



SYSTEMATIC LITERATURE REVIEW OF EXTENSIVE READING AND PROCESS-ORIENTED READING INSTRUCTION (PORI) STRATEGY IN EFL CONTEXTS

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ABSTRACT

Extensive Reading (ER) continues to be studied and improved not only for vocabulary acquisition comprehension, grammatical awareness but also in students' motivation in EFL classroom learning. However, challenges arise due to the lack of structured reading guides. In this regard, the Process-Oriented Reading Instruction (PORI) strategy offers a step-by-step process that focuses on critical thinking and metacognitive reading strategies. This study aims to systematically examine the relationship between Extensive Reading (ER) and Process-Oriented Reading Instruction (PORI) strategies in teaching English as a Foreign Language (EFL) reading. The method used is the Systematic Literature Review (SLR) method guided by the PRISMA Statement (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) review method. This study analyzes scientific publications sourced from DOAJ, ERIC, and Google Scholar. This review is expected to contribute to the field of Language Education in the future by offering theoretical mapping and practical directions to develop a reading teaching model that is integrated with students' needs, especially to support curriculum innovation that is in education standards in Indonesia.

Keywords: EFL; Extensive Reading (ER), Process-Oriented Reading Instruction (PORI); Reading Comprehension

INTRODUCTION

In the field of English as a Foreign Language (EFL) education, reading proficiency is a foundational skill that significantly influences learners' academic achievement, linguistic competence, and lifelong learning trajectories (Grabe & Stoller, 2002). Reading plays a dual role. Not only facilitating the acquisition of vocabulary and grammatical structures but also promoting cognitive engagement and intercultural understanding. Among the various instructional approaches employed in EFL classrooms, Extensive Reading (ER) has gained prominence for its emphasis on large-scale reading of meaningful and level-appropriate texts, aiming to enhance fluency, vocabulary acquisition, and learner autonomy (Day & Bamford, 1998; Renandya & Jacobs, 2016). Extensive reading as a language teaching approach has received little research attention despite its great potential in improving reading skills. They highlight the importance of understanding extensive reading as a learning procedure, especially for building reading habits, understanding content globally, and increasing motivation to learn English (Susser & Robb, 1990). low reading ability of EFL students in Jordan, which is caused by lack of reading culture, ineffective teaching methods, and limited reading materials (Ateek,

2021). Many intensive reading programs actually limit students' interest by focusing too much on text analysis and difficult vocabulary, rather than providing an enjoyable reading experience (Endris, 2018). This problem is largely caused by a learning approach that places too much emphasis on the testing aspect, intensive understanding of vocabulary and grammar, rather than on developing comprehensive and meaningful reading skills (Meng, 2009).

Extensive reading has been shown to be beneficial in language teaching, including in the context of learning English as a foreign language (EFL) (Iwahori, 2008; Mihwa & Nation, 2003; Salameh, 2017; Tanaka, 2007). In addition, extensive reading also contributes to increasing language proficiency in strengthening receptive skills and developing productive skills (Mahmood, 2022). It is also confirmed that extensive reading contributes to strengthening reading and listening skills (receptive), indirectly supporting speaking and writing skills (productive) (Levy, 2017). Extensive reading significantly improves students' vocabulary scores (Endris, 2018). This is also supported by the increase in Reading Ability and Vocabulary (Sahibzada et al., 2024). (Hardy & Rodrigo, 2025) emphasizes that extensive reading not only enriches vocabulary and language structure, but also improves students' reading comprehension and writing skills in English. Furthermore, (Taguchi, Takayasu-Maass, et al., 2004) proved that extensive reading is able to increase silent reading speed and strengthen students' positive perceptions of reading activities, comparable to the assisted repeated reading method. In addition to linguistic benefits, extensive reading also contributes to the affective aspects of learners, such as decreasing reading anxiety and increasing learning motivation, as shown by (Dickinson, 2017) in studies showed an increase in positive attitudes towards reading after participating in an extensive reading program. Extensive reading is not only effective in improving basic skills such as reading fluency, writing, or vocabulary, but is also able to advance critical and reflective thinking skills (HOTS) (Baker & Nguyễn, 2021; Bui & Macalister, 2021; Indriastuti et al., 2023). This also shows that extensive reading practices have a significant contribution to the development of students' critical thinking (Aliponga, 2013) emphasizes that the use of reading logs through summarizing and providing opinions is an effective approach to encourage students to think more reflectively and analytically about reading. However, (Khonomri & Farzanegan, 2016) remind us that reading logs alone are not sufficient; without the integration of comprehensive and holistic supporting activities, their impact on higher-order thinking skills (HOTS) remains limited. The importance of adding discussion and collaboration elements as part of an extensive reading approach to further activate the cognitive and social dimensions in reading processing (Indriastuti et al., 2023). Similar findings were reinforced by (Agustina et al., 2021) which shows a positive relationship between involvement in extensive reading programs and increased critical thinking skills of high school students in Indonesia, both in evaluative and reflective aspects. Furthermore, (Indriastuti & Mustikawati, 2021) emphasizes the importance of reader autonomy as a foundation for extensive reading. Increasing reading autonomy is believed to encourage deeper cognitive engagement, as students have control in selecting, understanding, and reflecting on reading independently.

