Teaching Extensive Reading to EFL and Non-EFL Students: Benefits and Problems

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Abstract

This research describes the benefits and problems during the teaching of Extensive Reading (ER). This research is library research. The analysis shows that extensive reading has several benefits in the teaching and learning process, especially in learning English as a foreign language, such as adding vocabulary, helping to understand grammar, building reading speed, and reading fluency, reading for getting pleasure, building confidence and motivation, increasing motivating to read English more. Several difficulties of ER are also identified throughout the long reading exercise in extensive reading, including poor/lack of vocabulary and grammatical skills, inconsistent reading, difficulty comprehending the meaning of words, and loud classroom environment influence concentration on text analysis. Other problems are the level of reading material or difficulty in analyzing material related to literary works, different academic grades, learners paying less attention to the program, and the ER material selection. In selecting materials for extensive reading (ER), appropriate reading materials constitute an essential foundation of ER program. Students need a large quantity of engaging, approachable, readily available materials if they are to read extensively. Teachers should choose student-centered activities so students have opportunities to appreciate themselves with interactive reading experiences. The extensive reading (ER) program in schools/institutions also can be developed students' passion for reading in English. It is not only a skill or a translation, but also a personal, social, and academic activity. To be successful in ER program implementation, several aspects must be considered which involve all parties including schools/institutions, students, teachers, and even parents.

Keywords: *extensive reading, reading, reading English, teaching reading*

INTRODUCTION

Reading is primarily concerned with improving students' reading abilities (Fitria, 2022a). This involves encouraging them to read. But how can teachers accomplish this? This query inspires the assertion that what students do while reading is a gain experience while reading, and they use this experience to develop an understanding of why we read. To encourage students to read, a teacher must do two things: first, he or she must have a clear understanding of what is essential in reading activities. Second, the instructor must design tasks or activities that allow students to gain experience with the primary objective. True consumers implement what they have read. The students believe it is essential for them to do so. Because by reading they can accomplish an essential objective or obtain an answer to a desired query. They consider reading while reading or acquiring knowledge. As educators, we do not believe the statement "Reading is a superpower." But it is simple for students to believe that literature is a source of influence. The teacher must position the students to experience the power of literature. This means they must complete activities and assignments that demonstrate their literacy ability. The teacher must prepare an engaging reading instruction method so that the students do not perceive this reading lesson as being tedious.

Reading is fundamentally the process of constructing meaning from written symbols conveying messages. Throughout the process, the reader integrates or relates written information and messages with prior knowledge or experience (schemas). Because reading is a cognitive activity, this strategy incorporates the reader's ability to construct ideas (Amin & Sumendap, 2022). In the process of reading, the reader uses various skills including physical and mental skills (Fitria, 2022a). The purposes of reading include pleasure, perfecting reading aloud, using certain strategies, updating their knowledge of a topic, relating new information to information they already know, obtaining information for oral or written reports, confirming or rejecting predictions, performing an experiment, or applying the information obtained. from a text in some other way and learn about the structure of the text, answering specific questions (Burns et al., 2012). In addition to some of the reading objectives that have been conveyed above, several other reading objectives are closely related to meaning, including reading to obtain details or facts, reading to obtain main ideas, reading to find out the order

or arrangement, story organization, reading to conclude, reading to classify, reading to assess or evaluate, reading to compare or contrast.

According to Tarigan (1987), the types of reading are reading aloud; reading silently (silent reading); Extensive reading (includes survey reading; skimming reading, and superficial reading; intensive reading; reading content study reading (close reading, comprehensive reading, and critical reading, and reading for ideas), reading language studies (reading foreign languages and reading literature (literary reading). To support literacy strengthening for students, intensive reading and extensive reading activities are also needed. The collaboration of the two kinds of reading can improve the reading culture of students and also make learning more effective which of course leads to literacy skills. Learning activities cannot be separated from habituation and development. Intensive reading is part of learning activities, while extensive reading is part of habituation and development activities. Thus, intensive reading also cannot be separated from extensive reading because both are mutually reinforcing. By strengthening through intensive reading and extensive reading, students' literacy skills can be improved so that it is easier for them to work on questions that require an in-depth understanding of reading questions.

