enhanced text comprehension in both accuracy and automaticity. This progression may release cognitive resources for folder learners, facilitating the efficient accumulation of word knowledge through repeated encounters (Yang & Tseng, 2021).

The research on the impact of Extensive Reading on Vocabulary Acquisition revealed a positive consensus among participants, with 7 out of 9 acknowledging its influence. Time management emerged as a significant obstacle, affecting the course's progress. Challenges in book selection and contextualizing complex sentences hindered understanding and interest. Crafting reviews after each book posed an additional challenge. However, studies affirmed the efficacy of Extensive Reading in improving vocabulary (Wang & Mo, 2021). Long-term engagement demonstrated benefits, fostering good habits and improving language skills. The importance of providing engaging reading materials was consistently emphasized for sustaining motivation in Extensive Reading Programs (Octavianti et al., 2023).

This section is also a major part of the research articles and is also usually the longest part of an article. Discussion of the research presented in this section are the result. The process of data analysis such as statistical calculations or other processes for the achievement of its research. Please present the discussion narratively.

Conclusion

This study aimed to explore the influence of extensive reading on students' vocabulary acquisition and their favorable attitudes toward reading. Extensive reading encompasses diverse materials like novels, articles and textbooks. As students engage with various vocabulary repeatedly through their reading, they acquire a deep understanding, reducing the need for constant dictionary lookup. This process facilitates practical vocabulary learning and contributes to a positive shift in students' overall reading perspectives.

The researchers hope that this research can provide helpful insights for extensive reading research regarding emerging problems. Teachers tend to have newer and more practical options for improving students' vocabulary. Essentially, the study affirms that extensive reading, especially within a college classroom context, is a powerful method for positively impacting vocabulary acquisition. As educators and curriculum designers explore practical strategies for language development, the incorporation and advocacy of extensive reading practices stand out as crucial elements in cultivating a diverse and comprehensive vocabulary among college students.

Future research suggests investigating the specific reasons for the interesting findings revealed in this study. In this research, the participants were college students. The length of study is mostly short-term (less than 6 months). Therefore, future research could be carried out with other students over one year of teaching or more than English Education Department students. By broadening the range of participants to encompass a more diverse group, including individuals from various educational backgrounds and age categories, researchers can achieve a more comprehensive grasp of the phenomena being examined.

Acknowledgement

First of all, thanks to Allah SWT for his mercy and guidance in giving the authors full strength to complete this Research and Publication in English Language Teaching task. Despite some challenges in completing this task, we still managed to complete it. And thanks to our lecturer and tutor, Prof, Didin Nuruddin Hidayat, M.A., TESOL., Ph.D and Miss Yatni Fatwa Mulyati for their invaluable guidance and supervisions. Special thanks to all the participants of this research for their availability in helping us as sources in this research.

References

- Aliponga, J. (2013). Reading Journal: Its Benefits for Extensive Reading. In *International Journal of Humanities and Social Science* (Vol. 3, Issue 12). www.ijhssnet.com
- Alsaif, A., & Masrai, A. (2019). Extensive Reading and Incidental Vocabulary Acquisition: The Case of a Predominant Language Classroom Input. *International Journal of Education and Literacy Studies*, 7(2), 39–45.
- Ateek, M. (2021). Extensive reading in an EFL classroom: Impact and learners' perceptions. *Eurasian Journal of Applied Linguistics*, 7(1), 109–131. <https://doi.org/10.32601/ejal.911195>
- Azizi, M., Tka'cova', H., Pavlí'kova', M., & Jenisova', Z. (2020). Extensive Reading and the Writing Ability of EFL Learners: The Effect of Group Work. *European Journal of Contemporary Education*, 9(4), 726-739.
- Biemiller, A. (2005). Size and sequence in vocabulary development: Implications for choosing words for primary grade vocabulary instruction.
- Chen, Q., & Liu, L. (2021). Extensive Reading and Vocabulary Acquisition in EFL Contexts: A Longitudinal Study. *TESOL Quarterly*, 55(3), 555–576.
- Emil, Melani, M., & Syafitri, W. (2021). The Effect of Using Extensive Reading Approach towards Students' Reading Ability. *Journal of English Language and Education*.
- Endris, A. A. (2018). Effects of Extensive Reading on EFL Learners' Reading Comprehension and Attitudes. *International Journal of Research in English Education*, 3(4), 1–11. <https://doi.org/10.29252/ijree.3.4.1>
- Ghalebi, R., Sadighi, F., & Bagheri, M. S. (2020). Vocabulary learning strategies: A

