EXTENSIVE READING IN EFL LEARNERS: MOVING FROM THEORY TO PRACTICES

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Received: 25/01/2022
Accepted: 31/01/2022
Publication: 31/01/2022

Abstract
Since its introduction to English Foreign Language, extensive Reading has grown in popularity (EFL). This type of Reading has provided EFL learners with numerous benefits in various areas. Extensive Reading has also been done in several situations. This research aimed to (1) provide a thorough understanding of ER, both theoretically and in terms of principles, and (2) summarize recent ER research in EFL settings. The researcher employed the method of library research. In addition, the researcher used content analysis to analyze the data. According to the research results, extensive Reading increased reading comprehension, vocabulary understanding, and writing abilities. Furthermore, the students showed positive attitudes and perceptions of extensive Reading in EFL contexts. Moreover, the students had positive attitudes and impressions of extensive Reading in EFL contexts. Therefore, it is hoped that more teachers, practitioners, and educational institutions would see the possibility of incorporating Extensive Reading into the English curriculum to benefit from its multiple benefits.

Keywords—EFL Learners, Extensive Reading, Extensive Reading Theory, A Literature Review

Introduction
The development of what is known as reading autonomy is required to develop reading ability. As a result, one of the key goals of EFL reading courses is reading autonomy. Strong reading proficiency, constant reading desire, and a thorough comprehension of reading resources, according to Tsai (2007), can lead to autonomy. As a result, it's vital to use the potential language learning elements that exist all around learners to locate resources they may use.

According to Grabe (2009) and Grabe & Stoller (2011), extensive Reading is an educational alternative that is steadily gaining respect and acknowledgment in second language reading pedagogy (2011). It's a method of reading instruction that encourages students to read. In an EFL context, extensive Reading (ER) is a method of teaching reading to get pupils to love Reading in English (Day, Bassett, Bowler, & Parminter, 2011). In short, as cited in Wilkinson (2012), Grabe discusses some of the benefits of Extensive Reading, such as the development of vocabulary and structural awareness, the enhancement of background knowledge, the development of automaticity, the improvement of comprehension skills, and the promotion of motivation and confidence. The student decides the topic. According to Day and Bamford (2002), the following are the ideas of Extensive Reading for EFL students: (1) The reading material is easy; (2) A wide range of reading material on a range of topics must be available; (3) Learners select what they want to read; (4) Learners read as much as conceivable; (5) The main objective of Reading is usually related to amusement, information, and common understanding; (6) Reading is its reward; (7) Reading speed is generally faster rather than slower; (8) Reading is individual and quiet; (9) Teachers direct and guide their students; and (10) A reader's role model is the teacher.
Researchers have demonstrated the advantages of long-term Reading. It has been shown to assist children in acquiring new words, boost their overall language level, and improve their writing fluency and correctness. Brown (2001) discovered that combining comprehensive reading components with additional specialized reading instruction is beneficial. According to Yamashita (2008), Extensive Reading increases pupils' reading rate or strategy and overall language ability.

Chang and Renandya (2017) previously investigated teachers' perspectives of the process of Extensive Reading (ER) in the Asian context. An online survey was completed by 119 L2 instructors from Asia, who were asked about their motivations for adopting ER, the problems they experienced, and their thoughts on the usefulness of various strategies for arranging reading materials. The data show that L2 teachers in Asia believed strongly in the effectiveness of ER in improving learners' overall language competence. Another study conducted by Al-Nafisah (2015) looked at the impact of a comprehensive reading program on Saudi EFL university students' reading comprehension. As a result, the study included 54 students from King Saud University who were chosen at random. They were divided into experimental and control groups (27 students each). Within three months, pre-test and post-test data were obtained. The results of the study indicated that the treatment group surpassed the control group in terms of reading comprehension.

Lee et al. investigated the influence of two types of reading teaching, extended Reading and translation, on understanding basic grammar and particular syntactic features (articles and prepositions) and student attitudes (2015). This study aimed to investigate the effect of grammar on comprehension skills. Participants (N = 124) were teenage English as a foreign language (EFL) learners in South Korea who underwent extensive Reading or translation instruction for two academic semesters. The findings showed that lengthy reading and translation exercises had variable impacts on students' grammatical attitudes depending on their L2 proficiency. In addition, participants responded to linguistic assessments and an attitude survey. Although both instructional techniques improved grammatical understanding from pre- to post-test, intense Reading appeared to be the most substantial impact.

