

# INVESTIGATING ENGLISH EDUCATION MASTER STUDENTS' PERCEPTIONS ON EXTENSIVE READING STRATEGY

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## ABSTRACT

Nowadays it is not sufficient enough for ELT educationalists to introduce their learners to L2 reading enterprises through one-way rigid trajectory; comprehension-based reading activities. Meanwhile, EFL learners critically demand more interactive, enjoyable, and comprehensive L2 reading learning enterprises. One of the exact representations of this coveted reading approach is manifested in the form of an extensive reading strategy. It is plausibly repudiated that extensive reading strategy can significantly foster EFL learners' overall reading skills, vocabulary knowledge, and reading volition. This present small-scale qualitative study was enacted as one of the proactive attempts to profoundly investigate English Education Master Students' perceptions on extensive reading strategy. To fulfill this main research objectivity, 15 English Education Master Students enrolling in Sanata Dharma University, Yogyakarta were invited to fill out the 10 items of the online Likert-scale questionnaire. 3 random interviewees were also selected from similar samplings to record their responses in correspondence with the 5 online open-ended written narrative inquiry questions. The research results unveiled that the majority of English Education Master Students have transformed into more competent L2 readers since they vigorously engaged in extensive reading activities and efficiently take better management over their extensive reading enterprises.

**Keywords:** extensive reading strategy, English Education Master Students, Perceptions

## ABSTRAK

Dewasa ini tidak cukup bagi pengajar Bahasa Inggris untuk memperkenalkan peserta didik mereka ke usaha membaca bahasa kedua melalui lintasan kaku satu arah; kegiatan membaca berbasis pemahaman. Sementara itu, pelajar Bahasa Inggris secara kritis menuntut pembelajaran membaca bahasa kedua yang lebih interaktif, menyenangkan, dan komprehensif. Salah satu representasi tepat dari pendekatan membaca yang didambakan ini diwujudkan dalam bentuk strategi membaca ekstensif. Masuk akal untuk diakui bahwa strategi membaca ekstensif dapat secara luar biasa mendorong keterampilan membaca, pengetahuan kosakata, dan kemauan membaca pelajar Bahasa Inggris secara keseluruhan. Studi kualitatif skala kecil ini dilakukan sebagai salah satu upaya proaktif untuk menyelidiki secara mendalam mengenai persepsi Siswa Magister Pendidikan Bahasa Inggris tentang strategi membaca ekstensif. Untuk mewujudkan objektivitas penelitian utama ini, 15 Mahasiswa Magister Pendidikan Bahasa Inggris yang mendaftar di Universitas Sanata Dharma, Yogyakarta diundang untuk mengisi 10 item kuesioner skala likert online. 3 orang yang diwawancarai secara acak juga dipilih dari sampel yang sama untuk membagikan tanggapan mereka sesuai dengan 5 pertanyaan inkuiri naratif tertulis terbuka secara online. Hasil penelitian mengungkapkan bahwa sebagian besar Siswa Magister Pendidikan Bahasa Inggris telah berubah menjadi pembaca bahasa kedua yang lebih kompeten karena mereka giat terlibat dalam kegiatan membaca ekstensif dan secara efisien mengambil manajemen yang lebih baik atas usaha membaca ekstensif mereka.

**Kata Kunci:** strategi membaca ekstensif, Mahasiswa Magister Pendidikan Bahasa Inggris, Persepsi

## Introduction

It is undeniably essential for all modern Indonesian academicians to possess more advanced reading skills and continual reading habits to enable them to become more proficient readers. This assumption seems to fit with the reading theory proposed by Krismanto, Halik, and Sayidiman (2015) averring that good reading competencies will potentially transform the human civilization more comprehensively since all society members have progressively adjusted themselves with

the rapid shifts that occurred in their everyday lives. Having this aforementioned objective in mind, it is worth underscoring that all graduate university EFL learners have to instill more advanced reading proficiency in order to become more competent readers. This indispensable 21st-century learning skill needs to be well-armed within these graduate EFL learners to transfigure them into more critical thinkers, effective problem-solvers, and prudent decision-makers in their academic realm. Abidin (2012) postulated that EFL graduate learners having been equipped with a higher level of reading skills will be better at navigating their language learning enterprises in a better direction compared to other learning counterparts who lack advanced reading skills.