Intensive reading is the process of perusing a text attentively and thoroughly to extract the information contained within it. In intensive reading activities, students peruse the same selection of literature provided by the instructor. Later, they were instructed to read the brief text attentively to comprehend the contents of the reading. Students will be able to develop reading skills such as scanning and identifying the primary idea of a text through intensive reading activities. Intensive reading activities can aid in the development and refinement of reading and critical thinking skills. Teachers of all subjects must implement intensive reading activities as part of the learning process because, in essence, they are all reading instructors. This is where teachers can assist students in employing a variety of literacy strategies to comprehend different types of texts in a variety of contexts and to process information at various cognitive processing levels.

Since its introduction to the field of second language acquisition, Extensive Reading has increased in popularity throughout the years (Yulia, 2018). Extensive reading is reading widely, namely reading as much reading material as possible in the shortest possible time (Sari, 2011). Extensive reading activity is an activity that allows the reader to be involved in exploring reading sources that match the interests and desires of the reader (Nur & Ananda, 2022). It has been adopted in a range of situations since it has been proven to provide several benefits for L2 learners in a variety of ways. Extensive reading is a reading activity that is done in a less detailed way (Tambunan, 2022). Reading activities are extensively aimed at obtaining information on important points and not things that are details. Reading extensively can be used when reading some texts that have the same main problem.

Day et al. (1998) propose ten principles for an exhaustive reading approach to reading instruction. The principles discuss the nature of extensive reading as well as the necessary conditions and methods for its success. Encourages teachers to use the principles as a lens to evaluate their beliefs about reading in general and extensive reading in particular, as well as their approaches to teaching reading. (Day, 2002). While there are 10 extensive reading principles according to Day and Bamford (2002): (1) the reading material is easy, (2) a variety of reading materials on various topics should be available, (3) students choose what they want to read, (4) learners read as much as possible, (5) the purpose of reading is usually related to pleasure, information, and general understanding, (6) reading is an achievement in itself, (7) reading speed is usually faster than slower, (8) reading individual and calm, (9) the teacher directs and directs the students, and (10) the teacher is a role model for readers. Extensive reading is distinguished from intensive reading by several distinguishing qualities (Watkins, 2017). One of the characteristics is lengthy reading should be reasonably simple. Instead of working with texts that are at the limit of the learners' abilities, as is often the case with intensive reading in the classroom, learners work with texts that they can easily comprehend and that include a few unfamiliar terms.

There are several characteristics of an extensive reading approach (Bamford & Day, 2004a; Day et al., 1998), they are: reading material, student choice, reading for enjoyment and education, significant reading outside of class, class reading in silence, language level, utilizing dictionaries, record keeping, the teacher as a model. There are four extensive reading techniques, namely: 1) skipping: reading quickly by skipping parts that are not too important. 2) selecting is fast reading with a focus on finding the keywords you are looking for. 3) skimming is reading quickly to get the gist of the reading. 4) scanning is reading quickly and carefully in selecting the specific selective information needed.

It is undeniable that learning activities in schools have a limited time. Therefore, this is where the role of extensive reading is needed outside of learning time. Extensive reading is an activity to read as much as possible. In extensive reading activities, students who do extensive reading activities will read as much as possible and read for pleasure. The most basic thing about extensive reading activities is that students are given the freedom to choose their reading. The reading level chosen also tends to be appropriate or below the ability of each student. So, they can enjoy reading because there is no specific direction in choosing a reading. Extensive

reading can be used as habituation and enrichment to develop an interest in reading so that the feeling of 'fun' and without bills needs to be presented.

Based on the explanation above, the researcher is interested to describe more about extensive reading in the English teaching and learning process. Therefore, this research is to describe extensive reading in the teaching and learning process, including benefits, limitation, extensive reading materials, and extensive reading program.