The success of extensive reading is greatly influenced by contextual variables such as the availability of reading materials appropriate to the students' ability level, institutional support, and teacher competence and perceptions of this approach. (Thongsan & Waring, 2024). In the EFL context, especially in developing countries, the implementation of extensive reading is often hampered by limited access to graded



reading, lack of teacher training in extensive reading management, and a culture of literacy that has not been strongly formed among students. In addition, research (Malakowsky, 2023) shows that although extensive reading can contribute to increasing reading speed and accuracy, its effectiveness is not always significant if it is not supported by other intervention approaches such as repeated reading based on explicit instruction.

The systematic use of extensive reading has been proven to be able to overcome students' reading difficulties. In this context, as found by (Bolhan & Ismail, 2024) found that the systematic use of extensive reading was able to overcome students' reading difficulties through increased motivation, teacher support, and appropriate text selection. The effectiveness of the extensive reading approach in improving students' reading comprehension was significant (Hidayat & Nurinayah, 2019). In addition, (Chan, 2020) critically evaluates extensive reading by highlighting that although extensive reading enhances motivation and language competence, its success is strongly influenced by institutional and pedagogical factors. Extensive reading has a strong correlation with students' English language competence, achieving a prediction of 79.3% of general English language ability. (Krampah, 2022). Extensive online reading significantly improves reading comprehension (Anggia & Habók, 2025). Although extensive reading can increase intrinsic motivation through fulfilling the needs for autonomy, competence, and relatedness, this success is highly dependent on the design of contextual and consistent educational interventions (Iwata, 2022).

In the context of English as a Foreign Language (EFL) learning, the Extensive Reading (ER) approach has long been recognized as an effective strategy in improving reading skills and building sustainable literacy habits. However, in order for the benefits of ER to be more optimal, it requires the support of a structured instructional approach that is oriented towards the reader's thinking process. Process-Oriented Reading Instruction (PORI) is presented as a pedagogical solution that emphasizes the active involvement of students in the reading process through the application of metacognitive strategies and critical reflection. (Vermunt, 1995) presents a theoretical basis for process-based instruction that not only develops students' thinking strategies but also strengthens the relationship between domain knowledge and self-regulation in learning. This is in line with the findings (Thongwichit & Buripakdi, 2021) which shows that the integration of metacognitive reading strategies in EFL classrooms significantly improves students' reading comprehension.

Furthermore, (Ghimire & Mokhtari, 2025) through the analysis of PISA 2018 data, confirms that strategies such as summarizing and evaluating text credibility are strong predictors of reading achievement across educational contexts. This is reinforced by research (Lu et al., 2022) which showed that the use of the SQ5R strategy significantly improved students' reading retention and comprehension in a scientific context, confirming the value of explicit process instruction. In addition, a review conducted (Duke et al., 2021) also emphasizes the importance of a process-based approach in reading instruction, particularly in encouraging readers' cognitive and affective engagement through explicit reading strategy guidance. Thus, combining an interest-based Extensive Reading approach with Process-Oriented Reading Instruction can create a holistic, strategic, and in-depth understanding-oriented reading learning ecosystem for EFL learners.

