

CHAPTER II

LITERATURE REVIEW

A. The Concept of Extensive Reading

Extensive reading was first introduced by Palmer in 1917. After that, the term extensive reading is widely used in every school or university program. According to Bamford (2004) (as cited in Intanuari, p.2). Extensive reading is a course that requires students to read a lot of text or books for a global understanding. The goal of this course is for reading enjoyment. Grabe (2009) pointed out extensive reading as silent reading in the classroom or reading unsupervised in the library or at home, the aim of reading is for pleasure or practice. (as cited in Akyel & Savasci, p. 114). It means, in extensive reading, the reading process is individual and based on students' interests. In this case, students will read a large quantity of reading materials for a general understanding of the texts or books.

Palmer (1921/1964) argues Extensive reading is a form to read “book to book” in his own words. He stated the differences between intensive reading and extensive reading. In intensive reading, students constantly used a dictionary as a way to learn new vocabulary and focus on grammar. Whereas in extensive reading, the student is more focused on the text content and not the language. (As cited in Pushpanathan. T, 2017, p.39). In general, some experts such as Day and Bamford (2002) and

Chang & Renandya (2017) have found the benefits of extensive reading in every aspect including vocabulary, reading comprehension, reading speed, writing, listening, and also speaking. On the other hand, extensive reading also impacts student attitudes toward reading a new text, this attitude can be positive or negative depends on student experiences, and also it will increase student imaginative responses and reading comprehension.

Furthermore, Day and Bamford (2002) who are the author of the book “Extensive Reading in Second Language Classroom” stated ten basic principles of Extensive reading. These principles are important for teaching and learning process in the extensive reading course. It is believed to encourage students learning autonomy and making the teaching and learning process to be more students-centered. There are ten principles of extensive reading:

1. The reading material is easy.
2. A variety of a wide range of topic is available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. Reading speed is usually faster rather than slower.
6. The purpose of reading is usually related to pleasure, information and general understanding.
7. Reading is individual and silent.
8. Reading is its own reward.
9. The teacher orients and guides the students.

10. The teacher is a role model of a learner.

(Day and Bamford, 2002)

These principles are essential in developing an extensive reading course. As stated by Renandya and Jacobs (1998), they are agreed with Day and Bamford principles and the importance of extensive reading in second language development. One of the crucial principles in Day and Bamford's ten principles of extensive reading is on the reading materials which should be easier for students to read because EFL students often faced difficulties in reading a foreign text. Furthermore, EFL students tend to read more slowly than when they read in their first language. So, it is important for students and lecturers to select easy, enjoyable, and interesting materials in extensive reading course.

B. EFL Students Challenges in Extensive Reading

Extensive reading can be challenging for students, especially in the EFL context. Apart from the wide amount of tasks given in the class. Students have to improve their vocabulary and reading comprehension through reading in a target language. In this case, students are required to understand the text for a global understanding. As stated by Day and Bamford (2002) students have to choose their own reading materials based on their interest. On the other hand, the lecturer has to guide the students and choose an appropriate method for teaching extensive reading.

The challenges faced by every student might be different. The challenges may be occurred from a different aspect such as vocabulary limitation, reading fluency, reading speed, reading comprehension, reading attitude, reading materials, reading tasks, or students reading motivation. Student reading habits also influence their attitude toward extensive reading course in general. As stated by Yadav (2014) the lack of knowledge about the target language culture, lack of motivation, vocabulary difficulty, and also reading materials can be challenging in reading a foreign language.

Some experts have stated the challenges in extensive reading. Nishizawa, Yoshiko, & Fukada (2010) as cited in Amelsvoort (2016, p.96) stated the challenges of choosing books and reading materials have happened in the extensive reading course. The mindset of the students also influences their reading ability and motivation in taking the extensive reading course, especially for EFL students who never took an extensive reading course before. The proficiency level of EFL student is also challenging in extensive reading course.