

**THE INVESTIGATION OF EXTENSIVE READING  
IMPLEMENTATION IN A UNIVERSITY IN INDONESIA: USED  
PRINCIPLES, BENEFITS, AND CHALLENGES**

**A RESEARCH PAPER**

Submitted to the English Language Education Study Program as Partial  
Fulfilment of Requirement to Accomplish *Sarjana Pendidikan* degree



**Sarah Nur Azizah**

**1805331**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGE AND LITERATURE EDUCATION  
UNIVERSITAS PENDIDIKAN INDONESIA**

**2022**

Sarah Nur Azizah, 2022

**THE INVESTIGATION OF EXTENSIVE READING IMPLEMENTATION IN A UNIVERSITY IN  
INDONESIA: USED PRINCIPLES, BENEFITS, AND CHALLENGES**

Universitas Pendidikan Indonesia | [repository.upi.edu](https://repository.upi.edu) | [perpustakaan.upi.edu](https://perpustakaan.upi.edu)

**PAGE OF APPROVAL**

**THE INVESTIGATION OF EXTENSIVE READING IMPLEMENTATION  
IN A UNIVERSITY IN INDONESIA: USED PRINCIPLES, BENEFITS,  
AND CHALLENGES  
A RESEARCH PAPER**

**By**

**Sarah Nur Azizah**

**1805331**

**Approved by:**

**Supervisor**



**Dr. Rojab Siti Rodliyah, M.Ed.**

**NIP. 197308062002122001**

**Head of English Language Education Study Program**

**Faculty of Language and Literature Education**

**Universitas Pendidikan Indonesia**



**Prof. Emi Emilia, M.Ed., Ph.D.**

**NIP. 196609161990012001**

## STATEMENT OF AUTHORIZATION

I hereby certify that this research paper entitled “The Investigation of Extensive Reading Implementation in a University in Indonesia: Used Principles, Benefits, And Challenges” is my own work to fulfil one of the requirements to accomplish *Sarjana Pendidikan* degree from English Education Department of Faculty of Language and Literature Education at *Universitas Pendidikan Indonesia*. I am fully aware that I quoted some theories, statements, and ideas from various resources to support this research. However, I believe that all of them are properly cited.

Bandung, 15 August 2022



**Sarah Nur Azizah**

1805331

## ABSTRACT

Extensive reading is one of the reading approaches that can help students in improving their reading skills. The implementation of extensive reading itself has been gaining popularity over the years, and a great number of studies have been conducted to investigate the extensive reading implementation both in secondary and higher education. However, even though most of those studies showed that the implementation of extensive reading has benefited students in terms of improving their reading comprehension, motivation, vocabulary, etc., only a few studies have been conducted to investigate the principles of extensive reading. Therefore, this current study aims to investigate the frequently-used extensive reading principles in a university in Indonesia as well as the benefits and challenges of the implementation through students' perceptions. This study employed a qualitative design that embraces a case study, and the data were obtained from the eighth-semester students majoring in English Education through interviews and documents (students' reading logs and materials). The results of this study revealed that the frequently-used extensive reading principles were principle number 3 (learners choose what they want to read), 5 (the purpose of reading is usually related to pleasure, information, and general understanding), 6 (reading is its own reward), 8 (reading is individual and silent), 9 (the teacher orients and guides students), 10 (the teacher is a role model of a reader). Students also reported that they gained benefits in terms of the improvement of their reading comprehension, speed, and motivation, writing skills, grammar knowledge, vocabulary, etc. A number of challenges faced during the extensive reading activity were also found such as having limited vocabulary and grammar knowledge, less consistency in reading, etc.