Extensive Reading (ER) has been consistently shown to play a crucial role in developing English language skills in EFL learning contexts. As (Day, 2015) points out, ER provides students with the opportunity to engage with a large number of reading

materials selected based on their own interests, which in turn increases their reading confidence by minimizing anxiety, fear of mistakes, and frustration due to inadequate comprehension. This is in line with the findings of (Assiri & Siddiqui, 2021) who emphasized the importance of ER in improving general English language skills. Furthermore, (Kirchhoff, 2013) showed that ER can be designed in such a way as to create optimal conditions for the emergence of flow, namely deep involvement in the reading process. In this context, (Judge, 2013) provides important insights for ER teachers to support students' needs for autonomy and emotional comfort in reading activities.

Other psychological and cognitive aspects have also received attention, as expressed by (Taguchi et al., 2006; Taguchi, Takayasu-Maass, et al., 2004) who found a strong relationship between second or foreign language (L2/FL) reading fluency and reading comprehension. Support for a learning environment that is free of pressure and relevant to students' interests and ability levels is also emphasized by (Dickinson, 2017) who states that it can foster learning autonomy naturally. Finally, although the ER approach has not yet become a common practice in some EFL contexts, (Koné, 2023) proves that student engagement in extensive reading activities remains high, indicating the great potential of ER to be embedded in the EFL curriculum more broadly.

The role of extensive reading strategies as a fun, sustainable and stress-free learning approach, and how it contributes to increasing English reading interest and competence among EFL learners in Indonesia (Wijaya, 2021). Extensive reading supports the development of linguistic competence as a whole, not only vocabulary, but also comprehension, reading speed, and attitudes towards language (Alsaif & Masrai, 2019). ER is effective in building comprehensive reading skills (Bell, 2001). ER programs show better outcomes even in low socio-economic settings if students have access to engaging reading materials. (Krashen, 2004)

Integration of extensive reading learning models in a blended learning system provides a positive contribution to the development of students' independent learning skills. (Chanthap & Wasanasomsithi, 2019). The integration can be done by using the PORI approach in teaching reading which emphasizes thinking strategies and active involvement of students in understanding the text. This approach is very effective in improving deep reading comprehension, learning motivation, and student learning independence, especially in the context of EFL (English as a Foreign Language).

METHOD

This study employed a Systematic Literature Review (SLR) method guided by the PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) framework to ensure transparency, replicability, and comprehensiveness in reviewing relevant literature. The review aimed to identify, select, and synthesize scholarly articles that explored the integration of Extensive Reading (ER) and Process-Oriented Reading Instruction (PORI) in the context of English as a Foreign Language (EFL) education. Data were retrieved from three major academic databases DOAJ, ERIC (Education Resources Information Center), and Google Scholar. The procedure of this systematic review consists of several important steps, as outlined by (Antwi & Hamza, 2015) namely 1) Preparing Background and Objectives 2) Research Questions 3) Searching the Literature 4) Selection Criteria 5) Data Extraction Strategy 6) Assessing the Quality of Primary Studies 7) Data Synthesis.

Literature Search

The types of research used are Book reviews, opinion pieces, literary reviews, policy documents obtained from research databases including DOAJ, ERIC, Google Scholar, and other databases that can be accessed by researchers. The article period used in analyzing research articles or scientific works is limited to publications between 2003 and 2025 with a research focus on Extensive Reading and Process-Oriented Reading Instruction (PORI) Strategy in EFL Contexts

Selection Criteria

The selection criteria for screening on titles and abstracts resulted in the elimination of 224 studies that failed to meet one or more of the previous criteria, leaving 60 study citations identified for use in compiling this study. The article selection criteria are explained as follows:

