

The Important Role of Extensive Reading Strategy in Indonesian EFL Learning Contexts

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Abstract

Academic literacy is one of the paramount global competencies that should be mastered by worldwide university academicians including Indonesian EFL learners. To fully fulfill this holistic educational objectivity, extensive reading plays a key role in fostering the overarching Indonesian EFL learners' target language proficiency due to the inducement of pleasurable, continual, and stress-free L2 reading learning dynamics proffered by this student-centered learning approach. Furthermore, the researcher attempted to delve more profoundly regarding the important role of extensive reading strategy in Indonesian EFL learning contexts. This present qualitative study harnessed a document analysis approach to yield renewable insights for Indonesian EFL experts, practitioners, researchers, and educators concerning the influential impacts potentially promoted by extensive reading strategy implementations. The research results indicated that the inducement of contextual and continual extensive reading activities had successfully improved EFL learners' L2 reading interest and competencies. Future researchers are advocated to conduct a more exhaustive document analysis on the contrary beliefs and perilous effects generated by extensive reading approach to better impart more appropriate extensive reading programs applicable for Indonesian EFL learners' reading needs, interests, and levels.

Keywords: *document analysis, extensive reading strategy, Indonesian EFL learning contexts*

INTRODUCTION

In these recent decades, our nation had cast such profound attention on preparing future academicians to fully mastering adorable social and communicative competencies while interacting with foreign language. Contrarily, to breed more competent EFL academicians, the Indonesian government needs to integrate other indispensable English language learning elements in the daily basis of EFL teaching-learning practices. Husna (2019) mentions that the Indonesian government should work hand-in-hand with EFL educational experts, practitioners, and educators to bring about more meaningful EFL teaching-learning climates beneficial to foster the overarching learners' target language competencies. Furthermore, one of the paramount second language learning competencies need to be incorporated by Indonesian EFL teachers while introducing the target language for learners in reading. Through effective EFL reading learning activities, EFL learners will not merely have precious chances to broaden their knowledge of the targeted subject-specific fields but also improve their overall target language proficiency. This positive matter occurred due to the nature of reading commissioning the readers to mutually establish such a mutual interactive interaction with their texts to gain a considerable number of pivotal information. All of these above-explained conceptions are inextricably associated with the second language reading theory propounded by Spada (2015)

stating that to be more successful and proficient EFL academicians, learners are demanded to continuously engage in meaningful L2 reading learning dynamics in which they need to renew their existent knowledge along with target language skills through the potent establishment of an interactive reading schema. Anderson and Nunan (2008) also argue that L2 reading processes are one of the crucial learning trajectories for learners to engage since they will be able to revive, rebuild, and revitalize their existing perspectives in accord with a chunk of new information obtained from the texts.

Undeniably, one of the efficient and meaningful L2 reading strategies language teachers should ponder exhaustively to be inculcated in their daily class basis is extensive reading. The utilization of an extensive reading strategy will potentially promote more striking influential impacts on EFL learners' target language proficiency, learning moods, behaviors, and engagement. Through this strategy, EFL learners will experience a higher degree of L2 reading learning enjoyment due to the maximum exposure of captivating reading materials, free-chosen reading texts attracting their reading interest most, and the feasible reading speed as well as accuracy suitably matched with existing learners' reading proficiency. Day and Bamford (2002) exclaim that the major objectivity of extensive reading is to enable learners to possess mutual access to a plethora of interesting texts leading them to more pleasurable reading learning dynamics. In a similar vein, Salameh (2017) also believes that the appropriate implementations of extensive reading strategy invoke a substantiate number of impactful L2 learning effects for learners in terms of establishing more positive reading attitudes, enriching vocabulary knowledge, increasing learners' reading speed as well as accuracy, elevating the knowledge of the targeted particular specific fields, and ingraining more robust second language learning motivation.