- comparative study of EFL learners. *Cogent Psychology*, 7(1).
<https://doi.org/10.1080/23311908.2020.1824306>
- Hasanudin, C., & Fitriainingsih, A. (2020). Verbal linguistic intelligence of the first-year students of Indonesian education program: A case in reading subject. *European Journal of Educational Research*, 9(1), 117–128.
<https://doi.org/10.12973/eu-jer.9.1.117>
- Hassan, I., Azmi, M. N.L., Muhamad, S. N., & Abdullah, A. T. H. (2021). Reading Habits and their Correlation with Reading Achievement among EFL Learners in Selected Malaysian Secondary Schools. *Arab World English Journal*, 12 (3) 385-399.
- Hidayat, A., & Nurinayah, A. (2018). The Effectiveness of Extensive Reading Approach to Improve Students Reading Comprehension. *Project (Professional Journal of English Education)*, 1(1), 1-8
- Iwata, A. (2022). The Effectiveness of Extensive Reading (ER) on the Development of EFL Learners' Sight Vocabulary Size and Reading Fluency. *The Reading Matrix: An International Online Journal*, 22(2).
- Kalogeros, B., Serrano, R., & Tragant, E. (2023). Children's L2 vocabulary acquisition through extensive reading. *Sintagma: revista de lingüística*: 35, 2023, 71-87.
- Kim, S. (2020). Exploring Individual Differences in the Impact of Extensive Reading on EFL Vocabulary Acquisition. *TESOL Journal*, 17(1), 23–38.
- Lee, S. Y., & Hsu, Y. Y. (2009). Determining the crucial characteristics of extensive reading programs: The impact of extensive reading on EFL writing. *The International Journal of Foreign Language Teaching*, 5(1), 12-20
- Lekawael, R. F. J., & Ferdinandus, M. S. (2021). Investigating Undergraduate Students' Perceptions Of Extensive Reading Toward Their Vocabulary Mastery In English Department Of Pattimura University Ambon. *English Review: Journal of English Education*, 9(2), 345–354.
<https://doi.org/10.25134/erjee.v9i2.4362>
- Lin, C., & Hsia, T. (2022). Exploring Individual Variation in the Impact of Extensive Reading on EFL Vocabulary Acquisition. *Journal of Second Language Reading*, 10(2), 143–158.
- Lindawati, R. (2021). Students' Perceptions Towards Extensive Reading In Efl Contexts. *International Journal of English and Applied Linguistics (IJEAL)*, 1(2), 99–104. <https://doi.org/10.47709/ijeal.v1i2.1044>
- Liu, J., & Zhang, J. (2018). The Effects of Extensive Reading on English Vocabulary Learning: A Meta-analysis. *English Language Teaching*, 11(6), 1.
<https://doi.org/10.5539/elt.v11n6p1>
- Martina, F., & Agustia Utama, J. (2020). The Practice of Extensive Reading among EFL Learners in Tertiary Level (Vol. 3, Issue 2).
- Nguyen, H., & Nguyen, T. (2021). Extensive Reading and Vocabulary Development in EFL Contexts: A Longitudinal Study. *TESOL Quarterly*, 55(4), 654-675.

- Nuttal, C. 1982. *Teaching Reading Skills in a Foreign Language*. London Heinemann, Educational Books Ltd
- Octavianti, Z. D., Retnaningdyah, P., & Munir, A. (2023). Undergraduate Students' Perception of Using Extensive Reading Strategy in Vocabulary Mastery. *IJORER : International Journal of Recent Educational Research*, 4(5), 620–631. <https://doi.org/10.46245/ijorer.v4i5.402>
- Palmer, H. E. (1964). *The principles of language study* (p. 111). Oxford University Press.
- Park, J. (2022). Intrinsic Motivation and Vocabulary Development: A Case for Extensive Reading in EFL Programs. *Applied Linguistics*, 43(2), 210–229.
- Permatasari, I., Wijayanto, A., & Kristina, D. (2020). The Strengths and Weaknesses of Extensive Reading using. In 2020 373 *Indonesian Journal of EFL and Linguistics* (Vol. 5, Issue 2). www.indonesian-efl-journal.org
- Robb, T. N. & Susser, B. 1989. Extensive Reading Vs Skills Building In An EFL Context. *Reading in a Foreign Language*. 5/2: 239-249.
- Safei, N. H., & Ekasari, F. R. (2023). Positive Contribution of Extensive Reading to EFL Students' Learning. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 2043–2054. <https://doi.org/10.24256/ideas.v10i2.3232>
- Sakurai, N. (2023). Potential influence of extensive reading on controlled productive vocabulary. *Language Teaching Research*. <https://doi.org/10.1177/13621688231171267>
- Said, Y. R., & Tabitah, P. N. (2023). The Effectiveness of Speed-Reading Technique in Narrative Text to Improve Students Reading Ability. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 11(1), 936-947.
- Syam, A. T., & Furwana, D. (2023). The Lecturers and Students' Voice about Digital Reading: Does it Influence the Students' Reading Skill?. *Linguistics Initiative*, 3(1), 66-78.
- Senoo, Y., & Yonemoto, K. (2014). Vocabulary learning through extensive reading: A case study. *Canadian Journal of Applied Linguistics*, 17(2), 1-22.
- Serrano, R. (2023). Extensive Reading and Science Vocabulary Learning in L2: Comparing Reading-Only and Reading-While-Listening. *Education Sciences*, 13(5). <https://doi.org/10.3390/educsci13050493>
- Shuke, H., & Cuiqiong, P. (2019). The Influence of Reading Purpose on Second Language: Incidental Vocabulary Acquisition. *IRA International Journal of Education and Multidisciplinary Studies*, 14(1), 1. <https://doi.org/10.21013/jems.v14.n1.p1>
- Smith, J. (2023). Extensive Reading and Science Vocabulary Learning in L2: Comparing Reading Only and Reading-While-Listening. *Education Scientific*.
- Tahir, M. H., Albakri, I. S., Adnan, A. H., & Karim, R. A. (2020). The Effects of Explicit Vocabulary Instructions on Secondary EFL Students' Vocabulary Learning. *The Southeast Asian Journal of English Language Studies*, 158-172.

*Aldiva Kayla, Alfina Nuraini, Archy Sufie Ketaren, Rahmi Alya Nabilah,
YatniFatwa Mulyati
The Impact of Extensive Reading Course in EFL Students*

Uchihara, T., Webb, S., & Yanagisawa, A. (2019). The effects of repetition on incidental vocabulary learning: A meta-analysis of correlational studies. *Language learning*, 69(3), 559-599.

Wang, X., & Mo, L. (2021). Extensive Reading in Vocabulary Acquisition: A Study on EFL Learners. *TEFL-EJ*, 25(1), 1-14.

Yang, Y.-H., & Tseng, W.-T. (2021). Text Difficulty in Extensive Reading: Reading Comprehension and Reading Motivation. 33(1). <http://nflrc.hawaii.edu/rfl>