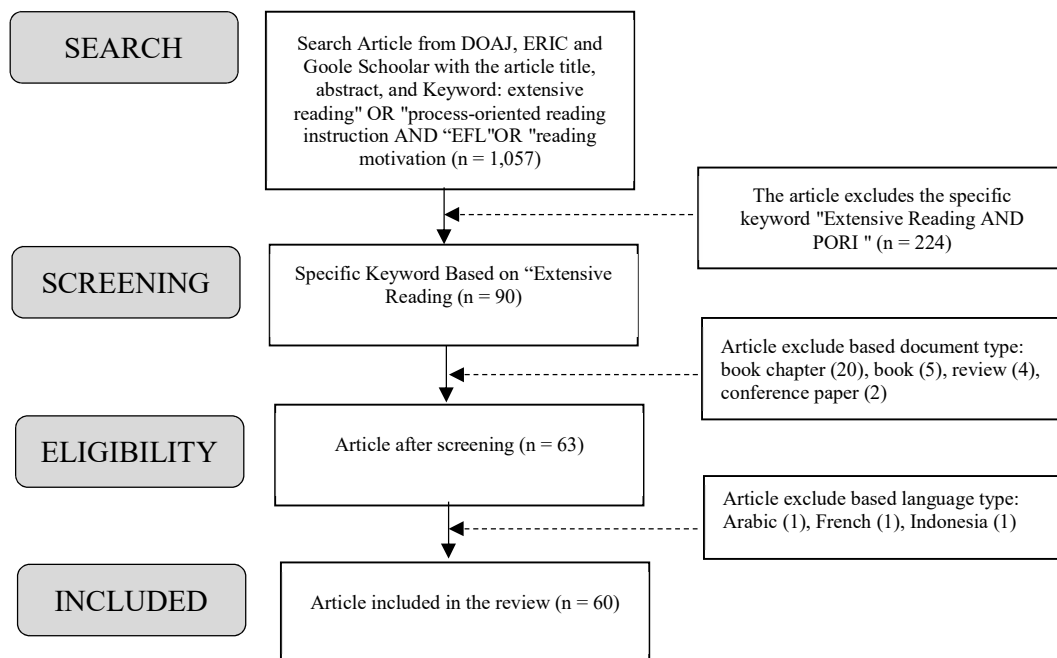


Figure 1. Systematic Literature Review Information flow using PRISMA

Data Extraction, Assessing the Quality of Primary Studies, and Data Synthesis

A systematic review is a comprehensive and systematic research approach to identify, assess, and synthesize scientific evidence relevant to a research question. In the context of Extensive Reading and Process-Oriented Reading Instruction (PORI) research in English as a foreign language (EFL) learning, this process is crucial to ensure the validity of the findings and the relevance of the empirical evidence used.

1. Data Extraction

In the data extraction stage, each selected primary study was reviewed to identify important elements such as: research objectives, methodological design, participant population and context (e.g. EFL students), intervention forms (ER and PORI), and main outcomes such as reading skill improvement, metacognitive awareness, and

learning motivation. The extracted data were then classified to facilitate the synthesis process.

2. Quality Assessment of Primary Studies

The quality of primary studies was assessed based on criteria such as research design (quantitative/quasi-experimental/qualitative), instrument validity, clarity of reporting of results, and methodological bias. This assessment helped to filter out strong and relevant studies from weak or unrepresentative studies in the EFL context. For example, studies that explicitly measure the impact of ER and PORI on reading comprehension and reading strategy use will be given higher weight.

3. Data Synthesis

The synthesis stage is carried out by combining the results of the studies that have been extracted and assessed for quality. In this context, the synthesis not only summarizes quantitative findings (e.g., improvement in reading comprehension scores), but also qualitative findings (e.g., students' perceptions of ER and PORI).

RESULTS AND DISCUSSION

Results

The results of the data synthesis show that the integration of ER and PORI consistently contributes to strengthening reading comprehension, increasing vocabulary, developing awareness of reading strategies (metacognition), and increasing students' motivation and learning autonomy. This synthesis aims to answer the main research question:

"How do Extensive Reading and Process-Oriented Reading Instruction contribute to improving reading skills and metacognitive awareness in EFL learners?"

