

# Best Practices in Promoting Students' Reading Habit in Extensive Reading Class

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## ABSTRACT

A literate culture must be created for this world, and reading habits are crucial. It moulds a person's personality and aids in their ability to think clearly and come up with original ideas. This study aimed to highlight best practices in promoting students' reading habits in extensive reading classes. This study employed a qualitative grounded research design. The participants of the study were students of the English department at a private university in Makassar. The data were collected by conducting semi-structured interviews and classroom observation. The interview transcript and the field notes from the observation were analyzed using a grounded research approach. The grounded research approach has three steps of codification: open coding, axial coding, and selective coding. The result of this study revealed seven successful activities applied in supervised (instructed) Extensive Reading classes; some are everyday reading activities, some are modified reading activities, and the lecturer creates others to promote students' reading habits. They were: 1) Jigsaw reading, 2) Jumbled reading, 3) Paraphrasing reading quiz, 4) Reconstructing reading story, and 5) Vocabulary reading challenge. 6) Book response form presentation, and 7). Survey reading. It can be concluded that the student's responses are very positive since they encourage them to read at home or anywhere, not only in class. It is recommended that the teachers work in collaboration to develop students' interest in reading materials through digital media.

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## 1. INTRODUCTION

The extensive reading course is one of the required courses for students majoring in English education. However, this subject is one of the courses that students find boring. Lecturers are typically obsessed with the idea that the reading class is handled in the classroom by assigning students to read

and then having them answer reading questions or discuss reading in class. One of the reasons this reading class is uninteresting to students is due to poor teaching techniques. As a result, the lecturer fails to stimulate excellent reading habits in students, causing them to become the wrong readers. One strategy to encourage students to read and participate actively in class is to use proper teaching techniques (Rati et al., 2020; Ribahan, 2018). Lecturers must carefully prepare lessons by preparing activities and materials appropriate for class delivery to increase student interest and involvement in class activities.

Another factor that makes this subject less appealing to kids is reading content that is neither attractive nor appropriate for their language level. This condition is consistent with Barros & Carvalho (2007) assertion that students dislike reading in a foreign language. They find it challenging, primarily due to the many unknown words they encounter when reading a text. Furthermore, they consider reading uninteresting classes. Most students will only read in class if they are requested to. However, the lecturer prefers that students' study independently and enjoy their reading.

As the lecturer, the author encourages students to read more books, assuring them that the more they read, the more vocabulary they will acquire, the more knowledge they will get, and their English will improve. Because reading is one of the English skills that must be mastered, it needs to be considered in learning it (Finandiati et al., 2022; Marwah, et al., 2022; Nurwanti, 2022). Gee (1999) supports the concept by stating that the more we read, the more competent language learners we become. However, merely telling students to read more is not enough to encourage them to read; the lecturer must also motivate them with attitudes that promote self-motivated learning. One strategy to encourage students is to present exciting activities in class. As a result, the author aimed to investigate some successful activities that may be used in extensive reading classes.

Throughout this study, the author highlighted the best methods used in reading classrooms to promote students' strong reading habits. This study's findings are intended to motivate English teachers, particularly those who teach extensive reading in EFL classes. The best practices indicated in this study can be implemented or adjusted to encourage students' good reading habits while developing reading activities. It is also supposed to assist teachers in assigning relevant resources to students based on their level.

The key to the effectiveness of these activities is that teachers carefully read the materials before giving them to students. Teachers will find it easier to construct relevant exercises for students if students understand the book effectively. Students might be motivated to read by engaging in appropriate activities. Students may read the text at first since they are required to do so to participate in class. However, the teacher's required reading will develop as a good reading habit sooner or later. Extensive reading in English as a foreign language (EFL) in universities has been extensively researched in countries such as Korea, Saudi Arabia, Turkey, Thailand, Japan, Indonesia, and many more. Previous study demonstrated the value of Extensive Reading by reaching varied results. The most typical application is for the reader to expand their vocabulary.

Some results of studies have supported this study of accidental vocabulary learning through extended reading. The results revealed a considerable increase in word acquisition between the pretest and Posttest 1, with the majority of acquired words preserved at Posttest 2. More common terms were easier to learn than less frequent ones, which explains why students are more motivated to read. The more frequently they encounter terms in the text, the easier it is for them to acquire those words since they learn in context (Kweon & Kim, 2008). Extensive reading has a considerable impact on general competency, reading abilities, and comprehension, in addition to vocabulary (Jumariati, 2012; Mermelstein, 2014; Tamrackitkun, 2010; Yamashita, 2008). Mermelstein (2014) suggested that prolonged reading enhances EFL learners' reading for non-English majors in Taiwan.

