

English Teachers' Perspectives on the Implementation of Extensive Reading

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ABSTRACT

There needs to be more literature regarding English teachers' perspectives on the actual practice of extensive reading in the classroom in Indonesia. Therefore, a study aimed to investigate the implementation of extensive reading based on the teachers' perspectives. This study employed a qualitative research method as the research design. The participants were two senior high school English teachers and two junior high school English teachers. Interviews were conducted as data collection and transcribed for the data analysis. The results showed that all English teachers had acknowledged and were well-informed of the benefits of extensive reading. However, half of them projected their positive beliefs through implementing extensive reading in their teaching practice, but the other half did not. The obstacles found in applying extensive reading were the students' need for more interest in reading, their lack of vocabulary mastery, and opposing views toward reading. Therefore, this insight into the study's results has enriched the literature, and the stakeholder of the curriculum should provide support regarding the teachers' concern about implementing extensive reading.

Keywords: perspective, implementation, extensive reading

INTRODUCTION

Extensive reading is one of the keys to improving language learners' reading skills and overall language proficiency (Day & Bamford, 2002). Studies found that English teachers who implemented extensive reading in their classes gained the full benefits of doing it (Tyan, 2018; Suk, 2016; Safaia & Bulca, 2013; Eghtesadi & Momeni, 2014; Iwahori, 2008; Liu & Zhang, 2008; Humoud & Schmitt, 2009). However, although many studies have been conducted to investigate the beneficial effects of implementing extensive reading, other studies also found that only a few teachers apply it to their teaching practices in the classroom (Hedgcock & Ferris, 2009; Macalister, 2010). Moreover, Firda et al. (2018) discovered that extensive reading is not commonly applied in Indonesian classrooms. Moreover, studies on behalf of teachers' perspectives on the reasons why English teachers implement or do not implement extensive reading in their teaching practice seem not to have been thoroughly investigated in the literature. Therefore, this study aimed to investigate the teachers' perspectives on implementing extensive reading in the classroom.

Harmer (2007) proposed that extensive reading happens when the students are given the freedom to choose any reading material that catches their interest and read it for pleasure. Aebersold & Field (1997), cited in Hedgcock & Ferris (2009), also see extensive reading as an activity that can improve the student's reading skills because the students read

enormous numbers of texts for general comprehension based on their own choices. According to Jacobs & Renandya (2002), there are several characteristics of extensive reading, which are (1) students read large amounts of material; (2) students usually choose what they want to read; (3) reading materials vary in terms of topic and genre; (4) the materials students read is within their level of comprehension; (5) students usually take part in post-reading activities; (6) the teacher reads with the students, thus modelling enthusiasm for reading; and (7) teachers and students keep track of students' progress.

A study investigating the teachers' perceptions of the practice of extensive reading in an Asian context has been conducted by Chang & Renandya (2017). They found that teachers fully believed in the effectiveness of extensive reading in improving the student's overall language proficiency. Subsequently, it is found that students' lack of interest in reading and the way to monitor the student's progress in reading have been claimed as the difficulties in applying extensive reading in the classroom. Correspondingly, Firda et al. (2018) found that senior high schools English teachers in Indonesia were well-informed about the benefits of extensive reading in developing the students' vocabulary obtainment and motivation for reading.

There is a gap in the literature regarding English teachers' perspectives on the actual practice of extensive reading in the classroom in Indonesia. Therefore, a study to investigate the implementation of extensive reading based on the teachers' perspectives needs to be conducted, as this study aimed to do. This study aimed to answer the following research questions: (1) What do the English teachers know about extensive reading?; (2) Why do or don't the English teachers implement extensive reading in their classes?; and (3) What are the obstacles to implementing extensive reading in the English teachers' classes?

This study focused on investigating English teachers' perspectives regarding the implementation of extensive reading. The participants of this study were four English teachers teaching in four different schools. Two of the teachers were teaching English in junior high schools, and two others were senior high school English teachers. The information gained as the data collection in this study was through interviews. The findings of this study will give contributions to the following: (1) the stakeholder of schools is to understand the teachers' concerns on implementing extensive reading in the classroom so that appropriate support will be provided; (2) the policymaker of education is to consider including extensive reading as a compulsory activity needed to be conducted in the classroom; and (3) the enrichment of literature to provide information on the current practice of how extensive reading is applied.