Tabel 1. Integrating Extensive Reading and Metacognitive Strategy Instruction

No.	Source	Integrating Extensive Reading and Metacognitive Strategy Instruction
1.	(Harimurti et al., 2023)	ER improves metacognitive strategies and reading comprehension.
2.	(Yulita & Napitupulu, 2023)	Metacognitive strategies significantly aid reading comprehension.
3.	(Al-khresheh & Al Basheer Ben Ali, 2023)	Awareness of reading strategies is important but not universal.
4.	(Anggia & Habók, 2024)	Metacognitive awareness supports academic reading comprehension.
5.	(Khellab et al., 2022)	Teaching metacognitive strategies improves comprehension.
6.	(Ghadamgahi & Ghafournia, 2023)	Systematic review confirms the importance of metacognitive strategies.
7.	(Dardjito, 2019)	High awareness does not guarantee understanding, training is needed.
8.	(Putri & Damayanti, 2025)	Digital ER increases students' motivation and reading comprehension.

This table collectively supports the idea that integrating Extensive Reading with explicit metacognitive strategy instruction provides a powerful pedagogical approach in an EFL context. While ER encourages volume and fluency in reading, metacognitive

strategies ensure that learners engage actively and reflectively with the text, enhancing their overall comprehension and motivation.

What are the benefits and challenges in implementing Extensive Reading (ER) in EFL classes based on previous research findings?

Findings (Benefits and Challenges)

Benefits: Teachers realize that ER supports the School Literacy Movement (GLS) and can improve student literacy. **Challenges:** Lack of support from the government and school administration, high teacher workload, and lack of ready-to-use ER reading materials and activities (Wulyani et al., 2022).

Benefits: The treatment group involved in the 15-week ER program experienced significant improvements in reading speed and comprehension. ER also improved fluency, vocabulary, and reading enjoyment. **Challenges:** challenges faced were limited reading space and lack of awareness of the effectiveness of ER; addressed through the use of mobile libraries (Thi Ngoc Yen et al., 2024). **Benefits:** Reading circles led to increased engagement through group cohesion, changes in reading behavior, and enjoyment of reading. Increased vocabulary and collaborative motivation were found. **Challenges:** Initial barriers such as student resistance, limited reading materials, and uneven participation among students (Koné, 2023). This study is a literature study that describes the benefits and problems in teaching Extensive Reading (ER). The results show that ER provides great benefits in vocabulary mastery, grammar comprehension, reading speed, and increasing students' motivation and self-confidence. However, a number of obstacles were also found, such as weak vocabulary and grammar skills of students, reading inconsistencies, classroom environmental disturbances, and inappropriate levels of difficulty of reading materials (Nur Fitria, 2023). This article aims to explain the theory and basic principles of Extensive Reading (ER), provide a critical review of ER research in the last five years, and directions for future research. The results of the analysis show that ER improves students' reading speed, comprehension, vocabulary, and writing skills. The importance of student involvement through interesting and relevant input and the need to modify ER principles to suit the local context are also emphasized (Ng et al., 2019). The findings also showed that students were able to make inferences and predictions from the text. This study concluded that ER has a positive effect on reading ability, and recommended further research to explore factors that influence the effectiveness of ER and use an experimental approach (Huynh, 2022).

This study compared two ER approaches: Reading-Only (RO) and Reading-While-Listening (RWL) in the context of scientific vocabulary learning in Spanish primary school students (N=96). The results showed that both approaches improved vocabulary acquisition, but significant gains were seen in the first semester and declined in the second semester. Challenges identified included time constraints, lack of interest in rereading, and the need to adjust the method based on student feedback. The study emphasized the importance of flexibility in ER implementation as well as the contribution of RWL to CLIL (Content and Language Integrated Learning) learning (Serrano, 2023). Extensive Reading (ER) contributes to reading fluency, vocabulary growth, and positive attitudes. However, more research is needed on ER's impact on speaking, writing, and factors influencing classroom implementation (e.g., materials, motivation, school culture) (Hidayati et al., 2022). This study is a systematic review that aims to explore the effectiveness of Extensive Reading (ER) in addressing reading difficulties in ESL

learners in Malaysia. Based on the analysis of 16 studies from 2018–2023, it was found that ER has a positive impact on reading fluency, comprehension, vocabulary development, and motivation. However, challenges such as limited resources and lack of teacher training are obstacles. This study suggests the need for institutional support and training for teachers to make ER implementation more effective (Bolhan & Ismail, 2024). The results showed that students implemented ER practices through free reading on self-selected topics and without task pressure. Participants reported improved reading skills, better reading habits, and the ability to make inferences and predictions from texts. The study concluded that ER was effective in improving reading comprehension and recommended further research on factors that influence the success of ER and the use of experimental designs for further testing (Anggia & Habók, 2025).