According to Jang, Kang, and Kim (2015), extended reading activities improve students' reading competency and intrinsic motivation. According to Delfi & Yamat (2017), substantial reading leads to English proficiency; the more learners read, the more they absorb the language and enhance their language competency. According to Richard Day & Bamford (1998), the advantage of extensive reading is that children who read more will not only become better and more confident readers, but will also

enhance their reading, writing, listening, speaking, and vocabulary. Furthermore, Hedgcock & Ferris (2011) determined that substantial reading is beneficial in six ways. 1) Extensive reading improves comprehension skills with practice, 2) develops automaticity through great reading, 3) builds background knowledge by engaging in the texts read, 4) develops natural use of language in printed materials, 5) improves productive skills with input from reading, and 6) promotes students with confidence and motivation.

Extensive Reading is useful in building both English and general competency, since we know that students' low English ability is becoming a major issue for language instructors in other disciplines (Serquina & Batang, 2018). This problem can be solved through extensive reading; students gain a lot of knowledge when they read frequently. Furthermore, skills, particularly reading and writing, are well practiced. Extensive reading also improves reading fluency and attitudes toward reading (Li et al., 2022; Peterson, 2022; Shea, 2016). Students become accustomed to reading a large amount of text that is appropriate for their level of proficiency.

There are certain drawbacks to extensive reading, despite the numerous benefits that past research studies have demonstrated. Extensive Reading is heavily reliant on foreign language proficiency. To comprehend the contents of the reading, a reader must understand at least 98% of the words in the text Laufer (1989). This is similar to Nation's (2001) argument that a reader needs to master 95% of the words in order to grasp the substance of the reading. To be motivated to read, students must understand the reading text. Because they must engage with written academic content, they must have adequate comprehension skills (Sembiring et al., 2018). The selection of books based on the reader's level is critical in order to motivate the reader. The amount of unfamiliar jargon in the text will simply demotivate you. Another shortcoming of ER is that it mainly concentrates on strengthening writing skills while neglecting speaking and listening abilities. Students can recognize excellent and correct approaches and writing styles through reading. They can help to improve grammatical skills indirectly. However, by giving suitable tasks, speaking and listening abilities may be improved. Such as discussing books, recounting stories, and so on.

The majority of earlier research looked at the impact of substantial reading on comprehension, language competency, writing abilities, motivation, attitude, and other factors at the high school and university levels. However, none of the studies looked into how Extensive Reading activities were applied in the classroom to help students develop excellent reading habits. The author focused on how extensive reading activities are implemented in the classroom and how such activities foster students' reading habits in this study.

## 2. METHODS

This study employed a qualitative approach through the use of grounded research. This study was carried out in several private university classrooms where the curriculum is taught. An instructor and students majoring in English were the subjects of the study. The major data-collecting tool was the researcher herself as an observer and interviewer (Gay et al., 2012). The researcher used three basic data-gathering techniques: observation, interviews, and record examination. In addition to observation and interviews, documentation evidence was used to acquire information. Examining records was the third basic data-collecting strategy. The researcher tested numerous video and audiotape formats.

To examine the acquired data, the researcher used Straus & Corbin (1990) grounded research data analysis approach. First, the author created field notes covering all of the information gathered. Second, the author used open coding in three steps: identifying the phenomena, classifying the conceptual label and naming the category, and developing the category from the property and dimension standpoint. Third, the author uses axial coding to merge and correlate the categories after conducting open coding. The final stage was selective coding (the process of choosing a core category and relating it with other categories).

### 3. FINDINGS AND DISCUSSION

#### 3.1 Concept/ phenomena in extensive reading class

The teacher kept track of students' reading progress in extensive reading class. The teacher then offered following activities after reading. After doing the open coding of identified phenomena from some field notes, as done In the previous stage, the researcher found some concepts or sensations related to implementing extensive reading classes in the university. Those phenomena are categorized into two core categories: comprehensive reading class program and the procedure of vast reading class.