One of the useful extensive reading learning activities suggested for Indonesian EFL teachers to internalize in their specific language classroom surroundings is to introduce their learners to graded book level first. The major aim of this extensive reading learning approach is to enable all learners, particularly the beginner ones to be more familiar first with the terms, sentences, words forming in their books. After all, learners have been successful in cultivating their continual reading habits, enriching their vocabulary knowledge, and improving their reading skills, they are generally welcomed to explore a wide array of challenging reading texts. However, one important thing that should be kept in mind by EFL teachers, even learners who have successfully transfigured into more proficient L2 readers is they have to play their new roles as supportive learning facilitators to continuously navigate the extensive reading activities in a better purpose.

All these above-explicated efficient extensive reading activities are tightly interwoven with the theory of graded readers invented by Renandya, Krashen, and Jacobs (2018) stating that in the light of graded reading activities, EFL learners will be more capable of magnifying their utmost reading potentials comprising of vocabulary, reading proficiency, and reading motivation, indispensably useful for them to proceed into more challenging reading learning levels in the future. Because of these reasons, Indonesian EFL teachers are commissioned to promote more positive extensive reading activities endured by their learners. Meaning to say, although EFL learners are required to follow the extensive reading cycles as mentioned above, enjoyable reading learning experiences should not be absent to holistically enable all learners to infuse continual reading habits not merely in the classroom learning

vicinities but also everyday routines as literate citizenships. Keegan and Stein (2015) prompted ELT educators and practitioners to ascertain that the self-selected reading texts chosen by their learners have enabled all of them to experience a full degree of more exhilarating reading learning experiences unless there will be the unintended reading learning breakdowns probably diminishing learners' robust reading learning endeavor.

In Indonesian EFL reading learning contexts, five illuminating prior studies had been conducted to exhaustively investigate the significance of extensive reading strategy. The first study was conducted by Yanto, Saefullah, and Kwary (2020) uncovering that in the support of extensive reading activities, Indonesian university EFL learners have transfigured into more independent academicians capable of accomplishing all upcoming reading learning obstacles effectively. In another identical investigation, Yuliansyah (2019) particularly found out that the majority of Indonesian EFL learners continually engaging in extensive reading dynamics had progressively improved their reading scores rather than other learning companions sporadically undergo extensive reading activities. Further, Ermerawati (2019) unveiled that through the continuity of extensive reading activities, Indonesian university EFL learners have been more capable of ingraining more positive perceptions on reading activities eventually resulted in the entrenchment of life-long reading learning endeavor. Iswandari and Paradita (2019) unearthed that extensive reading programs allowed more positive reading learning springboards for all Indonesian university EFL learners in terms of striking vocabulary, reading skills, and reading behavior enhancement. The last study conducted by Kurniati and Suthum (2019) jointly acknowledged that the appropriate internalization of extensive reading activities enabled Indonesian university EFL learners to be more proactive, confident, and optimistic readers strongly determining to explore a vast range of challenging reading texts.

Concerning the above-mentioned rewarding research findings derived from those previous extensive reading investigations, it should be fairly repudiated here that none of these studies, especially in Indonesian EFL learning contexts have been run to profoundly investigate English Education Master Students' perceptions on extensive reading strategy. By conducting this investigation, the researcher expectantly believe that ELT practitioners can incorporate more

appropriate extensive reading activities useful to establish more positive reading habits for learners in the future events.