In research, extensive Reading, acquiring language characteristics, and language abilities for EFL learners have all been connected (Lee & Hsu, 2009; Mermelstein, 2014; Edy, 2014). In addition, the acquisition of vocabulary and grammar improves the learners' language ability. Consequently, all Indonesian EFL students should realize that extensive Reading is much more than just having read a lot; it also aids in the enhancement of language skills. As a result, English is a foreign language to Indonesian students. The purpose of this article is to learn about ER in full, both theoretically and principles, to inspire a large-scale implementation of ER. The purpose of this essay is also to summarize recent ER research undertaken in EFL environments.

Research Method

This study attempts to understand ER, both theoretically and in terms of principles, and summarize existing ER research in EFL situations. It is relevant to the qualitative research approach's qualities that investigate personal or individual viewpoints in recognizing their surroundings and occurrences (Dost & Hafshejani, 2017). The method employed in this study was library research. George (2008) writes, "involves identifying and locating sources that provide factual information or personal/ expert opinion on a research question; a necessary component of every other research method at some point." The researcher employed documentation procedures to collect the data. It indicates that information is gathered from linked materials, such as books, journals, periodicals, articles, or other scientific works relevant to the title raised by researchers (Arikunto, 1991). Finally, the researcher employed content analysis to analyze the data.
Results and Discussion

A Review of Extensive Reading Literature

Extensive Reading Theory

Extensive Reading entails reading many simple materials, entertaining texts, and then undertaking little or no tasks. It becomes a strategy for encouraging people to read in a foreign language (Yulia, 2011). Its purpose is to promote fluency and enjoyment in the reading experience (Clarity, 2007). As a result, according to Macalister (2015), extensive Reading is a simple idea that many teachers and scholars misinterpret, resulting in some uncertainty regarding the relevant literature.

Implicit learning is the source of ER's theoretical importance. According to Ellis (2008), Implicit learning is the process of acquiring knowledge without knowing it. It is crucial in developing reading methods that promote spontaneous lexical and syntactic processing, along with fluency (Grabe, 2009). Long-term and large volumes of information are necessary for implicit learning to influence reading skills (Grabe, 2009), implying that students must read extensively and broadly.

Day and Bamford (1998) proposed the ten principles have become a classic collection of features (Waring and McLean, 2015). Nonetheless, there are still unanswered questions, and there is no commonly accepted paradigm (Judge, 2011). Waring and McLean (2015) found four similar ER aspects in their field survey, considering the many attempts to characterize and define it. They found fluent understanding, high reading speed, a huge amount of content being read, and a high reading pace (p. 162). However, the problems in achieving an acceptable definition are underlined in this review. They question various factors within these four unique characteristics, such as the speed required to be ‘fluent’ and how much text is a ‘big enough’ supply. There are still some unanswered questions. Without a clear definition of what ER is (and isn't), there's a risk that various scholars are exploring and reporting findings on quite distinct pedagogical concerns while purportedly discussing the same.

Effect on Extensive Reading on Language Skills

The first part will discuss the outcomes of two meta-analyses on ER conducted by Nakanishi (2015) and Jeon and Day (2016), which investigated the effects of ER on reading rate, comprehension, and vocabulary. The findings are divided into two categories in the following section: (a) the influence of ER on certain language skills and (b) pupils’ attitudes and viewpoints on ER. Finally, after examining all of the publications, key research gaps will be described for each issue, and recommendations for future study will be made.

Reading Rate and Comprehensions

Tran (2018) investigated the effects of intensive Reading on reading fluency in Vietnamese EFL students. The information was gathered through a study of university students enrolled in a regular English program for English majors. The treatment group read extensively during the experiment and completed read-in inventories for two months. The control group was assigned assignments based on the classroom reading materials. According to the findings, the comprehensive reading course helped the participants boost their reading rate and improve their reading comprehension.

Endris (2018) evaluated the effect of extended Reading on the reading comprehension and attitudes of Ethiopian second-cycle elementary school students. A control and a treatment were created using two whole grade 8 sections. During the first and second studies, the treatment group was subjected to intense Reading for six and twelve weeks. Data was gathered using students’ reading tests and attitude questionnaires. According to the data, there were no significant variations in reading comprehension or attitudes regarding reading between the treatment and control groups. However, when lengthier and more exciting activities were included, the treatment group surpassed the control group regarding reading comprehension and attitude toward reading. Implementing an intense reading curriculum has ramifications for allocation and stimulating learning environment in input-poor EFL situations like Ethiopia.