##### 3.1.1 Extensive reading class program

**Table 1.** The Result of Open Coding (Category: Extensive Reading Class Program)

Concept/ Category	Subcategory	Property	Dimension	Description of data
Students will read when they are asked to do so	Students	Ss reading habit	Directed	FN 1, 2, 3
Some students do read their reading material at home, and some don't.			Some ss are good, and some are not.	FN 1, 2, 3
Students like to read the reading materials because they are interesting			The materials fit ss interest	FN 4, 5, 7, 9, 10, 12, 15.
The materials were adapted from some books	Reading material	Book of fairy tales	Anderson fairy tales	FN 3, 4, 5, 7
The reading materials were 7-10 page stories around the world.		Fairy tales around the world	American Indian fairy tales Brave thin soldier Thumbelina Invisible prince Etc.	FN 4, 5, 7, 9, 10, 12, 15.

Based on the result of open coding in the extensive reading class program category, the two subcategory were presented: students and reading material. During the extensive reading program, the author found that getting students to read is not easy. Some students will read when they are asked to do so. Good students will read their reading material at home while other students don't. The author, as a lecturer, then tries to find some interesting materials that meet the student's level of proficiency. Those reading materials were 7 – 10 pages of stories adapted from books of fairy tales around the world. The students were more interested in reading the materials; the problem was that they read the material in class, not at home.

### 3.1.2 Extensive reading class procedure

**Table 2.** The Results of Open Coding (Category: The Procedure of Extensive Reading Class)

Concept/ Category	Subcategory	Property	Dimension	Description of data
T distributes the reading material for next week's class	Pre-class activity	Purpose	To prepare students with the new material	FN 1-16
T checks and ensures that ss reads the material at home by asking them.		Purpose	To make sure that ss read the material at home	FN 1-16
T conducts certain activities and sees whether the students read the material at home	Main Activity	Purpose	To make sure ss understand/ got the point of their reading	FN 1-16
T asks ss to underline and count the number of new words they get from the reading		Purpose	Vocabulary building	FN 1-16
T puts ss in a group to discuss their reading.		Purpose	Sharing ideas and understanding	FN 1-16
T reminds ss that they must read the material at home to add their vocabulary and prepare for the next activity.	Post activities	Purpose	Encouraging	FN 1-16

The procedure of extensive reading class was conducted in three stages, pre-class activities, main class activities, and post-activities. The lecturer distributed the reading material for next week's lesson in pre-class activities. The purpose of distributing reading materials a week before the class is to get students to enjoy their reading at home. After spreading the material for the next week, the lecturer made sure that students read today's material distributed the previous week. The students have to finish reading to participate in the main activity. The main activities, like jigsaw reading, jumbled reading, paraphrasing quizzes, etc., were conducted in various ways to get students to read at home. After completing the main activity, the students were asked to underline all new vocabulary they found in their reading and find the meaning by looking at the context or by using a dictionary. After figuring out the purpose, the students were set in small groups to discuss their reading. At the end of the class, the lecturer reminds the students that they will have to finish the assignment before next week's lesson to participate in the class activity.

### 3.2 Paradigmatic relationship among phenomena

As mentioned before, the second step of analyzing the data is axial coding. Axial coding aims to recombine and correlate the data identified through open coding. This combination is done to relate one category to other categories and categories with subcategories. The focus of this step is to specify the phenomena from its causal condition to occur, another causal context, the action strategy decided, and the consequence resulted. Therefore the following paradigmatic form applied: Causal Condition @ Phenomena @ Context @ Intervening Condition @ Action Strategy @ Consequence (Atmowardoyo 2010). The result of this step is presented in the table below. The table shows some critical learning incidents that lead the teacher to apply certain activities to get students to read.