LITERATURE REVIEW

Relevant Theories

According to Brown (2015), extensive reading is helpful to get language learners to significant improvement in mastering language skills, particularly English skills, in terms of linguistic competence, reading ability, vocabulary, spelling, and writing. There are ten

characteristics of extensive reading as suggested by Day & Bamford (1998) as cited in Hedgcock & Ferris (2009):

1. Students read as much as possible, perhaps in and definitely out of the classroom.
2. A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
3. Students select what they want to read and have the freedom to stop reading material that fails to interest them.
4. The purposes of reading are generally related to pleasure, information, and general understanding. These purposes are determined by the nature of the material and the interests of the student.
5. Reading is its own reward. There are few or no follow-up exercises after reading.
6. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
7. Reading is individual and silent, at the student's own pace, and outside class, done when and where the student chooses.
8. Reading speed is usually faster rather than slower as students read books and material they find easily understandable.
9. Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
10. The teacher is a role model of a reader for students—an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

The ten characteristics mentioned above matched the ten principles for teaching extensive reading proposed by Day & Bamford (2002), which claimed that (1) the reading material is easy (the texts must be within the students' level of competencies); (2) a variety of reading material on a wide range of topic must be available (to give the students various choices that might catch their interest); (3) learners choose what they want to read (students are given the freedom to choose any texts that they expect to understand or learn from); (4) learners read as much as possible (there is no limitation on the number of the books that can be read); (5) the purpose of reading is usually related to pleasure, information, and general understanding (the students' purpose of reading is to achieve a specific reading goals); (6) reading is its own rewards (the reading process is seen as an experience, thus there would not be any comprehension questions asked); (7) reading speed is usually faster than slower (if the students read the books that suit their proficiency levels, and read it for pleasure of finding general understanding, then they would likely to read the book faster); (8) reading is individual and silent (it allows the students to get personal attachment to the text and also the students can read at their own pace); (9) teachers orient and guide their students (the teachers explain clearly the purpose and the importance of doing extensive reading); and (10) the teacher is a role model of a reader (the teacher should give the proper example of a reader, in terms of the attitude and the behavior toward reading).

Many benefits can be gained through implementing extensive reading, as suggested by Hedgcock & Ferris (2009) and also Day & Bamford (1998), Krashen (1993), and Nation (1997) cited in Renandya & Jacobs (2002). First, it enhances language learning in

linguistic schemata, such as spelling, vocabulary, grammar, and text structure. Second, it increases the background knowledge and also the knowledge of the world. Third, it improves reading comprehension skills and productive skills, which are speaking and especially writing. Fourth, it develops automaticity and greater enjoyment of reading. Fifth, it promotes confidence, motivation, and a more positive attitude toward reading. Finally, it creates a higher possibility of developing a reading habit.

Therefore, Harmer (2007a) proposed two things that should be well-considered in conducting extensive reading: reading materials and reading tasks. Reading materials can be successful if the students read the materials they can understand. Otherwise, it is not reading for pleasure. Thus, books that are appropriate or written explicitly for the students need to be available (Harmer, 2007b). One of the ways to provide suitable books is by simplifying the existing books. By saying this, the teacher can adapt a book within specific lists of allowed words and grammar. Then, the adapted book will be readable for students according to their level.

In helping the students to enjoy the extensive reading materials, there are two ways that can be done. First, by setting up a library which contains all the suitable books. The teacher should ensure that the students know what books are available at the library and how to find them (Harmer, 2007b). Second, by doing the role of the teacher, they should promote the joyfulness of extensive reading and encourage the students to participate in the program. The teachers can do several things, such as read aloud a book expressively so that the students will get the excitement of the book, tell them that they can choose any books they want to read and help them make the decision by suggesting books that might catch their interest and in the appropriate level for them (Hedgcock & Ferris, 2009).

The second thing that should be considered is the reading tasks. In order to keep them reading as much and as often as possible, the teacher should encourage students to report what they have read. The report can be in several forms, such as by telling their classmates about the book they have read or found particularly enjoyable or awful on a fortnightly basis; keeping a weekly reading diary; writing a book review for the class noticeboard; or simply having a conversation with the teacher about the book that they have been reading.

