

PAPER NAME

**EXPLORING EXTENSIVE READING FROM
STUDENTS' PERSPECTIVE**

WORD COUNT

5223 Words

CHARACTER COUNT

28457 Characters

PAGE COUNT

8 Pages

FILE SIZE

336.9KB

SUBMISSION DATE

Sep 2, 2023 2:12 PM GMT+7

REPORT DATE

Sep 2, 2023 2:12 PM GMT+7

● 14% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

- 6% Publications database
- Crossref Posted Content database
- Crossref database
- 13% Submitted Works database

● Excluded from Similarity Report

- Internet database
- Quoted material
- Manually excluded sources
- Bibliographic material
- Cited material



Jurnal Review Pendidikan dan Pengajaran
<http://journal.universitaspahlawan.ac.id/index.php/jrpp>
 Volume 6 Nomor 2, 2023
 -2655-710X e-ISSN 2655-6022

Submitted : 04/08/2023
 Reviewed : 11/08/2023
 Accepted : 20/08/2023
 Published : 30/08/2023

Diska Fatima
 Virgiyanti¹
 Hesti Rokhaniyah²
 Aries Fachriza³

EXPLORING EXTENSIVE READING FROM STUDENTS' PERSPECTIVE

Abstract

Extensive reading becomes familiar among students since this activity eases them to read anytime and anywhere they like. Besides, they were also given the freedom to read any kind of book genre. The goal of this activity is to assist students in improving their reading skills. This research design is a descriptive qualitative where the respondents are twelve students of English Language Education Department. This research aims to investigate the students' perspective toward extensive reading. The data collection was done by interviewing the respondents, doing field observation and analyzing documents to confirm the data to support the triangulation. The results of the study showed that extensive reading was able to improve students' reading comprehension, increased students' interest in reading, and built students' awareness of the importance of literacy and having good reading habits. Furthermore, it should be highlighted that the students and lecturers have the capability and chance to produce readable sources to promote extensive reading at the level of elementary, junior, and senior high school or even at the university level.

Keywords: Extensive Reading, Reading, Students' Perspective

INTRODUCTION

The term extensive reading refers to reading for pleasure. There are many different terms for extensive reading, including pleasure reading, self-selected reading, free voluntary reading, and wide reading (Ng et al., 2019). Extensive reading is a technique in teaching reading which is defined as a situation where students read a lot of materials at their level in a new language; they read for general, overall meaning, and information at once with enjoyment (Richard R. Day, 2015). Furthermore, (Richard R. Day, 2015) stated that extensive reading is intended to develop good reading habits, build up knowledge of vocabulary and structure, and encourage a liking for reading. Besides improving students' knowledge, (Student et al., 2021) also said that extensive reading is an effective and efficient method to improve students' reading rates. Moreover, according to (Nation & Waring, 2019), during extensive reading, students should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text. In many cases, students tend to read what they like. Thus, it is very important to always motivate them to read more.

Extensive reading is projected to expose students to an input-rich and enjoyable environment, with the intention that their language knowledge will improve and their enthusiasm to learn will develop naturally (Student et al., 2021). Thus, extensive reading activities should be supported by various reading materials for enjoyment, enrich their knowledge, and language

^{1,3} Tadris Bahasa Inggris, Fakultas Tarbiyah, Universitas Darussalam Gontor

² Hubungan Internasional, Fakultas Humaniora, Universitas Darussalam Gontor

¹ diska.fatima@unida.gontor.ac.id

² hesti.r@unida.gontor.ac.id

³ aries.fachriza@unida.gontor.ac.id

development. Nowadays, the university promotes extensive reading to boost students' interest in reading and to improve students' reading skills (Student et al., 2021). One reading approach that can be used in classroom teaching and learning to improve students' reading skills is the development of extensive reading. It's because extensive reading gives students more time and a wider range of things to choose from. Extensive reading is intended to help students demonstrate their reading ability. For general understanding that is typically more concerned with the meaning of what is being read than with the language. Students are given the freedom to select their reading materials when extensive reading is used. The fact of promoting autonomous and self-selected readings extensively makes this reading approach suitable for both L2 and EFL learners (Day et al., 1998). The other theory defines a condition that is based on the idea that if the material is interesting enough for learners, they will do the reading more attentively and pertinently (Fakazli, 2021). It is expected that extensive reading will increase students' enjoyment of reading.