On the contrary, the challenges for Indonesian language teachers to apply extensive reading strategy in their multifarious classroom learning circumstances have increasingly become more risk-taking, energy-draining, and pain-staking second language learning voyage. One of the serious matters hampering language teachers most in a further attempt to incorporate this reading approach in their classroom contexts is negative learners' reading attitudes, behaviors, and judgments toward extensive reading activities. For the majority of Indonesian EFL learners, they have more tendency to do varied appealing activities outside of the classroom walls instead of continuing in an activity leading them to inhabit an anxiety-provoking L2 learning attitude such as reading. Thus, it is easier to discover Indonesian EFL learners who are not passionately interested in reading learning activities, even extensive reading may impart another enticing L2 learning dimension they do not experience earlier in their traditional EFL classes. All of these above-mentioned extensive reading learning issues are closely intertwined with the main challenge of fully applying extensive reading strategy proposed by Martina, Syafryadin, and Utama (2020) arguing that Asian Especially Indonesian EFL learners are more liable to engage in various fascinating activities eroding their stress levels instead of proceeding through time-consuming and tedious activities like reading.

Another uprising L2 reading learning issue hindering language teachers to internalize extensive reading strategy in their second language classroom vicinities is the minimum or absence of rewarding information concerning nature, benefits, accurate implementations, and basic conceptions underlying extensive reading strategy authentic practices. In other words, language teachers have not yet been able to address all of the fruitful L2 reading values potentially reaped by learners through extensive reading activities eventually inhibiting them to form continual, proactive, and positive L2 reading habits in their academic life. These lines of emerging issues are in line with the extensive reading learning issues spreading out in this archipelago adduced by Martina, Syafryadin, and Utama (2020) indicating that nearly all Indonesian EFL learners confessed that extensive reading strategy was a novel learning approach for them leading them to possess a particular misunderstanding of its further

implementations, advantages, and strategies to implement it in their daily life basis. To overcome these devastating reading learning hindrances, language teachers are advised to explicate all of the basic tenets, advantageous values, and specific strategies to harness extensive reading strategy into the fullest meaningful levels for learners to transform them into more life-long, autonomous, strategic, and proficient L2 readers infusing laudable target language competencies development. Day and Bamford (2002) underscore the key importance for EFL teachers to introduce more obvious conceptions of extensive reading strategy at the commencement of L2 reading learning activities to dramatically increase their reading learning motivation leading them to the fullest acquisition of other target language skills such as listening, speaking, and writing.

It should always be kept in mind that the major principle of extensive reading strategy is to promote more pleasurable, meaningful, and free-pressurized L2 reading learning events wherein learners are deliberately allowed to select a vast range of texts attracting their reading interest most and suitably matching with their reading levels. This definition is in agreement with the extensive reading theory expounded by Keegan & Stein (2015) arguing that the main aim of extensive reading activities is to bring about more enjoyable reading learning occurrences for learners to proactively and meaningfully engage with a plethora of chosen L2 texts without being heavily suppressed by the particular genres. In converse, the journey to experience all of these positive L2 reading learning merits is not without impediments since EFL learners have to be capable of identifying specific texts arousing their reading motivation most, regulating their amount of time as well as particular learning environments to read more efficiently outside of the classroom surroundings, and practicing their reading speed along with accuracy more rigorously to foster their target language proficiency into the utmost levels. Azis & Puspitasari (2019) argue that the further implementations of extensive reading strategy out of the L2 classroom settings have met a considerable number of obstructions due to the energy-draining, pain-staking, time-consuming, and anxiety-provoking free-will reading activities wherein EFL learners have to raise more profound self-awareness in selecting the texts mostly appropriate with their reading interest along with proficiency, and crucially they should also be able to exert better controls over their time as well as learning environments to engage more meaningfully in these kinds of autonomous reading activities.