In addition, an ideal condition for promoting extensive reading should be offered to the students. As Hedgcock & Ferris (2009) suggested, there are numerous ways that can be served to the students, which are (1) provide time for extended silent reading in every class session, even if it only involves reading from the textbook; (2) create opportunities for all types of reading; (3) find out what students like to read and why; (4) make interesting, attractive, and level-appropriate reading materials available; (5) build a well-stocked, diverse class library with clear indications of topic and level of difficulty for each text; (6) allow students to take books and magazines home to read, and hold students accountable for at-home reading in some simple way; (7) create incentives for students to read at home; (8) have students share and recommend reading materials to classmates; (9) keep records of the amounts of extensive reading completed by students; (10) seek out class sets of texts (or at least group sets) that everyone can read and discuss; (11) make use of graded readers, provided that they interest students, are attractive, create sufficient challenge, and offer a good amount of extensive reading practice; (12) read interesting materials aloud to students on a consistent basis; (13) visit the school library regularly and set aside time for browsing and reading; and (14) create a reading lab and designate time for lab activities.

Moreover, the teachers should acknowledge four techniques in designing and implementing extensive reading in the classroom, as suggested by Hedgcock & Ferris (2009). Firstly, by getting the students on board. It means that the teacher should explain clearly what to do in doing extensive reading and build enthusiasm by elaborating on the benefits that the students could get when undertaking extensive reading. Secondly, by providing access to reading materials. By saying this, the availability of reading materials that might be appealing and suit the student's interest and proficiency level should be provided. Besides, the number of reading materials provided and the variety of the genres or text types should be well-considered as well. Thirdly, by helping students find and select appropriate materials regarding their interest and the difficulty level of the books. Finally, by designing classroom activities. The teacher should make sure that the extensive reading program runs successfully. There are three ways to ensure this, which are by (1) giving students advice on how to do self-selected reading and that they should focus on the meaning of the text, reading rapidly and pleurably; (2) providing class tie for reading; which can be useful to model the importance of reading especially when the teacher read along with the student, to observe the student's progress in reading, and to promote the classroom reading community; (3) sharing the reading experiences, that can be used to provide support and motivation for the students who are not interested in reading, by giving brief oral poster presentations and writing books reviews.

Related Research Reports

Some studies have been conducted regarding the benefits and teachers' attitudes towards extensive reading. First of all, in terms of the benefits, Liu & Zhang (2018) investigated three ideas: (1) whether extensive reading has a positive impact on the English vocabulary acquisition of EFL learners; (2) the best length of treatment in extensive reading programs; and (3) the most effective reading materials and pedagogical treatment of extensive reading in English language instruction. The participants in this study were junior high school students, senior high school students, university students, adults, and children (elementary school or below). To see the overall and specific effects of different variables, 21 studies were coded and categorized into seven variables: participants, length of the instruction, control group, reading materials, treatment, test use, and test reliability. Meta-analysis was used to analyze the data. It is the statistical analysis of an extensive collection of analysis results from individual studies to integrate the findings.

The results showed that extensive reading has a significantly massive effect on English vocabulary learning. Moreover, the most appropriate length of extensive reading instruction for vocabulary learning is one semester (less than three months). Furthermore, regarding instruction specifications, it is suggested to adopt graded readers as extensive reading materials and apply both comprehension questions and vocabulary exercises as teaching methods to promote EFL learners' vocabulary learning. Moreover, extensive reading performs better in helping students memorize vocabulary when the related instruction lasts shorter.

Moreover, Safaia & Bulca (2013) investigated the role of extensive reading in improving university students' creativity in using English. In-depth student interviews were conducted, and a qualitative research design was used. The findings showed that extensive reading can be applied at all language teaching and learning levels. The only issue to consider is to arrange the level of the extensive reading materials. Furthermore, students

who feel under pressure in their courses find extensive reading to be a good escape for them. Also, this study suggested that extensive reading is a continuous practice, and one semester is not enough to impact the learners thoroughly. This should be practised for an extended period of time continuously.

Iwahori (2008) also investigated whether high school students' reading rates and their general language proficiency improved through extensive reading and to what extent. The participants of this study were 33 public high school students in Japan who were in their second year of study. They were Japanese and had studied English as a foreign language for about seven years. Based on the Society for Testing English Proficiency (STEP) test, they were at the beginning level.