Extensive Reading (ER) is a reading instruction strategy that aims to have students read in the English language and appreciate it in an EFL context (Day, Bassett, Bowler, & Parminter, 2011). In brief, (Fakazli, 2021) addresses some of the advantages of extensive reading, including strengthening prior knowledge, fostering confidence and motivation, and developing automaticity and structural awareness. The chosen topic is determined by the students themselves. Furthermore, Extensive Reading in a Foreign language is a process of acquiring a new language (not mother tongue) through words, sentences, and text by reading numerous books for pleasure (Poetra, 2021). Students can read outside of class time and have the freedom to select their reading materials on their own. In other terms, substantial reading is often referred to as leisure reading. As a result, it implies that students have a degree of control over both the genre and timing of their reading. To prevent misinterpretation and misunderstanding in reading, it should be under the supervision of the instructor, and the lecturer should screen the book's content. Discussing the literature, they have read with their friends is another activity that kids who have completed significant reading might do. They can relate their lessons, experiences, and views to the texts or books they have read. In learning reading comprehension through small group discussions, students can easily understand the text in the class without any feeling worry about making mistakes in front of their friends (Maslina et al., 2020). Students have regular talks regarding the books they are reading.

Numerous studies have discussed extensive reading in assisting students in learning English. One of them is students' perceptions of extensive reading in EFL contexts (Lindawati, 2021). The findings indicated that the students' attitudes toward practices involving extensive reading were favorable. They wondered if extensive reading was a leisurely hobby that allowed them to read everything they wanted and find out whatever they wanted. In addition, extensive reading helped students improve their comprehension and English language abilities, including vocabulary mastery and grammar. Additionally, extensive reading allowed them to appreciate the educational experience. Furthermore, Runaq, Mustafa & Habibah (2021) also investigate the students' perception of extensive reading in online learning. According to the findings, students responded favorably to the use of extensive reading in online learning. The exercises were seen as having a significant impact on the student's vocabulary growth, and the students concentrated on the educational evaluations they had read during the semester. According to the information, there are benefits, including the ability to read the entire book, and the ability to ascertain the texts' main point and any supporting ideas, The online reading exercises increased my interest in reading, and they make it simple to comprehend the text. However, there are drawbacks, including distraction (Tools and Signal). Another research conducted by (Poetra, 2021) showed that ER increased students' reading interests and raised their awareness of reading both inside and outside of the classroom, making it habitual for them to read more and advance their reading level. As a result, their perception of ER is consistent with ER's characteristics.

This paper tries to elaborate on the university students' perspective toward extensive reading, as well as their experience in having extensive reading class, the benefits of extensive reading, and how extensive reading enhance their vocabulary mastery, reading skills, reading comprehension, and learning autonomy. It is expected that the findings in this paper will be able to inspire both students and teachers in teaching and learning reading, especially extensive reading.