METHOD

This research is library research. Library research is presented in easy-to-understand language and refers to the theoretical concept approach and examples of its application (Evanirosa et al., 2022). In this study, the researcher studied various reference books and the results of previous similar studies that were useful for obtaining a theoretical basis for the problem to be studied. The researcher focuses on the topic of extensive reading in the teaching and learning process including the implementation, benefits, limitations, and teacher and students' opinions or attitudes toward extensive reading.

Library research should use library reference sources that use primary sources, derived from the results of scientific research reports, research seminars, and research journals. Primary sources or references are references derived directly from the source, as opposed to the opinions of primary sources cited by others in a written work. In this research, the researcher collects documents from related research articles about extensive reading from national and international journals. The data that has been obtained will be described to get related data (information) on the benefits and limitations of extensive reading in the English teaching and learning process.

RESULT AND DISCUSSION

This research describes Extensive Reading (ER) especially the benefits and problems during the implementation of extensive reading during the teaching and learning process.

A. Benefits of Extensive Reading (ER)

There are several benefits of the implementation of Extensive Reading (ER) during the teaching and learning process based on several previous studies. It is believed that extensive reading has significant benefits for learners, both in terms of learning outcomes and motivation, and it appears to be gaining popularity in the ELT world (Brown, 2009). The use of extensive reading has increased in popularity over the years, and several studies have been done to study its use in secondary and higher education (Azizah, 2022). Rokhima (2010) states that by utilizing extensive reading, students who have the opportunity to read extensively will get a broader grasp of what is read than students who receive reading instruction rarely.

Guo (2012) states that there is a strong correlation between extensive reading and vocabulary growth. Additionally, extensive reading improved students' overall English skills and knowledge. There is a measurable positive effect of extensive reading on language acquisition such as gained information, communication resources, and other language abilities. Additionally, students' participation in class discussions increased. As a result of extensive reading of actual books, ER demonstrated a rise in vocabulary and motivation. The role of extensive reading in vocabulary development continues to receive a great deal of attention in first- and second language research and pedagogy (Gardner, 2004). Ng et al. (2019) explain that ER leads to vocabulary acquisition because learners regularly encounter words in context and learn to infer the meanings of words in context, and the sheer number of words read enhances incidental vocabulary learning in terms of general and academic vocabulary. Virgiyanti (2020) states that extensive reading is beneficial for teaching reading. It is well-recognized that substantial reading by students enhances their vocabulary and reading comprehension. An extensive reading course designed to stimulate students' critical thinking. The result showed that substantial reading helps students grasp new concepts in a variety of disciplines. Overall, comprehensive reading opens students' awareness of current topics and improves their reading skills.

Singkum & Chinwonno (2021) states that there is significant students' reading development and positive motivation to execute EFL Extensive Reading exercises and resources. Extensive reading is a useful method for improving reading comprehension (Anjulo et al., 2017). It is supported by Nuringtyas (2015) students who participate in extended reading activities have an easier time understanding particular texts. This finding is confirmed by the reading materials. This statement is also added by Rasmin (2016) that extensive reading affects the improvement of students' reading comprehension skills in literal, inferential, and critical terms. The students have a favorable opinion on the implementation of broad reading strategies.

Extensive reading has been regarded for many years as an essential and motivating method for enhancing second language proficiency (Green, 2005). The benefits are viewed from both teachers' and students' opinions, perspectives, or experiences in ER implementation. Based on the teachers' experiences. ER has benefits for language acquisition for Indonesian EFL learners, and ER aligns with the reading experiences of Indonesian EFL learners (Delfi & Yamat, 2017). The more that language learners read, the

more that they acquire the language and the more that they acquire the language and the more that they advance their language proficiency. This illustrates how reading extensively adds to English proficiency. Ayu (2011) states that extensive reading can help learners acquire a second language. Learners do not need complicated and complicated descriptions, the important thing is the effect produced after reading is knowing the main idea of the reading material. Extensive reading can be used as a tool for learners in obtaining very large amounts of input. Therefore, the role of extensive reading is very large for learners in the acquisition of a second language. It can help learners in acquiring a second language, can be used as reinforcement in mastering a second language, and learners can get as much input as possible to improve the quality of their monitoring of the output of the second language, as a tool to acculturating a second language, learners can increase their linguistic knowledge of their second language and can foster high motivation to learn a second language.