To better degrading all of those aforementioned extensive reading learning issues, Day & Bamford (2002) proposed the top ten major principles of internalizing more meaningful extensive reading activities. The first principle that should be obeyed by both language teachers and learners is the continual exposure of a great number of easy reading materials to maintain readers' interests while meeting with those targeted texts. Secondly, learners must be given the full authority to select the particular reading texts attracting their reading interest most. Thirdly, learners need to read their chosen texts in a silent way to preserve their robust enjoyment degree in reading. Fourthly, learners are commissioned to choose specific reading texts suitable to their existing reading comprehension development to elude them from unintended reading learning frustrating experiences. In the fifth strand, learners are suggested to avoid making use of a dictionary to improve their reading speed as well as accuracy. Going further to the sixth principle, reading speed is one of the pivotal elements that should be embodied fully by learners resulted in more enjoyable reading learning enterprises. In the seventh principle, the reading materials selection should comprise of fewer of an absence of unfamiliar words to enable learners to be more fluent and efficient L2 readers. Furthermore, extensive reading activities also function as one of the meaningful springboards for learners to significantly enhance their reading learning enjoyment along with proficiency simultaneously. The last two essential principles disseminate similar rewarding benefits since language teachers are strongly advised to be more supportive reading learning facilitators and encouragers for learners to constantly

proceed to their targeted texts eventually leading them to be more strategic, committed, tenacious, and competent L2 readers.

Concerning the crucial roles of language teachers in promoting more successful and meaning-making extensive reading activities for EFL learners, there are also three major essential roles language teachers have to accommodate while incorporating extensive reading activities in their manifold L2 classroom environments namely becoming more supportive reading facilitators, transforming into the trustworthy ideas-spreading regarding the appropriacy of L2 texts utilization, and transfiguring into more effective problem-solvers for their learners encountering huge obstacles amid L2 reading learning dynamics. All of these rejuvenated roles are in harmony with the top three principles of conducting more rewarding extensive reading activities propounded by Azis & Puspitasari (2019) mentioning that language teachers have to engage continuously in reading a wider range of L2 texts as well as their learners to make this viable reading habits contagious for their learners. In a similar tone, they also advised language teachers to extensively provide a plethora of optional captivating L2 texts suitable with their learners' reading proficiency to cogently convince them that they are not crammed alone in this pain-staking reading learning journey due to the continual series of learning assistances addressed by their teachers. Eventually, language teachers should also be accustomed to playing their renewable roles as supportive encouragers and motivators for their learners, particularly when their reading learning motivation wane due to the serious hurdles impeding their pleasurable reading voyage. It can also be succinctly reiterated that teachers have to impart continuous reading learning assistance and effective problem-solving strategies for their learners to everlastingly cultivate their reading interest and competencies. This ultimate crucial role is in concord with the theory of extensive reading activities for language teachers proposed by Celik (2018) adducing that teachers need to play their roles as proactive helpers and solution providers for EFL learners undergoing particular reading learning obstacles amid extensive reading activities.

Ruminating over the advantageous values, appropriate implications, and strenuous challenges of incorporating extensive reading strategy in Indonesian EFL learning contexts, it becomes indispensably crucial for Indonesian educational experts, practitioners, stakeholders, and teachers to work more mutually in designing extensive reading materials appropriate to EFL learners' reading learning interest, preferences, and levels. Hence, by conducting this present qualitative study, the researcher attempted to impart such greater depth delineations regarding the gigantic L2 learning merits promoted by effective extensive reading strategy applications in a vast array of Indonesian EFL teaching-learning contexts. By doing so, the researcher feels certain that language teachers will be more prompted to dedicate their valuable teaching time to implement extensive reading activities in their EFL daily-basis classroom practices due to the fruitful target language benefits waiting for the further amelioration of ELT classroom climates as well as the striking improvements of EFL learners' L2 reading motivation and proficiency development. To fulfill this research objectivity, one research problem was enacted in this study namely: To what extent does extensive reading strategy is deemed as one of the important L2 learning springboards in Indonesian EFL learning contexts?