1. The reading material is easy
Extensive reading provides easy reading materials to make the students enjoy the reading activity. By implementing easy reading materials, it is expected that students will always read and makes them enjoy the reading.
2. A variety of reading material on a wide range of topics is available
The advancement of technology makes them easy to access reading materials easily from various resources on the internet.
3. Students choose what they want to read
The reading materials used in extensive reading suits the students' need. They can choose their reading materials by themselves according to their interest. Since it is an independent reading activity, they are free to select their reading genres.
4. Students read as much as possible
Reading often will make students able to open their eyes wider and enlarge their knowledge. By reading the students can know the information from all around the world. As it is known, the more students read, the better they will be.
5. The purpose of reading is usually related to pleasure, information, and general understanding
In the reading process, students should feel enjoy absorbing better knowledge. It also will cause students more motivated in reading because they feel that reading activity is an enjoyable activity for them.
6. Reading is its reward
After the students enjoy the reading activity, they will read more to make them become better students. They will always remember that reading is a must for them, and it will give a positive impact and benefit their self-improvement.
7. Reading speed is usually faster rather than slower
In extensive reading, usually students read the text as fast as possible. It will be easy for them to read because they choose the text by themselves.
8. Reading is individual and silent
Extensive reading is an individual project, so in this activity, they must read the text silently. They have to do this activity without any interference from the teacher or their friends.
9. Teachers orient and guide their students
Although teacher does not have intervention in students' activity in extensive reading, but they are responsible for managing and controlling students' reading materials and their progress. As a teacher, they must filter the students' reading materials.
10. The teacher is a role model for a reader
Before the teacher assigns the students to do extensive reading, they have to give examples to the students about how to do it. It is expected that by giving reading examples, both teacher and students can improve their reading skills together. According to the 10 principles above, it can be summarized that the extensive reading activity will not burden the students and they will enjoy doing this activity.

METHOD

This paper aims to investigate the English Department students' perceptions of extensive reading. It is in line with the characteristics of the qualitative research approach that explores personal or individual perspectives in identifying their surroundings and occurrence (Dost et al., 2017). According to Ary, Jacobs, and Sorensen (2010), the data will be analyzed utilizing a variety of methods, including organizing and familiarizing, coding, reducing, interpreting and representing. The researcher should familiarize themselves with the data in this case by reading and rereading the text of the student interview questions and answers as well as the audio recording. All the data were read by the researcher before being entered into a form for analysis. All the data must be transcribed. To eliminate prejudice or interpretation, which may occur when summarizing, the researcher should transcribe the words exactly.

After familiarizing oneself, coding comes next. It was the process of creating conceptions out of the raw data. In this step, the researcher read and reread all the information from the

student's responses to divide it into specific meanings like modes of thought, behavioral patterns, and crucial events that tend to occur frequently. The questionnaire was spread through Google Forms consisting of 7 questions related to students' perception of the extensive reading and using a Likert scale from 1 to 4. Each data was interpreted and represented by the previous researcher. Second-semester students of the English Department at Universitas Darussalam Gontor served as the subjects of this study. Twelve students who had previously taken a Basic Reading course were chosen by the researcher. A semi-structured interview was employed in this study to gather data from the students. The researcher met the participants after the class to collect the data, and it was recorded. According to Creswell (2012), an interview is a suitable tool for gathering more detailed information during qualitative research. The information about student's perceptions of the use of extensive reading in EFL contexts was gathered via semi-structured interviews. With this type, the researcher must create or set up rules based on the subject (Moleong, 2005). The interview's primary focus is on this directive. Open-ended interview questions were used.

RESULT AND DISCUSSION

The study focused on students' perceptions related to the implementation of extensive reading. They stated their opinions of the role of extensive reading in improving their reading skill, obtaining more knowledge from ER activity, ER improving their reading speed, ER developing their vocabulary mastery, freedom to choose materials, motivating them in reading, and supporting their independent learning. The result was various depend on students' experience in learning reading through extensive reading. The result presented here is the result of questionnaire and interview conducted by the researchers.

Table 1. Students' perspective of extensive reading based on getting information indicator

Statements	Indicators(%)			
	SA	A	D	SD
1. Extensive reading helps me improve my reading skill	58,3	41,7		
2. I get new knowledge through extensive reading activity	58,3	41,7		
3. Extensive reading improve my reading speed	50	33,3	8,3	8,3
4. I get new vocabulary from extensive reading	83.3	16.7		

Based on the result of the questionnaire, it is shown that most of the students agreed that extensive reading activity assists them to enhance their reading skills. Besides, they also agreed that extensive reading is also able to enlarge their knowledge. In an interview, a student mentioned:

"Extensive reading helps me improve my reading skill and also I get more knowledge through this activity".