**Keywords:** benefits, challenges, extensive reading, extensive reading principles, higher education

## ABSTRAK

*Extensive reading* adalah salah satu pendekatan membaca yang dapat membantu siswa meningkatkan kemampuan membaca mereka. Kepopuleran penerapan *extensive reading* itu sendiri semakin meningkat dari tahun ke tahun, dan banyak penelitian telah dilakukan untuk menyelidiki penerapan *extensive reading* baik di tingkat pendidikan menengah maupun pendidikan tinggi. Namun, meskipun sebagian besar penelitian tersebut telah menunjukkan bahwa penerapan *extensive reading* bermanfaat bagi siswa dalam hal meningkatkan pemahaman membaca, motivasi, kosa kata, dll., penelitian yang dilakukan untuk menyelidiki prinsip-prinsip *extensive reading* masih terbatas. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki prinsip *extensive reading* yang sering digunakan di salah satu perguruan tinggi Indonesia serta manfaat dan tantangan penerapannya melalui sudut pandang siswa. Penelitian ini menggunakan desain kualitatif dengan studi kasus, dan data diperoleh dari siswa semester delapan jurusan Pendidikan Bahasa Inggris melalui wawancara dan dokumen (log membaca dan bahan bacaan siswa). Hasil penelitian ini mengungkapkan bahwa prinsip *extensive reading* yang sering digunakan adalah prinsip nomor 3 (*learners choose what they want to read*), 5 (*the purpose of reading is usually related to pleasure, information, and general understanding*), 6 (*reading is its own reward*), 8 (*reading is individual and silent*), 9 (*the teacher orients and guides students*), 10 (*the teacher is a role model of a reader*). Siswa juga melaporkan bahwa mereka memperoleh manfaat dalam hal peningkatan pemahaman, kecepatan, dan motivasi membaca, keterampilan menulis, pengetahuan tata bahasa, kosakata, dll. Sejumlah tantangan yang dihadapi selama kegiatan *extensive reading* juga ditemukan seperti pengetahuan kosakata dan tata bahasa yang terbatas, kurangnya konsistensi dalam membaca, dll.

**Kata kunci:** *extensive reading*, manfaat, pendidikan tinggi, prinsip *extensive reading*, tantangan

## TABLE OF CONTENTS

<b>PAGE OF APPROVAL</b> .....	<b>i</b>
<b>STATEMENT OF AUTHORIZATION</b> .....	<b>ii</b>
<b>ACKNOWLEDGMENT</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>ABSTRAK</b> .....	<b>v</b>
<b>TABLE OF CONTENTS</b> .....	<b>vi</b>
<b>LIST OF FIGURES</b> .....	<b>viii</b>
<b>LIST OF APPENDICES</b> .....	<b>ix</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the study .....	1
1.2 Statement of The Problems .....	4
1.3 Purpose of The Study .....	4
1.4 Scope of This Study .....	4
1.5 Significance of The Study .....	4
1.6 Clarification of Key Terms .....	5
1.6.1 Extensive Reading .....	5
1.6.2 Higher Education Students .....	5
1.6.3 Principles for Extensive Reading Implementation .....	6
1.7 Organization of The Paper .....	6
<b>CHAPTER II THEORETICAL FOUNDATION</b> .....	<b>8</b>
2.1 The Nature of Reading .....	8
2.2 Reading Processing .....	9
2.2.1 Bottom-up Processing .....	9
2.2.2 Top-down Processing .....	10
2.3 Micro- and Macro-skills in Reading .....	10
2.4 Reading Approaches .....	11
2.4.1 Extensive Reading Approach.....	11
2.5 Principles for Extensive Reading Implementation.....	13
2.6 Previous Studies .....	16
<b>CHAPTER III METHODOLOGY</b> .....	<b>19</b>
3.1 Research Design.....	19

3.2 Site and Participants.....	19
3.3 Data Collection .....	21
3.3.1 Interview .....	21
3.3.2 Documents .....	22
3.4 Data Analysis .....	22
3.4.1 Interview .....	23
3.4.2 Documents .....	24
<b>CHAPTER IV FINDINGS AND DISCUSSIONS .....</b>	<b>26</b>
4.1 Findings.....	26
4.1.1 The frequently-used extensive reading principles in extensive reading implementation in a university in Indonesia.....	26
4.1.2 Benefits and challenges that the students gain and face from extensive reading .....	36
4.2 Discussions .....	46
<b>CHAPTER V CONCLUSIONS .....</b>	<b>50</b>
5.1 Conclusions.....	50
5.2 Suggestions and Limitations of the Study.....	51
<b>REFERENCES .....</b>	<b>53</b>
<b>APPENDICES .....</b>	<b>61</b>
APPENDIX A.....	62
APPENDIX B .....	67
APPENDIX C .....	72