METHODS

This qualitative study was conducted in the support of document analysis. This research method was chosen to unearth the significance of prior findings generated by prior relevant studies. To comply with this research objectivity, the researcher conscientiously selected 30 chosen articles suitable with the major theme of this study; The Important Role of Extensive

Reading Strategy in Indonesian EFL Learning Contexts. More specifically, two major considerations hovered in the researcher’s beliefs while stipulating those 30 articles namely the pros and cons underlying the implementations of extensive reading strategy in Indonesian EFL Learning Contexts as well as the influential impacts promoted by this L2 reading learning strategy for the betterment of EFL learners’ overarching target language proficiency development. After successfully fulfilling those 2 above-mentioned criteria, the researcher explicated each major finding unveiled by the previous 30 articles argumentatively to cogently convince Indonesian EFL experts, practitioners, and educators to incorporate extensive reading strategy as one of the efficient second language learning approaches rewarding for the striking advancement of EFL learners’ language learning competencies. To fully embody all of these stipulated objectivities, the researcher planned to categorize each main finding into a specific clusterization of research themes focusing on explicating the crucial importance of continually disseminating extensive reading strategy in Indonesian EFL learning Contexts. Those 3 Major research themes could be discerned in these following provided lines namely: (1) Extensive reading strategy enables EFL learners to be more avid and proficient L2 readers, (2) An indispensable need to design more contextual and real-life based extensive reading materials, and (3) An emerging requirement to induce more rigorous extensive reading activities to better promote life-long reading characters for EFL learners. To impart more in-depth delineations out of the discovered research themes, the specific relevant research results would be integrated into tables and more in-depth explications of these findings would be deciphered argumentatively.

RESULTS AND DISCUSSION

As mentioned in the prior subsection, this present qualitative study attempted to shed new enlightenment regarding the crucial importance of incorporating extensive reading strategy in multivariate Indonesian EFL learning contexts. To fulfil this research objectivity, this section heeds more exhaustive attention on expounding all of the major rewarding insights obtained from the 30 prior studies of extensive reading implementations run in this archipelago. Each categorization and explication will be supported by the table and potent argumentations.

Table 1
The Advantages of Extensive Reading Strategy

Theme 1	Authors
The Advantages of Extensive Reading Strategy	Iftanti and Shofiya (2018); Husna (2019); Isnaini, Faizin, and Anisa, R. N. (2021); Roza and Khairani (2019); Umam (2013); Yanto, Saefullah, and Kwary (2020); Yuliansyah (2019); Ermerawati (2019); Delfi and Yamat (2017); Delfi and Yamat (2017); Anindita (2020).

Regarding what had been stated in table 1, it can be conjectured that the previous 11 extensive reading studies compartmentalized in this table concurred that extensive reading

strategy allows EFL learners to be more avid and proficient L2 readers. These positive L2 learning outcomes taking place due to the long-lasting pleasurable, stress-free, and self-centered reading learning activities undergone by EFL learners. These major notions of extensive reading strategy were well sanctioned by a prior study of the nature of extensive reading strategy plied by Umam (2013) discovering that the further implementations of extensive reading strategy should be continually extended outside of L2 classroom contexts to enable learners to experience more enjoyable second language reading learning experiences, erect more robust self-confidence, and improve their target language proficiency into the fullest potentials. All of these aforementioned attributes are deemed as essential springboards to breed more passionate and proficient L2 readers.

In a similar trajectory, the possibility to ingrain all of these admirable L2 reading characters within Indonesian EFL learners are widely open since extensive reading strategy can also bring about striking improvements for their vocabulary growth. Of course, this success also reckons for teachers' mutual reading assistance in which they provide a vast array of interesting reading learning materials suit their learners' reading learning needs, interest, preferences, and competencies to better prompt them to be more independent L2 readers infusing more potent willingness to read a wide array of distinctive L2 texts finally transforming them into more competent L2 readers inculcating more advanced vocabulary development. This positive value is in concord with the major finding of an extensive reading program study conducted by Yanto, Saefullah, & Kwary (2020) unfolding that the majority of 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 suit them most.