Additionally, the findings revealed that the majority of students thought Extensive Reading made studying enjoyable for them. According to (Nation & Newton, 2008), reading can give pupils a wide range of knowledge and enjoyment. The aforementioned statement is by (Umam, 2019) assertion that students should continuously expand the further implementations of extensive reading strategies outside of L2 classroom contexts to give learners more pleasurable second language reading learning experiences, build more robust self-confidence, and enhance their target language proficiency to the fullest extent possible. As it is known, students' reading comprehension is consistently improved through extensive reading. Essentially, extensive reading provides wider reading materials for students. Extensive reading also does not give limitations on the volume of reading materials that students can read if it accommodates broad exposure. Besides, students also develop wider and deeper knowledge about the world, which is essential in relating and connecting with the text and other people (Renandya & Jacobs, 2016). It means that the more they read, the better comprehension they will have.

Furthermore, extensive reading also affect students' reading speed. Reading speed assists students to read more effectively. When students have fast reading speed, it will save them time in reading. (Shen, 2008), stated that extensive reading is effective in increasing reading speed and comprehension. Besides, (Smith & Projects, 1999) said that reading speed in extensive reading is relatively fast, but it should be comfortable for a reader. It means that if the students often read more books or reading materials, they will be more familiar with and enjoy the reading activity. As a result, their reading speed will be faster, too. It is also in line with students' responses who said:

"When I do extensive reading regularly, I feel that my speed in reading is faster than before".

Moreover, students' vocabulary mastery also developed while doing extensive reading. Since students have different backgrounds in reading, it will affect students' vocabulary mastery. It depends on how many books you read to the students. The more they read, the more vocabularies they will get. It is because in extensive reading activity it is possible for students to find new vocabulary in their reading materials. When they find new vocabulary, the first thing that they do is look for the meaning in the dictionary. Since the students read English reading materials it is Thus, it is expected that by read more reading materials, it will also enhance students' vocabulary mastery. It is also mentioned by the students:

"I enjoy reading some books and articles and I realized that extensive reading gained my vocabulary mastery"

The statement above is in line with (Wijaya, 2021) who revealed that nearly all Indonesian university EFL learners underwent more significant vocabulary knowledge improvements in extensive reading activities. This claim may be supported by the reciprocal relationships between their actual vocabulary knowledge and the instantaneous nature of accidental vocabulary learning generated by the extended reading approach, which may have the effect of rapidly and amicably increasing their word counts. (Yanto et al., 2020) also stated that most university EFL learners had successfully improved their target language competencies, including their vocabulary knowledge, after being constantly supervised by their teachers in selecting the most appropriate L2 reading texts that suit them most. Through extensive reading, learners can develop good reading habits, build up vocabulary knowledge and enhance positive reading attitudes (Liu & Zhang, 2018). By reading often, it is believed that students can enhance their vocabulary mastery. Related to the role of extensive reading in vocabulary growth, (Grabe, 2010) states that about 10% of all new vocabulary is learned via reading exposure. The reason why students gain new vocabulary from reading is because they read more English texts or books.

Table 2. Students' perspective of extensive reading based on getting pleasure indicator

Statements	Indicators(%)			
	SA	A	D	SD
1. I'm free to choose reading materials for extensive reading	25	66,7		8,3
2. I feel more motivated in reading through extensive reading activity	33,3	58,3	8,3	
3. Extensive reading supports me to do independent learning	50	50		

The table above tell us about the students' perception of extensive reading based on the getting pleasure indicator. The first statement is about students' freedom to choose reading materials in extensive reading. It means that students can choose their reading materials based on their interests. Because they can choose their text in Extensive Reading, it can help the students be motivated to read more (Harris & Hofer, 2011). It is expected when they choose the reading materials that they like, they will enjoy the reading process. Besides, students also have wider topics to read. When they read more reading materials, it will also enhance their knowledge and reading performance. As one of the students stated:

"I feel enjoy and happy because I can read books based on my interests"

Reading for pleasure is so much more than just a form of play or escapism – it is also a way of connecting with text (Clark & Rumbold, 2006). Instead of only reading books or texts, extensive reading will give a different atmosphere and experience to the students. Thus, they will feel satisfied after reading the books or texts. Since there is no burden in reading activity, students will be more enjoy and easy to comprehend a text or reading material.