Curriculum concerns, where class time is frequently emphasized for tasks that involve a teacher’s presence, are barriers to the practical application of Extensive Reading programs,
especially in Asian contexts. "Online Extensive Reading in an EFL Context: Investigating Reading Fluency and Perceptions," written by Bui, was published in 2021. In an English as a foreign language (EFL) context, this study explores the effects of extended Reading online (ERO) on the first college students' reading ability and attitudes toward reading. The 10-week research included seventeen Undergraduate learners from a Vietnamese university. The findings revealed that the ERO program had a favorable impact on learners' reading speed improvement, with conservative analytical approaches predicting reading speed gains of roughly 20%. Furthermore, qualitative data gathered through surveys and interviews suggested that participants' attitudes about ER and comprehension of ERO implementation had improved.

Jeon & Day (2016) did another study to explore the influence of extensive Reading (ER) on reading competence. This analysis included 71 distinct samples from 49 original studies published between 1980 and 2014, 5,919 people. Effect sizes were calculated independently for two research designs: experimental-versus-control contrasts and pre-to-post-test contrasts. Both research designs revealed a small to medium effect. According to the moderator analysis, the last 30 years, there has been an increasing interest in ER in the area.

Additionally, adults had a greater influence than children and adolescents. Furthermore, English as a foreign language (EFL) settings had a stronger impact than English as a second language (ESL) settings, and web-based storytelling outperformed traditional books. Finally, ER as part of the curriculum had the highest mean impact among the ER kinds. Suggestions are offered on how to utilize ER in Second or Foreign language environments properly.

**Vocabulary Gains**

Teng (2015) looked at the impact of ER on vocabulary learning in EFL students. A total of 46 students majoring in business English enrolled in an ER program. The students were divided into two groups: EG, the experimental group, was taught extensive reading techniques and explicit output-pushed tasks, and CG, the control group, was taught extensive reading techniques simply. The impact of two alternative training modalities on receptive and productive vocabulary learning was examined in this study, which looked at the impacts of extensive Reading on EFL vocabulary learning for 46 learners with varying vocabulary sizes. According to the findings of the study:

1. Both instructional methods showed a significant increase in students' learning' receptive and productive vocabulary, but the mixture of occasional and purposive learning instruction gains greater vocabulary gains;
2. Approximately 60% of the receptive vocabulary is acknowledged productively; and
3. The size of a student's vocabulary is critical in obtaining receptive and productive vocabulary acquisition.

Song (2020) investigated how an eight-week extensive reading (ER) program aided young EFL learners in vocabulary acquisition and overall reading comprehension. Twenty-nine elementary school students were tested on 150 vocabulary items drawn from 16 low-level graded texts read over the winter break. The students had a lower average vocabulary score than their control group counterparts on the pre-test. On the other hand, the student outperformed them on the immediate post-test and remembered more vocabulary on the delayed post-test after participating in the reading program. In addition, passages from an Australian test for young learners were used to assess reading comprehension. The ER group's score improved slightly on the post-test, whereas the control group decreased. The difference, however, was not statistically significant. These findings show that ER had a substantial impact on the vocabulary development of EFL learners while having a minor effect on their reading comprehension.

**Writing Ability**

Extensive Reading promotes the acquisition of sentence patterns, vocabulary, and other aspects of grammar and improves reading fluency and vocabulary. Because sentence patterns, vocabulary, and other elements of grammar are more exciting and comprehensible in storybooks, providing more input for the acquisition of sentence patterns, vocabulary, and other aspects of grammar (Lee, Hsieh, & Wang, 2009).