Hidayat (2018) states that reading extensively also makes students' learning more effective and efficient. It also assists them with reading English content via their interests. Students read the English material to increase their exposure to the English language. Monalisa (2021a) states that Extensive reading activities are independent and blended intensive, and extensive. Various genres of reading attract their reading interest, but fiction is followed by factual texts such as popular articles and scientific articles. There is also a change in the attitude of learners towards reading activities, namely, reading is a fun activity. According to Putra (2020), ER Program ER program resulted in positive changes in the students' literacy engagement and increased desire in participating in the program. It was distinguished by a rise in the students' desire to read, a shift in their reading routines, and an alteration of their perspective on reading. Yuningsih et al. (2018) state that implementing ER program methods into reading instruction encourages students to be actively engaged. A comprehensive reading program might be advantageous for students. It helps improve students' English reading comprehension.

Wahyudi & Anggia (2017) states that students' interest in reading as well as their drive to read has improved as a result of the ER technique; therefore, encouraging students to read for longer periods can help them enhance their reading ability. Both the student's level of motivation and the rate at which they read rose after the significant reading assignment was assigned. Azizah (2022) states that extensive reading can help students in improving their reading skills. Students noted improvements in their reading comprehension, reading speed, motivation, writing abilities, understanding of grammar and vocabulary, etc. (Putra et al., 2019) revealing that ERP helps students in improving motivation to read them. During 10 week Extensive Reading Program, students enjoy reading and feeling comfortable reading. The students have been satisfied with an extensive reading program.

Iftanti & Shofiya (2018) state that ER proved to be able to embed the student's awareness of the desire of reading in English, and for those who already built reading love in their mother tongue-Indonesian language, their reading love in both Indonesian language and English get increased. The Guided Extensive Reading Program (GERPro) helps EFL students develop a passion for online reading. So, ER assist the students to develop healthy reading habits in English. Komariah (2021) states the implementation of Extensive Reading activities gives numerous benefits to students' reading skills, including the ability to comprehend vocabulary, structure, and grammar, as well as locate ideas or general descriptions in a text. Hariyanto, 2020) states that the teacher encouraged students to include substantial reading in their learning areas. The use of ER influences attitude toward learning, learning responsibility, motivation, self-confidence, the capacity to plan to learn, the ability to use learning opportunities, the ability to handle information, the ability to apply learning techniques, assessment of learning processes, and evaluation of learning success/results. It indicates that the student's extensive reading has contributed to their independent learning and achievement of learning objectives.

Sari (2022) states that students can maximize their reading efforts by engaging in extensive reading regularly and by selecting reading material written at diverse language levels. Besides, the benefits of comprehensive reading activities might enhance their English language skills, foster their creativity, and increases their English skills, general knowledge, and enthusiasm for reading. According to Sibuea (2022), extensive reading can affect the increase in English vocabulary and student literacy skills. ER, the program helps students in improving their reading motivation. For 10 weeks of an extensive reading program, the students enjoy reading and feel comfortable reading. As a result, students are satisfied with an extensive reading program. The ER strategy may boost students' knowledge and perspective, create attitudes and motivation toward reading habits and make reading a pleasurable activity, enhancing students' reading skills (Komariah, 2021). Huynh (2022) adds that students should increase the frequency with which they use ER in their reading process, so it becomes a strong habit and their reading proficiency levels increase.