According to the result of the questionnaire and interview, it is stated that 58.3 % of students agree that extensive reading make them more motivated in reading activity. The result supports the previous research that explained that Extensive Reading boosts students' interest in reading and improves reading skills (Diptoadi, 2019). The student mentioned that: *“Extensive reading helps me more motivated in reading, I enjoy doing this activity”*

When the students have more motivation in reading, it is expected that they will enjoy the reading process. Thus they will obtain more knowledge and information well from the reading activity. Besides improving students' reading comprehension and vocabulary, extensive reading is also able to motivate students to improve their reading skills. Learning a foreign language won't be successful without motivation. It can be concluded that motivation cannot be separated from learning English, because students' success or failure depends on the student's motivation level (Husna & Martini, 2019). In other words, motivation is an essential factor for students to be able to enhance their reading skills. Moreover, (Acth et al., 2002) points out that reading material works as a critical factor to motivate learners to read extensively. Not only reading materials that can affect students' motivation in reading, but also the intrinsic motivation that comes from themselves also play an important thing in supporting their reading performances.

The last statement about extensive reading in the questionnaire was about the existence of extensive reading to support students' independent learning. The result showed a positive attitude toward extensive reading in assisting students' reading performance. It can be concluded that the use of extensive reading is more effective for boosting students' reading because the students can read anywhere and anytime outside the classroom. As it is known that reading needs a longer time to make the reader understand the meaning of the texts itself. Besides, extensive reading also supports autonomous learning since students are asked to develop themselves in reading by reading a lot of books that they like. The students were also asked to analyze and present what they have read. Also, it helps them engage with a foreign language in a book so they will get used to foreign language and be able to use it (Poetra, 2021). One of students mentioned that:

“I feel more confident because in extensive reading I can learn something by myself”

The statement above also indicated that since extensive reading assigned students to read alone, they also feel more confident in comprehending and present the result of their reading. As extensive reading is an individual activity, the success of this project is depending on students' willingness to read the books or texts. According to (Umam, 2019), the idea of giving students autonomy to choose the genre of material to read, as well as the pace at which to read, is in itself motivational because it addresses the needs and interests of individual learners. Since there is no restriction in reading the materials, students can adjust the reading sources to their needs. Besides, it also gives benefit for students to build their reading habits easily by choosing their reading materials. Although the teacher gives autonomy in selecting the reading materials, however the teacher is responsible to monitor students' reading materials and their progress.

CONCLUSION

Implementing extensive reading is very helpful for both teachers and students since it provides flexibility for them to learn. Besides, it is also able to change previous pradien about reading which is usually related to boredom and uninteresting. Extensive reading assists students in developing their reading skills in several ways. The result shows that the students can obtain new knowledge from this activity. It is because in extensive reading activity, they are asked to read materials that they like. Thus, it can motivate students to read more materials because there is no burden and coercion in doing this. As a result, it also broaden their knowledge about many fields, such as environment, economics, health, etc. In addition, this activity also evidenced to improve students' reading speed. When students accustomed to read often and read various genres of texts, unconsciously they will be familiar to read and it will improve their reading speed. Reading speed will save their time when reading because they can read fast and able to grasp the

meaning effectively. Moreover, extensive reading is also able to develop students' vocabulary mastery. Since they are asked to read more reading materials, it is proven that they find new vocabulary more often. To understand the materials well, they need to know those new vocabularies and try to look for the meaning in the dictionary. It is clearly stated that the implementation of extensive reading is not to force and give a burden to students in reading activity. Conversely, it is expected that extensive reading will be able to create a new paradigm and atmosphere in students' reading activity.