Linuwih (2021) investigated the effect of ER on the academic writing of EFL students.
This study included 64 students from an Indonesian private institution from 2020 to 2021. The students were divided into two groups of roughly equal size: the control group and the experimental group. Previously, students in a control group concentrated solely on grammar instruction and writing practice. Students in an ER class, on the other hand, participated in an ER program outside of class that included reading-related writing practice. A pre-essay test was given to control and experimental groups to assess academic writing quality. The students all took a six-week writing class. The ER and the traditional class's only treatment difference is in the ER program. On the ER library website, www.erfoundation.org, the ER class students willingly chose one book that suited their interests and reading ability. The students were required to write an essay every week on their Reading, describing their favorite parts of the novel or characters. In a typical class, students did a lot of Reading and then did exercises relevant to the content. The purpose of the post-essay test was to evaluate the progress made by two classes following a six-week treatment. Next, the data were analyzed using an independent t-test to compare the writing post-test scores between the control and experimental classes. The paired-samples t-test was used to assess a significant difference between pre-test and post-test in both groups. The results demonstrate that students in ER Class have shown statistically substantial development on the post-test. Students in a typical class, on the other hand, exhibit a moderate gain.

Mermelstein (2015) conducted a study to improve EFL learners' reading and writing skills to find ways to improve reading and writing skills. This one-year research focuses on an innovative design of extensive Reading (ER) to increase students' writing ability. The Jacobs, Zingraf, Wormoth, Hartfield, and Hughey (1981) writing assessment included content, structure, vocabulary, language usage, and mechanics. Fluency was incorporated as a sixth subscale. The findings show substantial disparities in improvements on all subscales favoring the intervention group. An assessment of impact size revealed minor to major impacts from across six subscales. This study indicates that improving previous ER methods can result in considerable gains and enormous benefits among learners.

Reading Attitudes

Salameh is (2017), Researchers at Hail University in Saudi Arabia are investigating the impact of substantial Reading on determining EFL learners. The ER method has been theoretically supported by theories highlighting the relevance of intake in second language learning. ER is one of the most basic methods for implementing an educational atmosphere in a pedagogical setting. Consequently, the current study aims to investigate the effect of ER on EFL learners' reading attitudes. Affective, cognitive, and behavioral attitudes were assessed. The participants were evaluated using a 20-item questionnaire graded on a five-point Likert scale. The study sample consisted of 70 undergraduate students from Hail University in Saudi Arabia learning English as a foreign language (Kingdom of Saudi Arabia). A Pair-Sampled t-test was used to assess the data. The outcomes of the study indicated that most EFL students despised reading in English at the beginning of class because it was their debut time. However, after fifteen weeks of implementing Extensive Reading within and outside of the classroom, the majority of participants responded positively. More study and applications are required to discover how long the effects of ER last when the educational setting and learner choices are considered. It is also proposed that ER be applied under the watchful supervision of instructors.

The study looked at prolonged Reading by proving its favorable impacts on shapes in many dimensions of EFL reading attitudes. It was determined that:

1. Learners would benefit from extensive English reading when choosing things of particular interest.
2. Extensive Reading helped them improve the student's vocabulary, Reading, writing, and comprehension in English.
3. One of the significant benefits of extensive Reading was the development of reading autonomy, which would aid learners in becoming ego outside of the school context.

Lindawati (2021) researched "Students' Perceptions of Extensive Reading in EFL
Contexts." The study looked into how students perceived Extensive Reading in EFL contexts. The students who took the Extensive Reading class at one of Indonesia's universities were among those who took part. The findings revealed that all students agreed that extensive reading activities would help them learn. Furthermore, 7 out of 12 students decided that Extensive Reading could improve students' reading comprehension. According to the data, students believed that Extensive Reading enabled them to read extensively. According to the findings, all students agreed that Extensive Reading helps them read more fluently. The findings revealed that the students had positive perceptions. As a result, Extensive Reading was regarded as valuable and meaningful. In addition, students' reading comprehension improves more actively.

Overall, Salameh's (2017) and Lindawati's (2021) research show that students like reading extensively in English when selecting items of particular interest. They believe that ER can help them improve their vocabulary, Reading, writing, and literacy in English. Learners have a positive attitude toward ER.

Conclusion
The purpose of this study is to get a complete grasp of ER, both conceptually and in terms of concepts, as well as to synthesize present ER research in EFL scenarios. This research review on Extensive Reading in EFL learners shows the benefits of Extensive Reading in better learning outcomes, vocabulary knowledge, and writing competence. Furthermore, students' attitudes and perspectives on prolonged Reading in EFL situations have proven positive. As a result, more teachers, practitioners, and higher education institutions are expected to recognize the need to implement Extensive Reading into the Curricula to receive the many advantages of Extensive Reading.

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