Pretest and Posttest were administered to determine the reading rate and language proficiency. Also, a t-test was used to compare the means of the rates and language proficiency within groups. Moreover, an interview was also conducted for all students to check the book reports they made and give some advice on their progress. This study showed that the seven weeks of extensive reading treatment effectively improved the students' reading rates and their general language proficiency.

Another study was also conducted by Raissi & Roustaei (2013) to examine the relationship between extensive reading as a reading strategy and students' efficacy. This was a quasi-experimental study that was conducted on Iranian EFL learners. The results showed that the student's reading comprehension has been significantly improved after doing extensive reading. Moreover, a study conducted by Yang (2014) and Suk (2016) revealed that extensive reading greatly influenced vocabulary acquisition, reading rate, and reading comprehension. What is more, Atsuko, Kyoko, and Yumi (2018) found that Japanese university students' grammatical knowledge and reading rate improved significantly after implementing an extensive reading activity. Moreover, Humoud & Schmitt (2009) found that the experiment group of Iranian university students who employed extensive reading outperformed the control group prominently in terms of reading speed, vocabulary acquisition, and overall language proficiency.

Secondly, regarding the implementation of extensive reading regarding the teachers' attitudes, some studies have also been conducted. First, Macalister (2010) interviewed 36 teachers to investigate their attitudes toward extensive reading in their teaching practice. The teachers taught English to students taking preparation courses before attending university in New Zealand. The study results showed that most teachers believed in the positive benefits of extensive reading. Even though they had a positive attitude toward extensive reading, they did not implement it in their classes, and they needed to know whether the students did extensive reading independently outside of the classroom.

Similarly, a study by Chang & Renandya (2017) on the teachers' perceptions of the current practice of extensive reading in Asia revealed similar discoveries. The findings showed that the English teachers firmly believed that the student's overall language proficiency was developed significantly through extensive reading. However, not only the students' lack of interest in reading and the absence of reading habits but also the teachers' lack of knowledge on monitoring the students' progress made it difficult for them to apply extensive reading in the classroom.

Correspondingly, Firda et al. (2018) tried to determine English teachers' cognitive, behavioural, and affective attitudes toward extensive reading. The findings showed that the teachers were well-informed about the benefits of extensive reading. However, they were still in doubt about implementing extensive reading in their classrooms due to the limitation of the time allotment in the classes. On the other hand, they also would be keen to know more about implementing extensive reading.

Furthermore, Day & Bamford (1998), cited in Renandya & Jacobs (2002), proposed two reasons why only a few teachers implement extensive reading. First, the overemphasis on the specific language features and reading for specific information, the intensive reading, led to no room for applying extensive reading. Second, the assumption of the teachers' comfort zone plays a prominent and central role in the classroom. Furthermore, Renandya & Jacobs (2002) added another reason: teachers' perception of extensive reading as less essential to be implemented in the classroom because it was not directly assessed. Thus, they thought spending the curriculum time on other subjects was wiser.

In addition, studies by Mikami (2016) and January (2018) revealed that students who have experienced extensive reading strongly believed in its importance and benefits toward improving their language proficiency. However, the student's motivation for the continuous process of reading could have been more stable.

Concluding remarks

As explained above, many studies have been conducted to analyze the benefits and teachers' attitudes toward extensive reading. However, those studies mainly focused on the effects that extensive reading contributed to the improvement of students' language proficiency and the teachers' beliefs on its importance, but the studies in finding the reasons why most teachers, especially in Indonesia, did not apply extensive reading in their classes seem not have thoroughly investigated. Therefore, this study aimed to discover the teachers' perspectives on extensive reading and why they did or did not properly implement it in the classes.

RESEARCH METHOD

This study used qualitative research design to determine the in-depth teachers' perspectives regarding the implementation of extensive reading in their classes. There were four English teachers served as the respondents. Two teachers were junior high school English teachers, and the rest were senior high school teachers in Bandung. It differed in terms of the grade level because it was needed to see if there was any variation in the teachers' perspective regarding the levels that they taught at. Moreover, the first respondent had six years of teaching experience. Also, the second respondent had two years of teaching experience, the third respondent had three months of teaching experience, and the fourth respondent had four years of teaching experience.