In addition, in extensive reading activity students are free to choose their reading materials based on their interest. It also gives positive results to the students. They are more motivated in reading because they read based on their willingness, not because being forced by the lecturer. As a result, they feel more satisfied after reading, because after they read there is no burden such as doing exercise. Having reading autonomy also gives responsibility to students as they have to read particular sources in a certain time that agreed with the lecturer, such as a week or a day. However, the lecturer, as a guide, still controls and manage their reading materials. After the students finish reading, they have to arrange the reading report about what they have read. The result of the interview also stated that the lecturer asked students to write a reading report after they finish reading a book or article. Furthermore, in the reading report the students should write a summary of the materials that they have read, a list of new vocabulary, and students' reasons why they chose that article or book. Besides, they also have to present individually about texts or books that they read. From the activity, the students are able to share their extensive reading experience to their classmates, although they do independent learning. Sharing activity is prominent for students since it will make them improve their confidence in explaining and retelling the previous reading materials. It also will motivate them to promote critical thinking because usually they will conduct a discussion related to their reading presentation.

REFERENCES

- Ach, G. A., Triglyceride, H. D. L., Malodialdehyde, H. D. L., Transfrin, C., Triglyceride, H. D. L., Malodialdehyde, H. D. L., Transfrin, C., Hare, L. B., Thomas, D., Miller, C. C., Los, U. M. D. E. C. D. E., Addison, T., Glands, E., Groups, S., Review, R., Guanabara, E., Ltda, K., Guanabara, E., Ltda, K., ... Sayer, S. A. (2002). No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title. *Quality Progress*, 35(13), 84–85.
- Clark, C., & Rumbold, K. (2006). *Reading for pleasure: A research overview*. National Literacy Trust, November, 35. http://www.scholastic.com/teachers/article/collateral_resources/pdf/i/Reading_for_pleasure.pdf
- Day, R. R., Bamford, J., Renandya, W. A., Jacobs, G. M., & Yu, V. W. S. (1998). Extensive reading in the second language classroom. *RELC Journal*, 29(2), 187–191. <https://doi.org/10.1177/003368829802900211>
- Diptoadi, G. ; V. L. (2019). Students' Perception Of Extensive Reading Activity Through Reading Log Gabriella 3 ; Veronica L. Diptoadi 4. *Magister Scientiae*, 46, 201–215.
- Dost, I. N., Bohloulzadeh, G., & Hafshejani, N. K. (2017). The Impact of Teachers' Personality on Senior High School EFL Learners' General English Achievement. *International Journal of English Literature and Social Sciences*, 2(3), 77–93. <https://doi.org/10.24001/ijels.2.3.9>
- Fakazli, Ö. (2021). How does extensive reading promote language development? Article in *Journal of International Social Research*, 14(78), 499–506. www.sosyalarastirmalar.com
- Grabe, W. (2010). Fluency in reading — Thirty-five years later. *Reading in a Foreign Language*, 22(1), 71–83.
- Harris, J. B., & Hofer, M. J. (2011). Technological Pedagogical Content Knowledge (TPACK) in Action. *Journal of Research on Technology in Education*, 43(3), 211–229. <https://doi.org/10.1080/15391523.2011.10782570>
- Husna, A. H., & Murtini, R. T. (2019). A study on students' motivation in learning English as English foreign language (EFL) at stikes cendekia utama kudas. *Journal of English Teaching and Research*, 4(2), 207–220.

