



Student And Teacher Perceptions Of Extensive Reading Practice

Yeni Suryani^{1*}, Siminto²

^{1,2}Tadris Bahasa Inggris, Institut Agama Islam Negri Palangkaraya

^{1*}yenisyn03@gmail.com, ²siminto2015@gmail.com

Article Info

Submitted:

08 Jul 2023

Received:

15 Jul 2023

Published:

01 Aug 2023

Keyword:

Extensive Reading Practice,
Student Perceptions,
Teacher Perceptions,

Abstract

Extensive reading practice is a reading activity that involves a variety of materials outside the official curriculum. This research aims to understand how students and teachers implement Extensive Reading Practice and its impact on language learning. The research method used is a literature review, in which information is collected and analyzed from various sources such as journal articles, books, and related references. The results showed that Extensive Reading Practice received positive responses from students and teachers. Students reported improved reading skills, increased vocabulary, better text comprehension, and increased interest in reading. Meanwhile, teachers reported that extensive reading practice increased students' motivation to learn and active participation in language learning. The role of the school in providing adequate resources for extensive reading practice is also very important. This includes a well-stocked library and a variety of reading materials to support different reading activities. Overall, this study shows that extensive reading practice has significant benefits for students and teachers in improving language proficiency and motivation to learn.

INTRODUCTION

In Indonesia, English is taught to undergraduate students, especially those majoring in English. One way to improve English language skills is by reading texts in the language. Through reading, students can improve their writing, speaking, listening, and reading skills in English.

The Indonesian government has decided to use English as the main foreign language and basic subject throughout the country's education system. As a result, English has become one of the compulsory subjects that students must learn from elementary school to university level. In the process of learning English, reading skills are considered very important and must be mastered by each individual to improve their knowledge. In the academic environment, reading ability is an important aspect that affects students' success in learning English. However, in reading activities, there are often some problems that become the main concern, especially those related to reading comprehension. This occurs when students encounter ambiguous words or unfamiliar vocabulary, as well as limited time to cognitively process the text. Overall, focusing on reading skills in English language learning in Indonesia is very important as it helps students to develop language comprehension and overall knowledge. Efforts to overcome reading barriers, such as hard-to-understand words or unfamiliar vocabulary, must be prioritized so that students can maximize their potential in learning English (Khairunnisa, 2023).

Reading is very important for students learning English as a Foreign Language (EFL). They make reading a major subject in their learning process. By reading regularly, EFL learners can develop reading habits that positively impact their English language skills. In the context of English language learning, reading texts is crucial. These texts can be a variety of things, such as short stories, articles, books, or learning materials. By reading these texts, EFL learners can improve their understanding of English structures, vocabulary, and different language styles. In addition, they can also understand the context in which different languages are used in certain situations. By reading voraciously, EFL learners can strengthen their overall English skills and improve their learning of the language (Lindawati, 2021).

This field shows that when teaching English as a second language (EFL) in countries where it is not the mother tongue, it often faces difficulties in learning to read. The main problem is that the learning process becomes tedious because there is too much focus on translation and comprehension questions that are directly related to the text being read.

In this situation, teachers need to change the way they teach in order to overcome the complex difficulties students face when learning to read. These difficulties could be a lack of vocabulary, a lack of understanding of sentence structure, or difficulty in understanding the context and intent of the author. For this reason, teachers must find more interesting and effective methods in teaching reading skills to students (Mufliharsi & Mayuni, 2014).

To understand a language such as English, it is essential to have the four basic skills of speaking, writing, listening and reading. Reading is a very important aspect in the language learning process. Many students often experience

difficulties when faced with reading tasks, they find it difficult to understand the content of the text they are reading or even lose interest in reading (Rasmin, 2020).

A statement explained that extensive reading is considered a beneficial habit in the language learning process, but its implementation is difficult for students. In Sojo, teachers identified two main problems that prevented success in implementing extensive reading. Firstly, students' low motivation is the main factor that makes this process difficult. Teachers believe that only truly committed and dedicated students can benefit from a comprehensive reading course. Another problem is students' low language qualifications. Limited or poor language skills make it difficult for students to use and understand comprehensive reading materials. Therefore, teachers in Sojo realise that low motivation and limited language skills are the two main factors that hinder success in implementing the comprehensive reading course. They believe that only students with high motivation and adequate language skills can truly benefit from the comprehensive reading course (Howarth & Bollen, 2011).