Related to the implementation of extensive reading, students have positive opinions related to ER. According to Rizky (2019), the majority of students had positive attitudes and obtained positive results from the application of extensive reading in the literature class. Although the majority of them were interested in

and enjoyed their reading. Nur (2020) the students have positive experiences or reflections on the activities of ER at home supported by internet sources. This matter is because these internet-based reading sources provide experience and new insights that were not previously obtained in the learning process formally. Students in this extensive reading activity were allowed to choose the theme and type of text they want. In addition, the display of reading sources on the internet is very interesting for participants. This is what then produces enjoyable learning and reading experience for the participants of this study. Extensive reading is currently one of the most widely studied research themes as an effort to increase students' literacy interest and knowledge. Extensive reading activities can also be supported by providing resources for technology-based or internet-based learning (Nur, 2020). It is supported by Merawati et al. (2020) that based on the student opinion, ER has positive benefits, especially enriching general knowledge, vocabulary, and grammar in English. All this knowledge can help students develop writing skills. Practice reading articles can help some students to reach the standard text reading speed expected in foreign languages. Another benefit is the development of the self-confidence level of students. They have faith in their positive self to dare to read English articles. It is also similar to Anindita (2020) that students have positive opinions of extensive reading practices. ER is a reading activity for enjoyment and information search in which they may read freely. When implementing ER habits, the students can choose fictional genres, news articles, and scholarly journals. In addition, rigorous reading activities contributed to the improvement of knowledge and English abilities, including writing, speaking, listening, reading, vocabulary, and grammar. It is added Sartika (2020) that students provided positive feedback regarding the ER platform, and their English proficiency improved in some areas.

B. Problems of Extensive Reading (ER)

There are several problems with the implementation of Extensive Reading (ER) during the teaching and learning process based on several previous studies of extensive reading. Azizah (2022) states that a variety of difficulties were also identified throughout the long reading exercise in extensive reading, including poor vocabulary and grammatical skills, inconsistent reading, etc. Yuningsih et al. (2018) state that the students had difficulties due to a lack of vocabulary, which presented barriers throughout the execution of extensive reading. They have difficulty comprehending the meaning of words. In addition, the loud classroom environment hindered their ability to concentrate on text analysis. Hidayat (2018) states that in extensive reading, unknown words are the most typical source of difficulty in lengthy reading for students. Before reading, it is possible to address the problem of unfamiliar terms by gaining some context information.

Jeka (2019) states that a few students had forgotten the Extensive Reading theory. A few (low-performing) students still had trouble with the Extensive Reading exercise. They believed that the reading material or material presented was too difficult for them, so they had difficulty perusing and analyzing the literary works supplied by the lecturer. A few (low-performing) pupils still had trouble with the Extensive Reading exercise. They believed that the reading material or material presented was too difficult for them, so they had difficulty perusing and analyzing the literary works supplied by the lecturer. It is similar to Rizky (2019) a few students with low academic grades had difficulty reading and analyzing short stories in the Literature course because they possessed a very high level of language, were difficult to understand, and prevented them from enjoying their reading activities.

The problems of ER are different from Monalisa (2021) in that extensive reading activity which is "unified" with intensive reading still shows some inconsistencies in their activities with the principles of extensive reading itself. A well-planned extensive reading program is needed. Extensive reading means reading large quantities of reading materials according to learners' interests and proficiency levels (Ponniah & Venkatesan, 2018). Extensive reading enhances reading fluency and speed, but it also encourages learners to pay less attention to specifics (Bamford & Day, 2004). Wulyani et al. (2022) state that English teachers have a good comprehension of ER as a tactic for bolstering the achievement of students learning English as a second language (SLI), but not all of them put it into practice in their classrooms. This is due to challenges such as an excessive amount of work to complete, a dearth of ready-to-implement materials and activities, and inadequate support from the government and school administration.