- <https://ojs.unpkediri.ac.id/index.php/inggris/article/download/13745/1377/>
- Lindawati, R. (2021). Students' Perceptions Towards Extensive Reading In Efl Contexts. *International Journal of English and Applied Linguistics (IJEAL)*, 1(2), 99–104. <https://doi.org/10.47709/ijeal.v1i2.1044>
- Liu, J., & Zhang, J. (2018). The Effects of Extensive Reading on English Vocabulary Learning: A Meta-analysis. *English Language Teaching*, 11(6), 1. <https://doi.org/10.5539/elt.v11n6p1>
- Maslina, Y., Rahmi, R., & Mulyani. (2020). the Use of Small Group Discussion in Teaching Reading Comprehension (a Descriptive Study At the Second-Semester Students' of English Department of Stkip Bina Bangsa Getsempena Banda Aceh). *Jurnal Ilmiah Mahasiswa Pendidikan*, 1(1).
- Nation, I. S. P., & Newton, J. (2008). Teaching ESL/EFL Listening and Speaking. In *Teaching ESL/EFL Listening and Speaking*. <https://doi.org/10.4324/9780203891704>
- Nation, I. S. P., & Waring, R. (2019). Teaching extensive reading in another language. In *Teaching Extensive Reading in Another Language*. Routledge. <https://doi.org/10.4324/9780367809256>
- Ng, Q. R., 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>
- Poetra, A. A. (2021). Students' Perception of Extensive Reading Program in English Department of UNESA. *Research on English Language Teaching in Indonesia (RETAIN)*, 09(02), 241–250.
- Renandya, W. A., & Jacobs, G. M. (2016). Extensive Reading and Listening in the L2 Classroom. *English Language Education*, 5, 97–110. https://doi.org/10.1007/978-3-319-38834-2_8
- Richard R. Day. (2015). Extending extensive reading. *Reading in a Foreign Language*, 27(2), 294–301. <http://nflrc.hawaii.edu/rfl/October2015/discussions/day.pdf>
- Shen, Y. (2008). The Effect of Changes and Innovation on Educational Improvement. *International Education Studies*, 1(3), 73–77. <https://doi.org/10.5539/ies.v1n3p73>
- Smith, T., & Projects, T. I. (1999). *Reading 3*. 1968(August 2015).
- Student, M. T., Kumar, R. R., Ommments, R. E. C., Prajapati, A., Blockchain, T.-A., MI, A. I., Randive, P. S. N., Chaudhari, S., Barde, S., Devices, E., Mittal, S., Schmidt, M. W. M., Id, S. N. A., PREISER, W. F. E., OSTROFF, E., Choudhary, R., Bit-cell, M., In, S. S., Fullfillment, P., ... Fellowship, W. (2021). No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title. *Frontiers in Neuroscience*, 14(1), 1–13.
- Umam, C. (2019). Extensive Reading: What, Why, and How Extensive Reading: What, Why, and How? *. July. <https://www.researchgate.net/publication/334535447>
- Wijaya, K. (2021). The Important Role of Extensive Reading Strategy in Indonesian EFL Learning Contexts. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 6(2), 107–117. <https://doi.org/10.35974/acuity.v6i2.2482>
- Yanto, E. S., Saefullah, H., & Kwary, D. A. (2020). Implementing a literary text extensive reading program through learning logs. *Qualitative Report*, 25(5), 1393–1411. <https://doi.org/10.46743/2160-3715/2020.4111>

● **14% Overall Similarity**

Top sources found in the following databases:

- 6% Publications database
- Crossref database
- Crossref Posted Content database
- 13% Submitted Works database

TOP SOURCES

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Arab Open University on 2020-08-12 Submitted works	1%
2	UIN Sunan Gunung Djati Bandung on 2023-08-22 Submitted works	1%
3	Nur Endah Hikmah Fauziah. "DAMPAK POSITIF EVALUASI PEMBELAJ..." Crossref	1%
4	Universitas Pamulang on 2020-07-19 Submitted works	<1%
5	University of Adelaide on 2010-07-20 Submitted works	<1%
6	University of Leicester on 2012-06-15 Submitted works	<1%
7	Novi Rizka Amalia, Aprilia Restuning Tunggal, Hesti Rokhaniyah. "Peni..." Crossref	<1%
8	University of Leicester on 2010-09-10 Submitted works	<1%
9	University of St Andrews on 2022-08-11 Submitted works	<1%