### **Research Questions**

- a. What are the influential positive values obtained by English Education Master Students after engaging in Extensive reading activities?
- b. How do English Education Master Students maximize the use of extensive reading strategy on their daily-classroom basis?

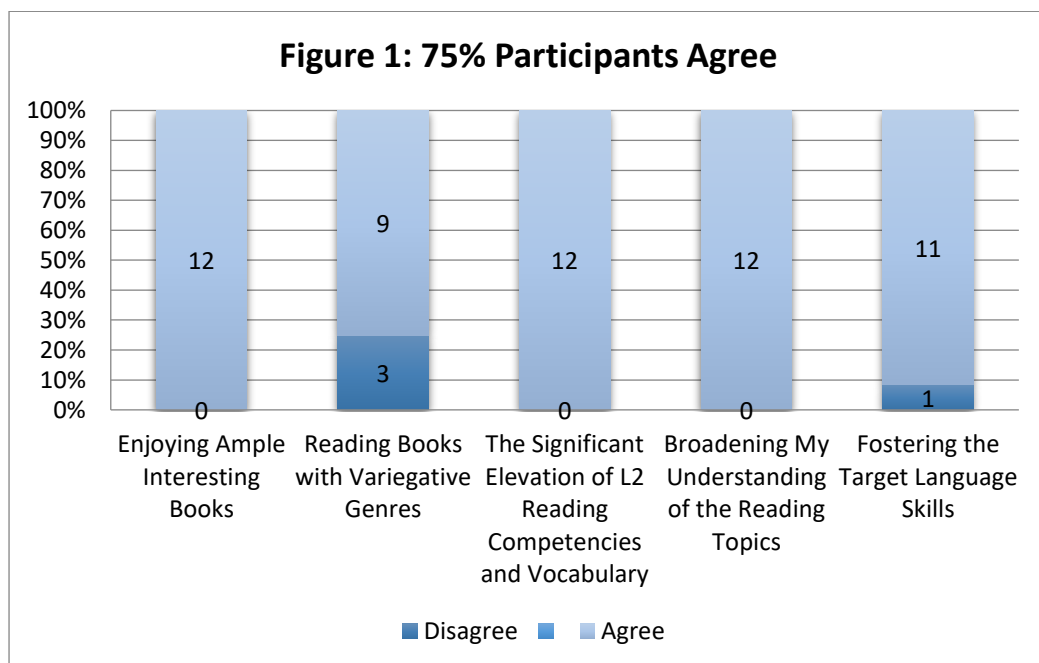
### **Research Methodology**

This current qualitative study was conducted in the light of qualitative content analysis to proffer various renewable conceptions for readers. Mayring (2004) argues that the main goal of harnessing qualitative content analysis is to allow the researchers to obtain some rejuvenated perspectives based on the recited apparent stories disseminated by the participants. This present study was conducted at English Education Master Program, Sanata Dharma University, Yogyakarta. Specifically, the participants taking part in this study were 15 English Education Master Students. They have experienced extensive reading activities during their learning journey since the lecturers constantly reminded them to explore various journal articles closely interlinked with the designated courses offered in their study program. The data were collected using the Likert-scale questionnaire and open-ended interview questions. The Likert-Scale consisted of 10 statements profoundly inquiring about English Education Master Students' perceptions on extensive reading strategy. To ascertain a more convenient data gathering process due to the distant location and Covid-19 pandemic, the researcher distributed the Likert-scale questionnaire to the designated participants through Google Forms. To corroborate the obtained data derived from the Likert-Scale questionnaire, 5 open-ended written narrative written inquiry questions were also asked the participants concerning the typical approaches they capitalized on to maximize the benefits of extensive reading strategy in their daily language learning dynamics. To a lesser extent, all these 5 questions aimed to investigate English Education Master Students' perceptions on extensive reading strategy. Finally, the purpose of integrating these 2 research instruments was to triangulate the obtained data, which strongly motivate Indonesian EFL educators to implement extensive reading activities in their reading classes.