In selecting materials for extensive reading (ER), appropriate reading materials constitute an essential foundation of ER program If students are to read extensively, they must have access to a large quantity of engaging, approachable, and readily available materials (Jacobs, 2014). In materials' reading level, the materials for an ER program should be at and maybe below the students' independent reading levels. This becomes problematic since students will likely read at slightly different levels in each class, even in programs that use streaming to group students according to language proficiency, and because levels are likely to rise as students read more. So that every student has access to resources at their level of independent reading, materials should be available at a range of reading levels. If the reading material is too challenging, students may stop reading. According to Rokhima (2010), the teacher's responsibilities include

selecting the content, providing encouragement, assigning assignments, and providing feedback. In addition to books, the internet, magazines, and newspaper articles are employed for extensive reading.

In the interest reading level, the students may be hesitant to read if they cannot discover engaging things. Topics and text kinds are two areas where students' interests might differ. Some students appreciate reading about our animal companions, whilst others prefer reading about cuisine, fiction, or family. The list of interests is extensive and expanding. In addition to topics, students have varying preferences on the sorts of texts they prefer to read. Some students, for instance, choose mysteries, while others favor adventures. Moreover, students' interests might shift over time. One of the roles of instructors and classmates in ER programs is to introduce new topics and text types. In ER program, various reading genres interest them to read, but fiction in the form of novels is the main choice followed by factual texts such as popular articles and scientific articles (Monalisa, 2021).

Guo (2012) states that is important to justify the incorporation of extensive in-class or out-of-class reading sessions with authentic materials. Authentic resources expose students to the English language as it is used in the actual world; therefore, students at the appropriate understanding level may find them more fascinating and relevant (Fitria, 2022b). Reading, an excellent vocabulary-building exercise is therefore thought essential for both reading comprehension and reading fluency. It can supplement intense reading teaching in the classroom. Students acquire language not just in large quantities but also in circumstances that are more relevant to them through extensive reading. The reading is also an excellent source of information for expanding students' understanding, which could otherwise be limited to course materials.

Because extensive reading is a comprehensive reading program, the first implication is that reading materials, both categories of texts and variety, must be extensive and diverse. Thus, pupils will have considerable autonomy in selecting reading material. However, the teacher should focus on the reading material's level of difficulty. Second, the amount of time spent perusing should be as brief as feasible. Understanding or comprehension at a relatively low level is sufficient for extensive reading because an Extensive reading program requires its purpose only to comprehend the essential content of the reading material that is read as rapidly as possible. The purpose of extensive reading is to obtain comprehension from brief readings. The selection of the text to be read is left to the reader's discretion and discretion. The reader's attention is focused on comprehending the text's content and not on the language or filling in the text in detail.

There is another model for literacy instruction. This ER strategy involves students perusing extensive works for general comprehension and pleasure. Students are permitted to choose the books they read based on their interests, and class discussions or assignments are not required. Anjulo et al. (2017) explain that when teaching reading comprehension in an EFL classroom setting, teachers must integrate more extensive reading texts, such as short stories, novels, and poems. In addition, they must encourage students and make them aware of the significance of using extensive reading strategies outside of class to enhance reading comprehension. ER enables students to peruse a lengthy passage of their choosing at their own tempo and reading level. This can be accomplished with literature designed for language students.

Khusniyah (2021) students need substantial reading learning instructional resources that were in line with the existing curriculum development and educational process goals. Science (authentic) and technology utilized to support learning must be reflected in the instructional materials provided to students. The reading materials assigned to students must satisfy both the language and content requirements connected to the learning experience and student understanding. In addition, instructional resources must foster students' interest and confidence in comprehending the context of reading texts from various sources.