10	Universitas Sanata Dharma on 2023-05-08	<1%
	Submitted works	
11	Carson Newman University on 2023-03-03	<1%
	Submitted works	
12	Hanoi University on 2020-06-11	<1%
	Submitted works	
13	Kristian Florenso Wijaya. "Undergraduate Students Perceptions on Ext...	<1%
	Crossref	
14	Universitas Islam Syekh-Yusuf Tangerang on 2023-02-26	<1%
	Submitted works	
15	University of Warwick on 2015-09-02	<1%
	Submitted works	
16	Universitas Pendidikan Indonesia on 2017-05-23	<1%
	Submitted works	
17	California State University, San Bernadino on 2013-08-21	<1%
	Submitted works	
18	Macquarie University on 2007-06-21	<1%
	Submitted works	
19	Pasundan University on 2019-11-14	<1%
	Submitted works	
20	University of Exeter on 2011-06-02	<1%
	Submitted works	
21	University of Exeter on 2017-09-04	<1%
	Submitted works	

22	University of Leeds on 2021-02-22	<1%
	Submitted works	
23	University of Strathclyde on 2023-07-09	<1%
	Submitted works	
24	IAIN Kudus on 2021-12-28	<1%
	Submitted works	
25	University of Portsmouth on 2022-09-16	<1%
	Submitted works	
26	Fisseha Motuma. "Investigating the Trends of Teaching Reading Comp..."	<1%
	Crossref posted content	
27	Hanoi University on 2022-05-06	<1%
	Submitted works	
28	King's College on 2021-08-31	<1%
	Submitted works	
29	Kristian Wijaya. "The Important Role of Extensive Reading Strategy in I..."	<1%
	Crossref	
30	Mushoffan Prasetianto, Rizkiana Maharddhika. "Extensive reading amo..."	<1%
	Crossref	
31	UIN Sunan Gunung DJati Bandung on 2022-10-25	<1%
	Submitted works	
32	UIN Syarif Hidayatullah Jakarta on 2021-11-03	<1%
	Submitted works	
33	University of Leicester on 2010-02-22	<1%
	Submitted works	

34	University of York on 2018-01-11	<1%
	Submitted works	
35	Xiaomei Sun. "Differentiated instruction in L2 teaching: two extensive r...	<1%
	Crossref	
36	Anadolu University on 2023-03-21	<1%
	Submitted works	
37	Nadya Aprilia Rukmanta, Elih Sutisna Yanto. "SECONDARY SCHOOL ST...	<1%
	Crossref	
38	Adtalem Global Education, Inc. on 2023-01-04	<1%
	Submitted works	
39	Central Washington University on 2004-11-07	<1%
	Submitted works	
40	Curtin University of Technology on 2021-12-24	<1%
	Submitted works	
41	Universitas Siswa Bangsa Internasional on 2021-12-09	<1%
	Submitted works	
42	Victoria University on 2010-11-13	<1%
	Submitted works	
43	Victoria University on 2012-11-22	<1%
	Submitted works	
44	Walden University on 2007-10-13	<1%
	Submitted works	

● Excluded from Similarity Report

- Internet database
- Quoted material
- Manually excluded sources
- Bibliographic material
- Cited material

EXCLUDED SOURCES

Dedi Irawan Zebua. "PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE ... 3%
Crossref

Arozatulo Bawamenewi. "ANALISIS TINDAK TUTUR BAHASA NIAS SEBUAH K... 3%
Crossref

Fifit Firmadani, Mashud Syahroni. "PENGEMBANGAN MODUL MATA KULIAH ... 3%
Crossref

Trisman Harefa. "PENGUNAAN METODE PEMBELAJARAN CONCEPT MAPPI... 3%
Crossref

Sri Florina Laurence Zagoto. "EFIKASI DIRI DALAM PROSES PEMBELAJARAN"... 3%
Crossref

Imam Hanafi. "ANALISIS KESIAPAN GURU KELAS DALAM MENGIMPLEMENT... 3%
Crossref

Dedi Robani, Nevi Yarni. "HUBUNGAN PERSEPSI BELAJAR DENGAN MOTIVAS... 3%
Crossref

Asali Lase. "PENERAPAN MODEL PEMBELAJARAN KOOPERATIFE TIPE LISTE... 3%
Crossref