## Findings and Discussion

In this part, the researcher attempted to exhaustively expound all the obtained data derived from 15 English Education Master Students as well as 3 interviewee's responses. More specifically, to depict more in-depth data delineations, the researcher planned to integrate some relevant theories, findings, and arguments in concord with the two designated research themes namely: (1) English Education Master Students are persistently willing to read extensively to be more proficient L2 readers and (2) English Education Master Students sustainably create more supportive extensive reading environments.

### Answer to RQ 1: English Education Master Students Are Persistently Willing to Read Extensively to be More Proficient L2 Readers



**Figure 1.1:** EFL Learners Became More Proficient Readers

As revealed by the data above, it can be parsed that the majority of English Education Master Students are strongly willing to engage in continual extensive reading activities to be more proficient L2 readers. In the light of extensive reading, learners could become more competent readers capable of comprehending their texts more deeply. Susani (2018) found out that extensive reading activities enable

Indonesian EFL learners to be more life-long L2 readers highly desirous of broadening their knowledge through a wide variety of self-selected texts. Secondly, learners have ingrained more positive reading attitudes after being exposed to extensive reading activities resulted in long-lasting reading habits. Salameh (2017) believed that the appropriate utilization of extensive reading strategy allows EFL learners to fine-tune their positive reading habits in harmony with the targeted reading competencies development more significantly.

Moving forward to the next obtained finding, there were 9 out of 12 participants agreed that strong reading volition enabled them to become more competent readers since they like reading various texts. Khansir and Bafandeh (2014) stated that extensive reading strategy can transform EFL learners into more proficient target language academicians inculcating a stronger reading volition as well as laudable reading comprehension skills. Similarly, Iftanti and Shofiya (2018) strongly suggested Indonesian EFL teachers to promoting continual extensive reading activities in their diverse wide-ranging classroom contexts to progressively amplify learners' robust reading motivation resulted in a more striking improvement of reading competencies. All these depictions are in harmony with the following three interviewees' excerpts as follows.

[Interviewee 1: *Yes. Personally, I experience that the more I read, the more vocabulary I learn, I can understand the target language better and be more fluent.*]

[Interviewee 2: *We may not be able to get all of that information in a short time in everyday life through the interaction with people around, but by extensive reading, we can absorb more quickly and in a short time about new knowledge and language.*]

[Interviewee 3: *Through extensive reading, I can also improve my motivation to read more, acquire better target language structure, and improve my reading competencies at last.*]

Extensive reading can also promote a higher level of learning autonomy resulted in the significant enhancement of vocabulary and reading skills. Renandya, Krashen, and Jacobs (2018) unveiled that if an extensive reading strategy is incorporated properly, EFL learners can remarkably elevate their target language competencies, reading

motivation, and existing word amounts. Furthermore, all learners honestly acknowledged that extensive reading activities allowed them to become more strategic readers fully knowing of when to apply efficient reading strategies in proper reading learning situations. Eftekhary and Kalayeh (2014) stated that through the consistent support of extensive reading programs, EFL learners can become more critical, well-organized, and competent L2 readers due to a higher degree of life-long reading endeavor. In another profound investigation of extensive reading strategy advantageous values, Husna (2019) suggested that it is of utmost importance for EFL teachers to implement extensive reading activities in order to allow their learners to become more broad-minded and strategic readers. The following three interviewees' excerpts also echoed the above-delineated frameworks.