**Table 3.** The result of Axial Coding (Paradigmatic Relationship among Phenomena)

Causal condition	Phenomena	Context	Intervening condition	Action Strategy	Consequence
Ss involve in-class activities when they have read the material at home	Ss are given the reading material	Ss read the material at home	Happen in the class at the beginning and the end of the course.	T reminds ss over and over to read at home	Most ss read the material at home.
Ss are required to read the material before coming to the class	Ss are required to read: Beauty and the Beast, Wild Swan, the Daisy, and Great Sea Serpent.	Ss involved in the main activity	Happen in the class during the learning process	T run jigsaw reading activity	Ss are involved actively in the class.
	Ss are required to read: Little Tiny Or Thumbelina	Ss involved in the main activity	Happen in the class during the learning process	T run Jumbled reading	Ss are involved actively in the class.
	Ss are required to read: Little Clause & Big Clause	Ss involved in the main activity	Happen in the class during the learning process	T run paraphrasing quiz activity	Ss are involved actively in the class.
	Ss are required to read: Great Sea Serpent, Cinderella	Ss involved in the main activity	Happen in the class during the learning process	T run reconstructing story activities	Ss are involved actively in the class.
	Ss are required to read: The Invisible Prince.	Ss involved in the main activity	Happen in the class during the learning process	T run vocabulary challenge activity	Ss are involved actively in the class.
	Ss are required to read any stories or materials.	Ss involved in the main activity	Happen in the class during the learning process	T asks Ss to present their book response form	Ss are involved actively in the class.

Students	Ss are required to read any stories or materials.	Ss involved in the main activity	Happen in the class during the learning process	T run reading survey activity	Ss are involved actively in the class.
discuss their reading with their group in the class	Ss share their ideas related to reading material	Ss involve actively in the group discussion		T put the ss in a group of three.	Everyone is involved actively.

### 3.3 Core Category

The next step of analyzing the data is selective coding, which is the process of systematically choosing the core category, correlating the core category with other types, validating the relationship, and completing the classes that need revision. The result obtained in this process is the storyline which reflects the core category. The storyline is a short conceptualization or description of incidents related to the phenomena of the focus of the research (Atmowardoyo, 2018). In this case, the main phenomena are the learning activities in extensive reading classes to get students to read. Specifically, those phenomena cover the pre-class, main, and post-activities in extensive reading classes. Based on the description of phenomena in the previews part, the storyline is formulated as follows:

The learning activities in extensive reading classes are divided into three stages. The first stage is pre-class activities. In this stage, the lecturer distributed reading materials to read before coming to the next class. After that, the lecturer asked students whether they read the previous materials at home before coming to the class by asking them directly. The second stage is main activities; main activities are designed to make students read at home so they can participate in the class. 7 activities are considered successful to get students to read. In these activities, students participated actively which means they read their reading material at home before coming to the class. Those activities are: 1) Jigsaw reading, 2) Jumbled reading, 3) Paraphrasing quiz, 4) Reconstructing the story, 5) Vocabulary challenge, 6) Free reading with book response, and 7) Reading survey. Some of these activities are adopted and modified from other resources and some others are designed by the lecturer. The third stage is post-activities, in this stage, the lecturer reminds the students over again to read the material at home before closing the class.

From the storyline, it is identified one core category is supported by some other categories. The category is Activities to get students to read. Based on the aim of this study which is to highlight best practices in EFL extensive reading class it is found that seven activities are categorized as successful activities. The reading activities implemented in this study were done in supervised (or instructed) Extensive Reading classes. The successful category was supported by students' responses and perceptions said that those activities encouraged them to read more outside the class.

Table 4. Activity in Reading

No	Activity	Reading Text
1	Jigsaw Reading	Beauty and the Beast, Wild Swan, the Daisy, Great Sea Serpent.
2	Jumbled reading	Little Tiny or Thumbelina
3	Paraphrasing quiz	Little Clause & Big Clause
4	Reconstructing the story	Great Sea Serpent, Cinderella
5	Vocabulary Challenge	The Invisible Prince
6	Book response form presentation	Free reading
7	Reading survey	Free Reading

R. Day and Prentice (2016) defined extensive reading (ER) as a teaching approach that encourages learners to read as much as they can to gain fluency in English and any other foreign language. This basic approach is based on the principle that reading is the best way of learning reading. Another way of learning to read has been pointed out by Aisha and Ramadhani (2018) the preview, question, read, reflect, recite, and review technique can help students in their reading.

The observations were done for one semester and consisted of 14 meetings. Since this class learned Extensive Reading 1, the lecturer had to work on how to stimulate their reading interest. According to the lecturer, he gave students easier and more enjoyable reading materials than the materials they got in Intensive Reading 1 and 2. The materials in Intensive Reading 1 were mostly academic reading which required more concentration and understanding. As Mikeladze (2014) Extensive reading implies reading a large amount of reading, for example, about 100 000 or even more words. The reading materials in this Extensive Reading class were mostly short stories and fairy tales that the students had to read at home. During the class the lecturer had to make sure that they read by asking them, to create and modify some activities.