## LIST OF FIGURES

Figure 4.1.1. 1 Who Choose the Reading Materials .....	27
Figure 4.1.1. 2 Reading Purposes to be Achieved .....	28
Figure 4.1.1. 3 The Purpose of Reading is for Pleasure.....	30
Figure 4.1.1. 4 English Skills Improved During/After ER Activity .....	31
Figure 4.1.2. 1 Benefits of ER Activity .....	36
Figure 4.1.2. 2 Challenges in ER Activity .....	43



## LIST OF APPENDICES

### APPENDIX A

Consent Form .....	63
List of Interview Questions .....	64
Notes for Documents Analysis (From Student's Reading Logs and Materials) ...	66

### APPENDIX B

List of Students' Reading Materials .....	68
Sample of Student's Reading Log .....	69

### APPENDIX C

Sample of Interview Transcription .....	73
Sample of Notes for Documents Analysis (From Student's Reading Logs and Materials) .....	79

## REFERENCES

- Al-Homoud, F., & Schmitt, N. (2009). Extensive reading in a challenging environment: a comparison of extensive and intensive reading approaches in Saudi Arabia. *Language Teaching Research*, 13(4), 383–401. <https://doi.org/10.1177/1362168809341508>
- Alyousef, H. S. (2006). Teaching reading comprehension to ESL/EFL learners. *Journal of Language and Learning*, 5(1), 63–73. [https://www.researchgate.net/publication/235771368\\_Teaching\\_reading\\_comprehension\\_to\\_ESLEFL\\_learners](https://www.researchgate.net/publication/235771368_Teaching_reading_comprehension_to_ESLEFL_learners)
- Anandari, C. L., & Iswandari, Y. A. (2019). Extensive reading in Indonesian schools: A successful story. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 30(2), 137–152. <https://doi.org/10.15639/teflinjournal.v30i2/137-152>
- Anindita, C. (2020). EFL students' perception towards extensive reading practices in higher education level. *RETAIN (Research on English Language Teaching in Indonesia)*, 8(64), 89–98. <https://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/34501>
- Bahri, S. (n.d.). *Student's perception on the use of poetry in english learning*. Muhammadiyah University of Yogyakarta.
- Bamford, J., & Day, R. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2), 136-141.
- Brown, D. H. (2003). *Language Assessment - Principles and Classroom Practice* (1st ed.). Pearson ESL.
- Cahyono, B. Y., & Widiati, U. (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), 36–57.  
<https://doi.org/10.15639/teflinjournal.v17i1/37-60>
- Carrell, P. L., & Carson, J. G. (1997). Extensive and intensive reading in an EAP setting. *English for Specific Purposes*, 16(1), 47–60.  
[https://doi.org/10.1016/s0889-4906\(96\)00031-2](https://doi.org/10.1016/s0889-4906(96)00031-2)
- Channuan, P., & Wasanasomsithi, P. (2014). Promoting learner autonomy through an extensive reading program among second year undergraduate students of Naresuan university.  
<https://www.semanticscholar.org/paper/Promoting-Learner-Autonomy-through-an-Extensive-of-Channuan-Wasanasomsithi/0d02129e4bc37d465bffa17287a028337cef1c5>
- Day, R. R. (2015). Extending extensive reading. *Reading in a Foreign Language*, 27(2), 294–301. <https://doi.org/10125/66893>
- Day, R.R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge University Press.
- Delfi, S., & Yamat, H. (2017). Extensive Reading in developing language competency for Indonesian EFL learners majoring in English. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 1(2), 153.  
<https://doi.org/10.21093/ijeltal.v1i2.20>
- Edy, S. (2014). The Effectiveness of extensive reading on students' reading comprehension achievement as observed from students' motivation. *Jurnal Pendidikan Humaniora*, 2(1), 54–58.  
<https://doi.org/10.17977/jph.v2i1.4443>
- Ekasari, I. N. (2021). The correlation of reading speed and reading comprehension in XReading. *RETAIN (Research on English*