Interviews were used as the research instruments in collecting the data. The questions in the interviews were adapted from the questions on the questionnaire used to find out teachers' perceptions of extensive reading conducted by Chang & Renandya (2017), with

some modifications to fit the research questions of this study. The modifications were on the questions' list and the instrument's form.

There are five main questions in the interview: (1) what is extensive reading?; (2) what are the benefits of extensive reading?; (3) how to apply extensive reading in the classroom?; (4) do you implement extensive reading in your classes? If yes, why? If not, why not?; and (5) What are the obstacles or difficulties in implementing extensive reading based on your opinion or experience? Questions one to three were intended to answer the first research question. Then, the fourth question was intended to answer the second research question, and the fifth question was intended to answer the third research question.

The interviews were held at different times. The interviews for the first, third, and fourth respondents were held directly, and the conversation was recorded and then transcribed. The interview with the second respondent was via voice note. By saying this, the researcher recorded one question at a time, then sent it to the respondent, and then the respondent returned her answer through the recorded voice note. Then, the researcher responded and asked other questions using the same procedure, and so on, until the interview was over. After that, the interview session was also transcribed.

The transcriptions of the interviews were analyzed descriptively based on the respondents' answers to the questions that were then connected to the theories and recent research reports in the literature review section of this paper.

FINDINGS AND DISCUSSION

Findings

In this section, the findings of interviews for each research question are presented. Regarding the level of classes the teachers teach, respondents 1 and 2 are senior high school English teachers, and respondents 3 and 4 are junior high school English teachers.

The first question was about teachers' knowledge of extensive reading. Three questions were directly asked to investigate the teachers' knowledge and beliefs' of extensive reading. The first question was about the teachers' understanding of what extensive reading is. The interviews showed that all respondents comprehended that extensive reading is reading for pleasure. However, only respondents 1, 2, and 4 could correctly elaborate more on what they meant by reading for pleasure. They said that the students could pick any genres of the text based on the students' interest that would be enjoyable to read, without any forces or any burdens from the teachers, and also not focusing on grammar or vocabulary comprehension, but reading for fun.

The second question was about the teachers' beliefs on the benefits of doing extensive reading. The results showed that respondents 2, 3, and 4 believed that extensive reading could enhance the student's range of vocabulary. Then, respondents 1 and 2 believed that it could improve the student's reading skills, such as by making some predictions on what the author of the book tried to convey in the book. Moreover, respondents 2 and 4 believed that extensive reading could implicitly give knowledge of the structure of written texts in

English, and respondent 1 believed that it affected the development of students' overall language proficiency. What is more, respondent 2 shared her belief of the benefits of extensive reading in more detail. She believed that extensive reading not only could improve the students' cognitive development in terms of finding general knowledge of the worlds from the story and the development of their vocabulary acquisition and critical thinking, but also it could improve the students' psychological development because reading for pleasure could relieve the stress and then made the readers happy after reading the texts.

Then the third question was about implementing extensive reading in the classroom. Respondents 2 and 4 shared similar ideas in terms of asking the students to make a report of what they have read. Respondent 4 asked the students to make a reading log containing the story of the text, the interesting part of the text, and the number of pages they have read so far in a semester. So, the students would have to make a reading log every semester. Likewise, respondent 2 asked her students to make a book review in which the students could mention the author, their favourite characters in the story, a concise synopsis, and a recommendation for others to read the book they have reviewed. Moreover, respondent 2 also encouraged the implementation of extensive reading by providing various reading materials that were accessible and suitable for her students.

On the other hand, respondents 1 and 3 focused on the students' side when it came to implementing extensive reading. Respondent 1 believed that extensive reading could only be applied if students were interested in doing the reading, so they could enjoy the reading process. In line with this, respondent 3 believed that the students should pick any materials that interest them.

Why do or don't English teachers implement extensive reading in their classes?

There were different answers on why the respondents implemented or did not implement extensive reading in their classes. Therefore, answers from each respondent will be elaborated separately in detail.

Respondent 1

The teacher did not implement extensive reading in the classroom because she believed that the majority of her students did not like reading. Thus, she preferred to implement intensive reading instead in an effort to attract them to start liking reading.