Assigning reading text to students before class is a valuable activity for students. Still, many students decided not to do the reading. Unfortunately, failing to read assigned materials leads to many unexpected results. Students who have not done the reading face more difficulties understanding the material. Additionally, such students are less engaged and less likely to contribute to class discussions (Tropman, 2014). The seven activities above in the findings were categorized as successful and best practices based on students' activeness and involvement in the class during the observation and students' interviews after the class. The reading materials are given to students so the students spend their time reading the material at home. Those activities can be used to assess students reading comprehension and whether they read the assigned material or not. Testing students over material contained in the assigned reading, and, in particular, testing students over reading assignments not covered in class, is the most punitive of strategies presented here to increase student compliance with course reading. These seven activities done in this study are elaborated as follows:

### 3.3.1 Jigsaw Reading

Jigsaw reading is a common reading activity to be applied in the class. The jigsaw technique is a type of cooperative learning and actively encourages students to help each other in the mastery of subject matter to get the maximum achievement (Nurbianta & Dahlia, 2018). Jigsaw reading activity allows students to share important ideas with classmates and also listen to their peers and summarize the information gathered to retell it to others. Mostly this activity is successful especially when it is delivered with good instruction and the reading material difficulty based on students' level.

During one semester of class observation, jigsaw reading activities were done several times. The jigsaw reading activities were delivered in two ways, sharing two or more separate stories and sharing one story divided into two or more segments. The following excerpt taken from the field notes shows how the jigsaw reading was presented during the class.

*FN2: The teacher divided the students into two groups and read the story that the teacher has distributed. When the reading time is up, the students move and get their partner from other groups to retell their story. June 15, 2022*

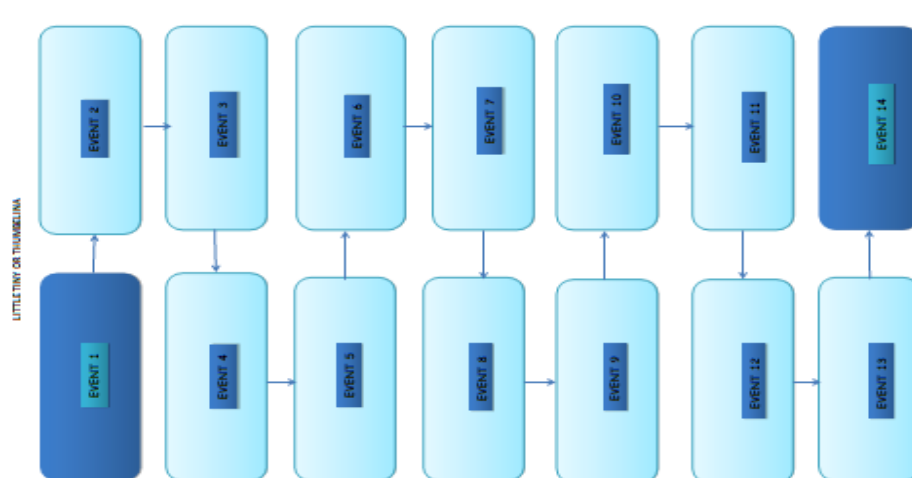
In running the first type of jigsaw reading, the class is divided into three groups. Each group is given a different reading story. The reading materials were short stories, 5 to 6 pages long. They are Beauty and the Beast, the Wild Swan, and Daisy. Since this is the first meeting, the students were asked to read their own story in class; they have to understand their own story. After reading their story the students then mingle with other friends with a different story to retell and discuss their story with the group. The students were allowed to take notes to help them remember their stories, or they could take their papers with them. The second type of jigsaw reading followed the same procedure but there was

only one story which is divided into some segments. Usually, it applies to longer reading text examples like the story of The Great Sea Serpent.

### 3.3.2 Jumbled Reading

The lecturer named this reading activity as “jumbled reading” as the events in the story were made jumbled in stripe papers. According to the lecturer, the main purpose of this activity is to make sure the students read the story before coming to the class, get the plot, and understand every detailed event. As for where to read, mostly the reading will be done outside of class; however, class time may be used to show students the importance of reading (Yulia, 2018). The following excerpt taken from the field notes shows how the jumbled reading was presented during the class.