Teachers also can use English reading books. What is a good English reading book like? First, cashing books must be attractive. The choice of cover design needs attention so that the reading book attracts the attention of readers, in this case, students. Book design also needs to eliminate the impression of textbooks in general. So, cashing must be a concern to attract students' interest in reading. The cover looks cool and contemporary, so students are not ashamed to carry it anywhere. Book size needs to be the next consideration. How to make the book easy to carry anywhere, not taking up space in the student's bag, and not too heavy to carry. Second, the contents of the book are light and fun to read. Reading material in English textbooks at school usually uses sentences that are too long. Students have difficulty finding the focus of the sentence. The sentences in the textbook are also too complex because they are generally taken directly from the original text. Extensive reading books should use short sentences. Avoiding using a choice of diction that is familiar to students becomes the next consideration. Words that are difficult to digest often interfere with students' enjoyment of reading. Often students are forced to stop reading because there is one word that they don't know the meaning of so they need to open a dictionary. Well, if there are one or two words that are still considered difficult for students, this type of book usually provides a glossary at the bottom of the text. So, this glossary contains a list of vocabulary that is considered difficult for students. The

existence of this glossary is an important part to help readers understand complex phrases or sentence structures.

What should the reading material be about? Of course, the material that many students like. Stories or fairy tales seem to be the material that students like the most. Other materials are not allowed? Material other than stories and fairy tales can be. Popular science material, for example, will certainly be liked by students who have a hobby with science. Any material can be extensive reading material, the important thing is that the criteria for light and entertaining material are the main considerations. The English education study program required extensive reading learning teaching materials that were in line with the current curriculum development and educational process goals (Khusniyah, 2021). Science (authentic) and technology used to facilitate learning must be reflected in student-provided instructional materials. The prescribed reading texts must meet both the language and content requirements associated with the learning experience and student knowledge. In addition, instructional materials must cultivate students' interest and confidence in their ability to comprehend the context of texts from various sources.

Discussion

An Extensive Reading (ER) program is to develop in students a passion for reading in English (Shankar, 2010). It is an approach that views reading not only as a skill or a translation, but also as a personal, social, and academic activity. The characteristics of successful extensive reading programs are: 1) students are expected to read as much as possible in and outside of class. 2) ER encourages reading for a variety of purposes, methods, and materials on a vast array of topics are provided. 3) students can choose what they read and have the option to skip content that fails to engage them. 4) the objectives of reading are typically related to enjoyment, information, and general comprehension, and are determined by the nature of the text and the student's interests. 5) reading is inherently rewarding. There are few or no follow-up exercises after reading. 6) the reading materials are well within the students' linguistic proficiency in terms of vocabulary and grammar.

Based on The Extensive Reading Foundation (2016), implementing an Extensive Reading program also takes time and commitment. It is not hard to do but must be done carefully. The ER Program must have a clear purpose, and vision and be structured to demonstrate the commitment of schools and teachers so that everyone knows that reading is important. A good ER Program should be able to go beyond missing materials, resources a lack of enthusiasm, and a general decline in enthusiasm after the initial highs of enthusiasm. Besides, support from the institutional level is very important in carrying out extensive reading (Karimah, 2018). Extensive reading will be more appreciated by students if schools/institutions make effective policies. Teachers should choose student-centered activities so the students can open up opportunities to appreciate themselves with interactive reading experiences. Besides, stakeholders must provide the library with reliable and engaging books for individuals who want to read for pleasure or academic purposes and improve their reading comprehension abilities. To be successful in its implementation, several aspects must be considered. An Extensive Reading program should ideally: 1) involve all parties including students, teachers, and even parents. 2) be part of the list of teaching activities and considered a fundamental part of the curriculum. 3) involve students in preparation and management. 4) prepare to fund new reading materials. 5) has a variety of interesting ingredients with appropriate levels. 6) have a system of cataloging, naming, borrowing, recording, and returning reading materials. 7) have clear language learning goals. 8) have a way to rate reading.