- Language Teaching in Indonesia*), 9(3), 51–57.  
<https://ejournal.unesa.ac.id/index.php/retain/article/view/41358>
- Ferdila, R. (2014). The use of extensive reading in teaching reading. *Journal of English and Education*, 2(2), 68–80.  
<https://ejournal.upi.edu/index.php/L-E/article/view/4604>
- Florencia, I. (2018). *The implementation of extensive reading principles in an english as a foreign language context*.  
[https://repository.uksw.edu/bitstream/123456789/16677/2/T1\\_112014003\\_Full%20text.pdf](https://repository.uksw.edu/bitstream/123456789/16677/2/T1_112014003_Full%20text.pdf)
- Grabe, W. (2008). The nature of reading: Defining reading. *Reading in a Second Language: Moving from Theory to Practice* (Cambridge Applied Linguistics, pp. 4-20). Cambridge: Cambridge University Press. doi:10.1017/CBO9781139150484.004
- Grabe, W. (2010). Reading in a second language. *Oxford Handbooks Online*, 1–13. <https://doi.org/10.1093/oxfordhb/9780195384253.013.0006>
- Haradasht, N. P., & Baradaran, A. (2013). The comparative effect of top-down processing and bottom up processing through TBLT on extrovert and introvert EFL learners' reading comprehension. *International Journal of Applied Linguistics & English Literature*, 2(5), 229–240.  
<https://doi.org/10.7575/aiac.ijalel.v.2n.5p.229>
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Longman ELT
- Huang, Y.-C. (2015). Why don't they do it? A study on the implementation of extensive reading in Taiwan. *Cogent Education*, 2(1), 1–13.  
<https://doi.org/10.1080/2331186x.2015.1099187>

- Hidayat, D., & Rohati, T. D. (2020). The effect of extensive reading on students' reading comprehension. *Wanastra: Jurnal Bahasa Dan Sastra*, 12(1), 58–64. <https://doi.org/10.31294/w.v12i1>
- Intanuari, A. (2014). *The implementation of Day and Bamford ten basic principles of extensive reading from students' perspectives*. <https://repository.uksw.edu/handle/123456789/5502>
- Jacobs, G. M. (2014). Selecting extensive reading materials. *Beyond Words*, 2(1), 116–131. <https://doi.org/10.33508/bw.v2i1.513>
- Januarty, R. (2018). Extensive reading (ER) practices and the development of language fluency. *Lingua Cultura*, 12(3), 267–272. <https://doi.org/10.21512/lc.v12i3.4063>
- Jayanti, F. G. (2018). Students' perspectives on the implementation of extensive reading. *International Seminar and Annual Meeting BKS-PTN Wilayah Barat*, 1(1), 242–246. <http://conference.unsri.ac.id/index.php/semirata/article/view/1111/490>
- Jeon, E.-Y., & Day, R. R. (2015). The effectiveness of core ER principles. *Reading in a Foreign Language*, 27(2), 302–307. <https://eric.ed.gov/?q=setting+the+standard+for+challenge%3a+teaching+english+in+done%2c+child&pg=162&id=EJ1078389>
- Liu, F. (2010). A short analysis of the nature of reading. *English Language Teaching*, 3(3), 152–157. <https://doi.org/10.5539/elt.v3n3p152>
- Macalister, J. (2007). Implementing extensive reading in an EAP programme. *ELT Journal*, 62(3), 248–256. <https://doi.org/10.1093/elt/ccm021>
- Macalister, J. (2015). Guidelines or commandments? Reconsidering core principles in extensive reading. *Reading in a Foreign Language*, 27(1), 122–128. <http://nflrc.hawaii.edu/rfl>