*FN5: The teacher divided the story into several scene/ events in stripes papers. The students in their groups rearrange the event from the start to the end of story on the board provided by the teacher. June 29, 2022.*



**Figure 1.** Several events in stripes papers

The lecturer distributed 10 pages of reading material “Little Tiny or Thumbelina” to read at home. Before running this activity the lecturer has to read the story given and then paraphrase the important events or scenes in the story. Before distributing the reading material, the lecturer emphasized students read out of the class. Monitoring of the reading activities was done to confirm that students are reading and that they are not struggling with the materials. In the class, the students were set in a group of three; they work with their team to arrange event by event in the story. There are 15 events of the story that the lecturer has paraphrased, so the sentences would be quite different from the text they’ve read before but the point is just the same. To accomplish this activity the students have to discuss the story with their team. At the end of the activity, the students compare their answers with other groups.

### 3.3.3 Paraphrasing quiz

Hobson (2004) stated that Students often fail to read if they think that reading is not necessary to do well in the course. Then one teaching technique for this problem is quizzing the students on the reading. The “Paraphrasing quiz” activity is of successful activity to check students’ understanding as well as “jumbled reading”. Romo (2010) stated that using quizzes throughout the day can help teachers assess the effectiveness of their instruction, as well as students’ understanding of the concepts taught. Another opinion comes from Talenta et al. (2022), who said that to make the subject interesting, it is important to try out innovative methods for teaching and learning Quiz is one of the various methods described in the literature. The following excerpt taken from the field notes shows how the paraphrasing quiz was presented during the class.

*FN6: The teacher explained the procedure of paraphrasing quiz. Teacher showed the paraphrased sentence on the slide and the students need to find which part of the text is that sentence. July 06, 2022*

Paraphrasing quiz activity in this study allowed students to understand the sentence not only word by word but also as a whole and it is good for their vocabulary building. The reading material for paraphrasing was "Little Clause and Big Clause". The authors, as the lecturer, paraphrased some sentences on the text then show it on the slide one by one. This activity aims to make students comprehend every single event or scene in the story. The lecturer gives the clue where the sentence might be in the text. For example, the sentence is on pages 3-5.

### **3.3.4 Reconstructing the Story**

Reconstructing the story, in this case, the students were asked to read the original story and then reconstruct it after all. As Wolfson (2017) said, in reconstructing a story, the text itself is transformed in the process of being read through the unique, subjective lens of the reader. In this sense, every reading of a story transform what is read into a new story as it is absorbed, claimed, and owned by any particular reader. The procedure of reconstructing the story in this study is that the students were asked to read the story at home and then discuss the story in class. The story they were discussing at that time was "Great Sea Serpent" and "Cinderella". The following excerpt taken from the field notes shows how the reconstruction story was presented during the class.

*FN7: After reading the story, the teacher showed the slide about what to do next by the students. July 13, 2022*

The students were set in a group of three to discuss and reconstruct their stories. The students may add or change any character in the story; they can also eliminate certain characters, but not the main character, to make their new story. Every group came up with a different new story at the end; they twist the ending of the story from a happy ending to a sad ending or even a funny ending.

### **3.3.5 Vocabulary Challenge**

One of the advantages of extensive reading is that it builds up students' vocabulary. Vocabulary is essential for students (Erniyanti et al., 2022). Some research in both L1 and L2 shows that students learn vocabulary much from their reading. This statement is supported by Yang (2014) said that extensive reading affects and improves vocabulary acquisition mainly through several ways such as 1) Judging the Meaning of the Words from Linguistic Environment and logical reasoning, 2) Judging the Meaning of New Words from Context, 3) Judging the Meaning of Words by Analogy, 4) Mastering the Words by Prefixes, Suffixes, and Roots, 5) Grasping the Words by Punctuation.

*FN9: The teacher takes out some new vocabularies and challenges the students to find the meaning. The students work with their team in a group of three. July 27, 2022.*

The main purpose of the Vocabulary challenge in this study is to enrich the students with new vocabulary. In this activity, the lecturer set the students in groups of three or pairs. The lecturer then takes out some possibly new vocabulary for students from the reading story of "The Invisible Prince". The lecturer defined those words in English and showed them on the slide one by one. Every group competes with each other to find the defined words in the text; the lecturer set this activity as a competition to challenge the students. For an additional activity, the teacher gave antonyms or synonyms of words and asked the students to find words in the text. Just like the "Paraphrasing quiz" activity, the lecturer can give a clue about where the words might be in the passage.