Based on The Extensive Reading Foundation (2016), when students read extensively, they read books that are very easy and fun to read and develop their reading speed and fluency. The purpose of Intensive Reading is to help students become better at reading skills and not just reading to find information. When students read extensively, they did READ: Read quickly and, Enjoyably with, Adequate comprehension so they, Don't need a dictionary. Reading activities can be considered 'extensive if students read quickly, with a high level of understanding' height without using a dictionary. If reading is too slow, it might mean that students need to read more often using their dictionaries, and this type of reading is not considered 'extensive'. To be able to read quickly and fluently (at least 200-250 words per minute), the selected reading must be easy. If too many languages are not understood on one page, readers will slow down natural eye movements that affect comprehension, and change the reading fluency form of "reading to learn". When students 'learn to read' (Extensive Reading), they practice reading skills to gain information – for example, reading a storybook to enjoy reading and without realizing it when they are studying. The goal is to build reading fluency – without having to learn anything new (although they may be learning too), to deepen their knowledge of the parts of the language they have encountered before, and to better understand how they work. communicatively complement each other. This allows students to process/process language more speedily and improves reading comprehension and enjoyment. Students can also 'learn to read by developing their reading skills and strategies and carrying out speed reading activities to improve comprehension speed and overall reading fluency.

Extensive reading is an activity that allows students to read a lot of literature outside of class. For English as a foreign language, extensive reading provides a lot of language input, which cannot be carried out in a limited

meeting. This extensive reading activity certainly requires reading materials that are different from English textbooks in general. Extensive reading activities are expected to be able to complement formal learning in the classroom with activities that allow language acquisition. Mastery of this language can only occur if the situation is low anxiety, relaxed, and fun. Having extensive reading books will certainly be of great help to English teachers in schools. Now and then the teacher can present material that students "like". Or also, teachers can give extensive reading assignments at home with reading material that makes students fun. Moreover, after extensive reading activities, teachers follow up with challenging learning activities, such as making comics, making dramas, or making short films.

Teachers should adjust the level of reading difficulty with the purpose of reading activities. Students are best read at the instructional level if they intend to learn something new, or at the 'level' reading level the most suitable' (sweet spot) if they want to increase their speed, reading fluency, and enjoyment of reading. Whether the reading is 'instructional' or at the 'most appropriate level' depends on students' abilities. Not all students in the class will read at the same level so good reading has been determined may be able to frustrate students with less ability, but it is very easy for highly capable students (The Extensive Reading Foundation, 2016). Teachers often see the need to check students' understanding of reading directly through tests and quizzes. In principle, in extensive reading, as long as students read books that are their level, then there was no need to give them a test. This is because part of the decision-making about what book to choose is one measure that they can understand the book to be they read before they start reading. Extensive reading is not about tests, it is more about helping students to improve their reading speed and fluency and become language readers confident in English.

CONCLUSION

Reading is one of the important skills in learning English. This shows the importance of a teacher's mastery of the ability to choose methods for learning to read English. So that students have great motivation in reading activities. Extensive Reading means extensive reading. The object includes as much text as possible in the shortest possible time. Learners should increase the frequency with which they use extensive reading in their reading process so that it becomes a strong habit and their reading proficiency levels increase. It is also important to realize that both reading styles have their uses, and we should use both styles simultaneously (across different texts) to increase our vocabulary gain quickly and effectively. Extensive reading has several benefits in the teaching and learning process, especially in learning English as a foreign language, such as adding vocabulary, helping to understand grammar, building reading speed, and reading fluency, reading for getting pleasure, building confidence and motivation, increasing motivation to read English more.

Several difficulties of ER are also identified throughout the long reading exercise in extensive reading, including poor/lack of vocabulary and grammatical skills, inconsistent reading, difficulty comprehending the meaning of words, and loud classroom environment influence concentration on text analysis. Other problems are the level of reading material or difficulty in analyzing material related to literary works, different academic grades, learners paying less attention to the program, and the ER material selection. In selecting materials for extensive reading (ER), appropriate reading materials constitute an essential foundation of ER program. Students need a large quantity of engaging, approachable, readily available materials if they are to read extensively. Teachers should choose student-centered activities so students have opportunities to appreciate themselves with interactive reading experiences. The extensive reading (ER) program in schools/institutions also can be developed students' passion for reading in English. It is not only a skill or a translation, but also a personal, social, and academic activity. To be successful in ER program implementation, several aspects must be considered which involve all parties including schools/institutions, students, teachers, and even parents.

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