Respondent 2

The teacher implemented extensive reading in her teaching practice. She encouraged the students to do extensive reading but did not force them to do it. Consequently, she also offered the students the choice of making a book review or a movie review. She believed that if she forced the students to read, then it would not be reading for pleasure for the students. Moreover, she encouraged her students to do extensive reading because she believed that if the students tried something they liked, they would keep on doing it. After all, they were already into it. That is why she kept trying to persuade her students to read extensively because it could benefit them in terms of developing their knowledge of the world, opening up their mindsets, and improving their critical thinking.

Respondent 3

The teacher should have implemented more extensive reading in her classes. It was because she believed that she did not have any objective in doing so in her teaching practice. She also believed that the syllabus in the curriculum covered integrated skills, including reading skills. Thus, she believed she had no reason to implement extensive reading.

Respondent 4

The teacher implemented extensive reading, although she did not give the class time to apply it. Therefore, she asked the students to read books that suited their interests outside the classroom as a long-term assignment. She implemented extensive reading because she believed that the more the students read, the more vocabulary they would get, and then it would lead to the more comprehension they would get in English. Thus, she asked her students to report their writing in terms of a reading log every six months.

What are the obstacles to implementing extensive reading in English teachers' classes?

Four difficulties were found as experienced by the respondents that made the extensive reading challenging to implement. First is the student's lack of interest, as experienced by respondents 1, 2, and 4. Respondent 1 felt her students preferred playing games and hanging out with friends rather than doing reading activities. Similarly, respondent 4 felt that not all students like reading activities. At the same time, respondent two also felt that not all students could read books for pleasure, even though some were, and they would prefer watching English movies rather than reading.

Second is the students' lack of vocabulary, as respondents 1 and 3 perceived. They felt the students needed more vocabulary to understand the meaning of books if they were about to do extensive reading. Third is the students' negative view of doing reading activities, as felt by respondent 1. She felt that the students saw reading as a horrible activity that made them reluctant to do it. Fourth, the way to encourage students to do extensive reading still needed to be acknowledged more by respondent four because she would like to learn more about that to be able to implement extensive reading more properly.

Discussion

The findings showed that all of the teachers from junior high school and senior high school English were well-informed, had good comprehension of what extensive reading is, and held a positive belief in the benefits of applying extensive reading in the classroom. However, even though they acknowledged the importance of extensive reading, some of them still need to implement it in the classroom, as also found by Hedgcock & Ferris (2009), Macalister (2010) and Chang & Renandya (2017).

Half of the teachers who implemented extensive reading in their teaching practices strongly believed that encouraging the students to read extensively would get a long-term benefit of improving their general proficiency in English, in line with what Safaeia & Bulca (2018) suggested in their study. On the contrary, one of the other

half of the teachers who did not implement extensive reading believed that she could only force the students to do extensive reading if they were interested. Thus, she neglected extensive reading and focused more on intensive reading instead, which is in line with what Renandya & Jacobs (2002) found as one of the reasons why English teachers should have applied extensive reading to their teaching practices. Moreover, another teacher did not implement extensive reading because she needed to see the urgency, even though she was well-informed of the benefits of doing extensive reading.

Furthermore, the teachers found four common obstacles in implementing extensive reading: the need for students' interest, the lack of vocabulary mastery, students' negative views toward reading itself, and the knowledge of how to incorporate extensive reading properly into the classroom.

CONCLUSION

This investigation of English teachers' perspectives on the implementation of extensive reading has provided some insights into the teachers' knowledge and their attitudes toward incorporating extensive reading into their teaching practices. The details of this information have been elaborated in the findings and discussion chapter.

Extensive reading should be encouraged to the students and should be put as an essential activity to be implemented in the English classroom. Moreover, not only a variety of reading materials should be provided and accessible to the students, but also a clear and explicit explanation of the benefits of extensive reading should be well-delivered by the teachers in order to attract them to have a favourable view and be interested in doing the reading process, as Shih, Chern, & Reynolds (2018) also found out to be well-considered by the teachers in their study.

Therefore, the stakeholder of the curriculum should provide support regarding the teachers' concern about implementing extensive reading to make extensive reading be implemented in all English classes in Indonesia so that the students will get the full benefits of doing it.

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