- Mantra, I. B. N., Widiastuti, I. A. M. S., & Pramawati, A. A. I. Y. (2020). Micro and macro skills of reading comprehension acquired by efl students. *International Journal of Linguistics and Discourse Analytics (Ijolida)*, 1(2), 10–17. <https://doi.org/10.52232/ijolida.v1i2.15>
- Martina, F., Syafryadin, S., & Utama, J. A. (2020). The practice of extensive reading among EFL learners in tertiary level. *Yavana Bhasha : Journal of English Language Education*, 3(2), 56–72. <https://doi.org/10.25078/yb.v3i2.1712>
- McKay, S. L. (2006). *Researching second language classrooms*. Lawrence Erlbaum Associates.
- McLean, S., & Rouault, G. (2017). The effectiveness and efficiency of extensive reading at developing reading rates. *System*, 70, 92–106. <https://doi.org/10.1016/j.system.2017.09.003>
- Meniado, J. C. (2018). Integrating extensive reading in a college preparatory year program: Perceptions, challenges, and possibilities. *International Journal of English Language Education*, 6(2), 50–68. <https://doi.org/10.5296/ijele.v6i2.13624>
- Mermelstein, A. D. (2015). Improving EFL learners' writing through enhanced extensive reading. *Reading in a Foreign Language*, 27(2), 182–198. <https://eric.ed.gov/?id=EJ1078420>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis* (3rd ed.). SAGE Publications.
- Mohammed, Q., & Rashid, R. (2017). Reading comprehension difficulties among EFL learners: The case of first and second -year students at yarmouk university in jordan. *Arab World English Journal*, 8(3), 421–431. <https://doi.org/10.24093/awej/vol8no3.27>

- Ng, Q., Renandya, W. A., & Chong, M. Y. C. (2019). Extensive reading: Theory, research and implementation. *TEFLIN Journal*, 30(2), 171–186. <https://doi.org/10.15639/teflinjournal.v30i2/171-186>
- Nhapulo, M. A., Simon, E., & Van Herreweghe, M. (2017). Enhancing academic reading skills through extensive reading. *Southern African Linguistics and Applied Language Studies*, 35(1), 17–40. <https://doi.org/10.2989/16073614.2016.1267578>
- Ontario Expert Panel on Literacy in Grades 4 to 6, Ontario Ministry of Education, & Aubut, R. (2004). *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario*. Ontario Ministry of Education.
- Park, A. Y. (2017). Comparison of the impact of extensive and intensive reading approaches on the Korean EFL learners' reading rate and reading comprehension development. *International Journal of Applied Linguistics and English Literature*, 6(3), 131–142. <https://doi.org/10.7575/aiac.ijalel.v.6n.3p.131>
- Peytcheva, E. (2018, September 28). Can the Language of Survey Administration Influence Respondents' Answers? *Advances in Comparative Survey Methods*, 325–340. <https://doi.org/10.1002/9781118884997.ch15>
- Ragawanti, D. T., & Puspa, M. A. A. (2022). The implementation of extensive reading principles in an extensive reading class: Students' perceptions. *ETERNAL (English Teaching Journal)*, 13(1), 101–114. <https://doi.org/10.26877/eternal.v13i1.10971>
- Renandya, W. A. (2007). The power of extensive reading. *RELC Journal*, 38(2), 133–149. <https://doi.org/10.1177/0033688207079578>

- Renandya, W.A., Hidayati, M., & Ivone, F.M. (2020). Extensive reading: Top ten implementation issues. *JACET Journal*
- Renandya, W. A., & Jacobs, G. M. (2002). 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). New York: Cambridge University Press
- Riadil, I. G. (2020). Investigating efl learners' reading comprehension problems and strategies in tidar university. *JELLT (Journal of English Language and Language Teaching)*, 4(1), 48–58. <https://doi.org/10.36597/jellt.v4i1.7690>
- Riese, J. (2018). What is 'access' in the context of qualitative research? *Qualitative Research*, 19(6), 669–684. <https://doi.org/10.1177/1468794118787713>
- Salameh, L. A. M. (2017). Investigating the effect of extensive reading on EFL learners' reading attitudes at hail university in KSA. *Journal of Education and Practice*, 8(8), 7–15. <https://eric.ed.gov/?id=EJ1139062>
- Stroller, F. L. (2015). Viewing extensive reading from different vantage points. *Reading in a Foreign Language*, 27(1), 152–159. <https://eric.ed.gov/?id=EJ1059733>
- Susser, B., & Robb, T. N. (1990). EFL extensive reading instruction: Research and procedure. *JALT Journal*, 12(2), 161-185. <https://jalt-publications.org/jj/articles/2679-efl-extensive-reading-instruction-research-and-procedure>
- Yulia, M. F. (2018). Extensive reading for Indonesian university students: An alternative framework for implementation. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 207–218. <https://doi.org/10.24071/llt.2018.210210>