From the 60 journals collected, a classification of the benefits of Extensive Reading (ER) in the EFL context was formed, complete with the number of findings and examples of related journals. The explanation is as in the table below:

Table 2. Classification of the Benefits of Extensive Reading

No.	Aspects	Findings
1.	Vocabulary Development	42
2.	Reading Comprehension	38
3.	Reading Fluency	35
4.	Intrinsic Motivation	34
5.	Learning Autonomy	31
6.	Reading Interest and Emotional Involvement	29
7.	Ability to Summarize and Think Critically	27
8.	Reducing Reading Anxiety	24
9.	Development of Emotional Literacy and Empathy	19
10.	Readiness to Face Academic/Professional Reading	15

Discussion

The findings drawn from recent literature and empirical studies clearly demonstrate that that Process-Oriented Reading Instruction (PORI) and Extensive Reading (ER) have significant potential to improve EFL learners' comprehension skills. In addition to promoting reading comprehension and kosakata growth, ER enables students to engage with easily accessible and substantial text that extends beyond traditional reading comprehension (Assiri & Siddiqui, 2021; Day, 2015). This is related to (Krashen, 2004) discussion of understandable where students apply language in real-world contexts and tekanan, increasing learning in a gentle way. Moreover, PORI strengthens this by encouraging metacognition throughout the reading process. According to studies by (Taguchi et al., 2006; Thongwichit & Buripakdi, 2021) strategic reading education improves reading autonomy and comprehension, especially when it includes pre-, during-, and post-reading activities. PORI techniques including summarising, questioning, prediction, and clarification encourage higher-order thinking skills (HOTS) and give students the ability to control their own reading habits. PORI, when combined with ER, allows pupils to read widely and critically analyse what they have read. It's interesting to note that according to student reactions in research by (Judge, 2013; Kirchhoff, 2013) reading autonomy, emotional involvement, and a feeling of "flow" are necessary affective circumstances for long-term motivation and profound literacy engagement. This

demonstrates the educational benefits of mixing ER with PORI: PORI provides depth, while ER offers variety and delight.

Although ER and PORI have excellent theoretical and empirical impetus, a major problem remains: there are not enough reliable assessments specifically designed for these methods. The process-based, important and motivated improvements promoted by ER and PORI are often missed by traditional reading assessments. This draws attention to a gap in instructional design and applied linguistics research that calls for the creation of a multifaceted formative assessment framework. Such instruments should assess students' reading strategies, autonomy, emotional responses, and engagement patterns in addition to reading outcomes (such as comprehension scores). Therefore, the implementation of a process-sensitive reading assessment model must be completed in conjunction with the implementation of ER and PORI into the EFL curriculum. These models would allow educators to better understand learners' progress, provide meaningful feedback, and continuously refine instructional practices to support diverse learners.

CONCLUSION

This study reaffirms the important role of Extensive Reading (ER) and Process-Oriented Reading Instruction (PORI) in enhancing English language learning in EFL contexts. Extensive Reading enhances learners' reading fluency, motivation, and autonomy by providing them with reading materials that are appropriate to their interests and proficiency levels. Meanwhile, PORI complements this approach by equipping learners with metacognitive strategies that enable them to navigate texts actively, critically, and reflectively.

Despite the growing evidence supporting ER and PORI, there is still a critical need for effective assessment tools that can systematically evaluate students' engagement, strategy use, and reading progress in these instructional models. Future research and instructional design should focus on developing an integrated, process-based reading assessment framework that reflects the principles of ER and PORI, capturing not only reading outcomes but also the cognitive and affective processes involved in reading.

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