[Interviewee 1: *I think, through extensive reading, I get many new vocabularies, new knowledge. I can see things from different perspectives which make me less judgmental to others or to any kind of situations.*]

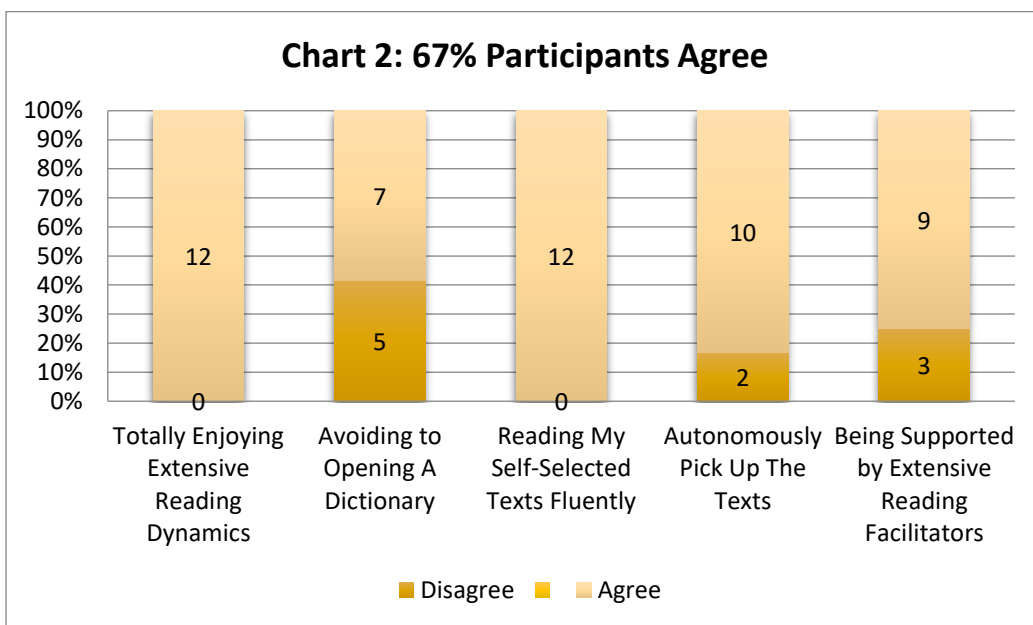
[Interviewee 2: *Of course, extensive reading for me encourages me to be more careful in interpreting sentences. I think my knowledge becomes wider than when I don't know extensive reading activities.*]

[Interviewee 3: *After doing extensive reading activities, I had become a broad-minded person because I try to see one particular issue in my life by using different perspectives.*]

In the ultimate finding having been discovered in this first research theme, there were 11 participants strongly agreed that extensive reading strategy progressively improved their target language elements like grammar and vocabulary since they have become more literate academicians. Hansen and Collins (2015) avowed that that the majority of EFL learners having been exposed to extensive reading activities were more liable to foster their literacy skills toward the subject-specific topics more prolifically. Renandya, Krashen, and Jacobs (2018) also mentioned that EFL learners have successfully improved their word and grammar knowledge after engaging in extensive reading activities since they are familiar with their text organization.



**Answer to RQ 2: English Education Master Students Sustainably Create More Supportive Extensive Reading Environments**



**Figure 1.2:** Enjoyable Extensive Reading Activities

It is essential for EFL learners to choose the reading texts appropriately matched with their reading proficiency in order to fully experience more enjoyable reading learning processes. Roza and Khairani (2019) discovered that a higher degree of enjoyment will be fully undergone by Indonesian EFL learners since the self-selected texts have already been suitable with their reading preferences, interest, and levels. Day and Robb (2015) strongly advocated EFL educators to ascertain that a higher degree of pleasurable extensive reading enterprises has already been embedded within their specific classroom learning surroundings to gradually improve their existent reading skills, magnificently infuse more positive reading learning behavior, and significantly enrich their knowledge of the target language structure. Furthermore, the second efficient approach 7 participants had already done is to avoid opening dictionary in order not to degrade their reading fluency. Day (2015) discouraged EFL learners to not consult some unknown words they currently found in the texts in order to constantly maintain their reading fluency. In another theory of major extensive

reading principles, these interviewee's excerpts also argued similar things

[Interviewee 1: *I prefer to read the books that interesting to me with the themes and genres that I think it can enrich my knowledge.*]