The beneficial influences promoted by extensive reading strategy do not halt in the higher educational institutions only since the great impacts of it also goes in a similar trajectory as well for EFL young learners. As EFL young learners still need to be supervised more intensively in developing more positive reading habits throughout their daily basis, extensive reading strategy plays such a pivotal role in this area since captivating and meaningful extensive reading activities will potentially enable EFL young learners to foster their four major skills of the target language; reading, writing, speaking, and listening simultaneously, improve their particular reading interest, and inculcate consistent reading habits in their daily life. All of these rewarding benefits are in partnership with the major finding of an online extensive reading study run by Ermerawati (2019) unveiling that nearly all of the Indonesian EFL young learners had formed more positive reading behaviour after fully taking part in the interactive online extensive reading activities incorporated by their teachers. Based on all of these brief overviews, it has become one of the main duties for Indonesian EFL teachers to internalize extensive reading strategy in their multifarious L2 learning circumstances to transfigure learners into more competent L2 readers possessing a multitude of laudable reading attributes in their disposal enshrouding of richer vocabulary knowledge, passionate reading interest, and proactive reading attitudes.

Table 2
The Inducement of Authentic Extensive Reading Materials

Theme 2	Authors
The Inducement of Authentic Extensive Reading Materials	Susani (2018); Syofia Delfi and Yamat (2017); Anisa (2019); Azis & Puspitasari (2019); Astari (2018); Iswandari & Paradita (2019); Kurniati & Suthum (2019); Seken & Artini (2013); Fithriani, Paradisca, Sugiarto, & Drahati (2020); Azzahra, Gunardi, Nugeraha, Almuhamad, Hidayat, Syukri, & Aulia (2021); Yulia (2018); Anandari & Iswandari (2019); Permatasari & Wijayanto (2020); Waring & Husna (2019).

Concerning a group of relevant studies integrated into table 2, it can be surmised that all 14 prior extensive reading studies mutually indicated that it is such a crucial matter for Indonesian EFL teachers to enact more contextual and real-life based extensive reading materials to cultivate learners' L2 reading interest in a long-term trajectory, improve their reading learning achievements, get them closer to reap more fruitful reading learning outcomes, and foster their overarching reading competencies into the utmost levels. All of these 4 core values seem to concur with the 4 major advantages of internalizing more authentic extensive reading learning materials on an everyday classroom basis adduced by Susani (2018) mentioning that learners will be able to enjoy the whole extensive reading processes, improve their reading scores, grab more gratifying reading learning outcomes, and become more competent L2 readers when teachers fully integrate authentic extensive reading materials touch upon their tangible real-life contexts.

Besides promoting significant target language competencies improvement and invoking more passionate L2 reading interest, the utilization of authentic extensive reading learning materials will also lead learners to become more broad-minded academicians skillful in searching for high-quality L2 reading texts completely matched with their reading levels and interest. Another essential value worth highlighting here that through the use of authentic extensive reading learning materials, the mutual collaboration between language teachers and parents will be corroborated as well since parents can provide mutual reading assistance for their children at home due to the familiar topics tightly interwoven with their daily basis. These lines of arguments lend further support from the 2 out of 4 main findings unearthed by Azis & Puspitasari (2019) suggesting language teachers incorporating more authentic extensive reading learning materials in their classroom contexts to raise EFL learners' self-awareness in choosing qualified L2 texts best suit them and address such a purposeful indirect guideline for parents to rigorously monitor their children's reading activities at their home-daily basis. Similarly, continual implementations of authentic extensive reading learning materials can also possibly promote significant academic writing improvements as well as L2 learning autonomy for Indonesia University EFL learners since there is a mutual interplay among the designated extensive reading learning materials, academic writing tasks, and particular reading learning styles possessed by learners prompting them to continuously engage more proactively in reading a plethora of L2 texts indirectly impacting their academic writing performances. This argument seems to conform with the classic L2 learning principles denoting that the more we read, the better our writing performances are. These conceptions are germane to the main important findings of authentic extensive reading learning materials study plied by Seken & Artini (2013) encouraging language teachers to fully incorporate real-life based extensive

reading learning materials suitable for Indonesian EFL learners' reading learning styles along with academic writing competencies growth to bring about positive impacts for their further academic reading and writing learning achievements reciprocally. In line with what has been stated above, it is worth accentuating here that the incorporation of authentic extensive reading learning materials should be released timely in multivariate Indonesian EFL learning contexts to drive our learners to become more autonomous, strategic, and skilful L2 readers who are not merely keen on reading plenty of diverse reading texts but also harness the impactful values taken from those selected materials to foster another paramount academic learning aspect indispensably needed for their future live pathways; academic writing skills.