### **3.3.6 Free Reading with Books Response Form**

In free reading, the students were given a week or two weeks to find out a book to read, an interesting one for them. In an extensive reading program, students read mostly fiction reading

materials like a novel, short stories, and so on. In running this activity, the students were asked to bring the book to the class, fill in the book response form, and present it to the whole class. For students who have difficulties finding English books in the library usually find interesting reading material in the Wattpad application. A lot of novels in English are available in that application. In the book response form, the students have to write the book title, the author of the book, the publisher, the date published, the genre, the number of pages, the reason why they decided to read that book, what they like, and dislike about the book, brief description about the plot, and their reflection of the difficulty of the textbook on a scale of 1-10. At the end of the activity, the students present their reading to the whole class. This activity is in line with Susser & Robb (1990) opinion that in extensive reading class programs teachers should encourage and assist students with their reading. This can be done by conferences during or after class time, and by checking and commenting on written summaries that students do of their reading.

The good thing about this activity is that the students can choose their reading materials based on their English level, so they won't find it too difficult to get the point of their reading. The advantage of reading suitable text or book is that the students won't spend too much time translating the text. Since there is not too much new vocabulary, students can just read their book with pleasure and learn new vocabulary in context. Reading for pleasure refers to reading that we do of our own free will anticipating the satisfaction that we will get from the act of reading. It also refers to reading that having begun at someone else's request we continue because we are interested in it (Clark & Rumbold, 2006). Wilhelm (2016) has established that a 'pleasure reader' experiences Dewey's four types of pleasure: the pleasure of play (becoming emotionally immersed in the reading); the pleasure of work (reading as a tool to get something functional done); intellectual pleasure (solving a problem, usually related to prediction techniques); and social pleasure (relating to the book, characters and other readers of the same or similar texts). This extensive reading program is expected to allow students to experience four types of pleasure.

### 3.3.7 Reading Survey

At the beginning of this extensive reading program, the lecturer encouraged students to read a lot of books especially fiction, books that interest them more. They have to set their goal on how many books they will have to read during this extensive reading program. There are lots of benefits they will get from reading a lot of books. The benefits are not only related to their vocabulary building or improvement of their reading skills but also make students spend their time wisely and make them more relaxed.

*FN15: The students moved around the class to complete the form by asking/ survey their friends' reading*

Reading survey is a good activity to be applied at the end of the program. Class survey activity allows students to interact with each other, produce questions, and collect real information from friends. This activity allowed students to record their reading before and during the program. Students work individually in this activity, they find out what reading story or book their friends have read and then share the best one with others. Every student was given a survey form to be filled in, they have to find out which story is the best from all the stories they have got during the program. Besides that, the students have to give additional information about, the characters there in the story, the plot, and the message or moral value of the story. In doing the survey, the students circulate freely around the class from one friend to another to find the information they need. At the end of the activity, students report the results of their survey to the whole class, and some students retell their favorite stories.

## 4. CONCLUSION

This study aims to highlight best reading practices in promoting students' reading habits in extensive reading classes. From this study, it can be concluded that reading subject is not always boring for students. The lecturer, in this case, has an important role to motivate and design activities to get the

students to read especially in extensive reading classes. The result of the data analysis indicated seven best reading practices that are considered effective in promoting students' reading habits. Some of these activities are modified reading activities, and some others are created by a lecturer to support the success of reading activities in the class. They were: 1) Jigsaw reading, 2) Jumbled reading, 3) Paraphrasing reading quiz, 4) Reconstructing reading story, and 5) Vocabulary reading challenge. 6) Free reading with book response form, and 7). Survey reading; The seven activities above in the findings were categorized as successful based on students' activeness and involvement in the class during the observation and students' interviews after the class. According to students, the reading activities carried out in the class stimulate them to read the whole text before coming to class. Once they don't read the shared reading material, they cannot participate in class activities. The limitation of this study is that the researcher didn't include the teacher's conception comprehensively related to the best reading practices presented. At last, students enjoy reading in their spare time. They asked for some more files of short story books, fable, etc. after accomplishing the extensive reading course. The seven best reading activities highlighted in this study can be adopted or modified by teachers in teaching reading to promote students' good reading habits. In addition, the teacher can select appropriate reading text or material based on the student's level of proficiency.

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