[Interviewee 2: *I do not have a specific strategy in extensive reading. I only read articles that matched my reading interests and hot conversations at the time.*]

[Interviewee 3: *I enjoy reading lots of books in my leisure time not only to avoid boredom but also deepen my knowledge of the specific subjects useful for me in the future.*]

Another indispensable approach all participants have applied was they had established a stronger commitment to become life-long readers. By doing so, they will potentially foster their reading skills into the utmost levels. Umam (2013) strongly remarked that continual extensive reading activities can make learners become more excellent, autonomous, and proficient readers. Thus, EFL teachers are required to provide more supportive extensive reading activities in which all learners can significantly thrive their reading competencies. Astari (2018) believed that in the presence of positive extensive reading atmosphere, learners can greatly increase their reading learning spirit and levels. To maximize this rewarding learning outcome, EFL teachers need also to allow their learners to self-select their texts to be read by them in order to better promote more positive reading learning behavior. Chang and Renandya (2017) declared by permitting EFL learners to choose their favorite texts, they will become more positive, engaged, and confident in reading plenty of texts. The following 3 interviewee's excerpts also argued in a similar way.

[Interviewee 1: *Reading fluently in extensive reading helps me to recognize the writing style of the authors and sometimes I can arrange good sentences because I get inspired from the previous reading.*]

[Interviewee 2: *Of course, extensive reading for me encourages me to be more careful in interpreting sentences. Then, it makes me to be better at using and choosing diction when writing and using words that I think are appropriate when I speak.*]

[Interviewee 3: *I think I have been a better reader after doing extensive reading activities because I am trained to get the particular information more precisely and understand the main idea of each passage clearly.*]

Again, EFL teachers have to play their new roles as supportive reading learning facilitators in order to establish more positive reading behavior, independent reading character, and long-lasting reading endeavor within learners. This conception was supported by 9 out of 12 participants filling out the last statement of this theme 2. Ariana (2016) strongly encouraged Indonesian EFL educators to become more supportive reading facilitators for learners at the onset of extensive reading activities in order to ease them to autonomously pick up various captivating texts suit to their existent reading proficiency.

### **Conclusion**

To put it in a nutshell, it can be plausibly stated that extensive reading strategy progressively transfigured graduate university EFL learners into more proficient, optimistic, energized, and independent L2 readers due to the inculcation of a higher degree of supportive reading learning enterprises brought about by the lecturers. However, one pivotal major point EFL educationalists need to keep in their mind before incorporating this student-centered learning approach in multi vast-ranging second language circumstances is they have to rejuvenate their new roles as supportive extensive reading facilitators in the presence of diverse learners in order to impart more promising stepping stone of a greater target language success for their learners. Irrespective of the above-mentioned research merits, some limitations of this current small-scale qualitative study ought to be taken into account. Firstly, since this present qualitative study only involved a minimum number of research participants enrolling in a similar department, it will be worthwhile to extensively extend this recent study to larger samples and variegated Indonesian university EFL learners deriving in other study programs in order to yield more robust data beneficial for the betterment of extensive reading strategy implementations in our ELT fields. Lastly, since this present qualitative study merely gathered the intended data by means of the Likert-scale questionnaire and open-ended written narrative inquiry questions, it is worth advocating for future researchers to integrate other potential research instruments beneficial to generated more generalizable findings for the ongoing Indonesian ELT enterprises development such

as EFL teachers' daily journaling, open-ended written narrative inquiry questions asking to the teachers, and long-term period of classroom observation evidence. Above all above-recited shortages, this present small-scale qualitative study had successfully provided a more thoughtful insight for Indonesian ELT experts, practitioners, policy-makers, and educators in designing more contextual, appropriate, and favorable extensive reading enterprises for the full attainment of fruitful target language learning outcomes potentially can be attained by our future second language learners' generations in the upcoming events.

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