Table 3
The Nascence of Life-Long L2 Readers

Theme 3	Authors
The Nascence of Life-Long L2 Readers	Martina, Syafryadin, & Utama (2020); Lestari & Yusra (2014); Taembo (2018); Ariana (2016); Retnaningdyah, Tyasnurita, & Prastyo (2020).

Although the last table only cast a glimpse of few prior extensive reading studies, the important values yielded by these 5 specific studies should be potently underscored since all these groups of prior studies agreed that there is an emerging requirement for language teachers to internalize more rigorous extensive reading activities to better promote life-long L2 reading characters for EFL learners. To refresh our mind, the propelling factors cogently enable EFL learners to become more life-long L2 readers are the gratifying reading learning achievements, supportive reading learning assistances continually addressed by language teachers, and striking vocabulary knowledge improvements. All of these 3 major encouragers strongly prompt EFL learners to not merely foster their second language learning competencies along with invoking more positive L2 reading attitudes on their continuous daily basis. These rewarding L2 reading learning matters occur since learners had grounded more robust self-confidence, self-awareness, and self-beliefs that they were capable of experiencing even greater L2 reading learning success beneficial for their future lives while by consistently committing to engage in extensive reading activities without being restricted by time and space as well as formal classroom learning constraints.

Three prior studies of the significant utilities addressed by extensive reading activities are also expounded succinctly in the following provided lines. The first study was conducted by Taembo (2018) unveiling that the majority of Indonesian EFL learners had dramatically improved their L2 reading test achievements after engaging in extensive reading activities, which in turn, prompt them more rigorously to continue proceeding to this activity outside of the classroom learning surroundings. In an identical study, Ariana (2016) also revealed that nearly all of the Indonesian University EFL learners undergone more significant vocabulary knowledge improvements after taking part in extensive reading activities. This may be due to the mutual correlations between their existent vocabulary knowledge and the immediate nature of incidental vocabulary learning induced by extensive reading strategy potentially broadening

their word amounts swiftly in an enjoyable manner. In the ultimate study, Retnaningdyah, Laksono, Tyasnurita, & Prastyo (2020) advocated language teachers to implant a substantiate number of L2 graded reading materials in their extensive reading activities to provide more supportive L2 reading learning assistances for EFL learners to strive as well as thrive altogether, foster their target language literacy competencies, and transform them become more life-long L2 readers. As a taken point, it is of necessary importance for Indonesian EFL teachers to impart continual extensive reading activities in their varied L2 learning vicinities to bring learners closer to more efficient, meaningful, and fullest second language acquisition perhaps increasing their self-confidence to continue reading a wide variety of L2 texts indirectly shaping them to be more life-long L2 readers.

CONCLUSION

In closing, the major big takeaways drawn from this present study were the continual, contextual, and rigorous extensive reading practices would possibly donate striking influential impacts for EFL learners' L2 reading learning motivation, target language competencies improvement, and laudable L2 reading learning behaviors indispensably required to breed more proficient, competitive, and skillful L2 academicians in the future life events. Hence, although the extensive reading strategy is identical with self-independent readers emphasizing on student-centered approach, language teachers are advised to play their rejuvenated roles as supportive reading learning facilitators, solid encouragers, and judicious decision-makers, particularly while their learners are crammed with a plethora of L2 reading learning impediments that may hamper the enjoyable extensive reading dynamics. For the betterment of this current qualitative study, future researchers are recommended to overview a vast array of extensive reading articles in the identical arena by heeding more exhaustive attention on the contradictory beliefs along with the disadvantages of extensive reading strategy to righteously impart another side of the coin regarding the hazardous effect of this strategy and the proposals of probable solutions for Indonesian EFL experts, researchers, practitioners, and educators to overcome those specific shortcomings.

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