Extensive Reading (ER) is a method of learning to read that can be very helpful for students who already have certain English language skills. This method is considered valuable and is expected to achieve certain goals in the learning process. The purpose of this study is to encourage students to read widely and deeply more often. In other words, this study aims to provide a deeper understanding and useful information regarding reading practices that involve multiple readings. In this study, the focus may vary. It could examine the benefits of intensive reading in improving students' reading ability, identify effective strategies for implementing extensive reading methods, or analyze the effect of extensive reading on students' motivation and interest in reading. All these aim to gain a better insight into how extensive and in-depth reading methods can positively affect students and help them become better readers (Morgado, 2009).

Extensive reading allows students to be free to choose the type of reading material and the reading level that they prefer to read (Nur & Ananda, 2022). The principle of extensive reading is based on "reading by reading" (Day, 2018). The purpose of this principle is to learn a foreign language with a learning approach that focuses on extensive and intensive reading. Students are encouraged to read and repeat the reading process. Opportunities for learning and unintentional language acquisition can occur in the process of reading widely and in-depth (Daskalovska, 2018).

This study aims to investigate how teachers and students perceive reading activities that involve multiple readings. The main reason why this study was conducted is because many students have difficulties in understanding the texts they read. It is hoped that by doing more reading practice, students can improve their English language skills and also expand their vocabulary (Assuyura, 2021).

METHOD

This study used the literature review method to find out what students and teachers think about extensive reading. In this way, they collected and analyzed data from various literature sources such as academic journals, books, and articles that talk about the research topic "Students' and Teachers' Perceptions of Extensive Reading Practices".

The desk research method systematically searches information from libraries, electronic databases, and other sources. The aim is to gather relevant and significant information on how students and teachers perceive reading practices in general. The data collected is then carefully analyzed to identify similarities and differences in views and trends that emerge from the existing literature.

The benefit of this method is that it allows the investigator to gain an in-depth understanding of the topic without having to collect new data. By utilizing existing literature, the researcher can gain a deep understanding of student and teacher perspectives on reading practices as a whole. The results of this study can help develop more effective approaches to reading instruction and enhance our understanding of the important role of inclusive reading practices in educational settings.

Thus, the literature research method used in this study provides a strong theoretical foundation to explain and understand students' and teachers' views on comprehensive reading practices

RESULT AND DISCUSSION

Extensive Reading

Extensive reading is considered an effective method of language acquisition according to Krashen (1982). He argues that one can gain a better understanding of a foreign language through extensive reading, provided that some important conditions are met. Some of these conditions include adequate exposure to the language being studied, interesting reading material, and a relaxed and tension-free learning environment. However, it should be noted that (Elley & Mangubhai, 2014) have warned that exposure to a second language tends to be planned, limited, gradual, and even artificial. To overcome this problem, the reading program in Yemen has provided graded reading selections with the aim of creating learning conditions according to Krashen's model. In this way, it is hoped that language learners will gain maximum benefit from extensive reading and improve their language skills efficiently .

In an educational context, (Silberstein et al., 1991) and (Paran, 1996) emphasize the importance of extensive reading as an exercise that can improve learners' general language competence. They show that through extensive reading, students can automatically recognize words and decipher the symbols on the printed page, often referred to as bottom-up processing. For example, the Book Flood project in Fiji (Elley & Manghubai: op cit) successfully helped local school

children by providing them with interesting story books. The results showed significant improvements in word recognition and reading comprehension after the first year, and better oral and written language skills after two years. Thus, extensive reading can be an effective strategy for improving learners' language and literacy skills.

Extensive reading activities had a greater positive effect on improving students' reading comprehension in the experimental group. This is consistent with Grabe's (2004) view that the development of reading skills requires implicit and explicit learning. This finding is also supported by Renandya, Rajan, and Jacob, cited by Grabe (2009), who believe that extensive reading can improve students' reading comprehension skills.

There are several reasons why extensive reading is effective in improving students' reading comprehension achievement :

- a. Extensive reading activities can provide comprehensible input to improve general language skills.
- b. Extensive reading can increase students' exposure to the language.
- c. Extensive reading can increase students' vocabulary knowledge.
- d. Fourth, extensive reading can promote the improvement of writing skills and motivate students to read.
- e. Extensive reading can consolidate previously learned language.
- f. Extensive reading programs can help build students' confidence in reading more complex texts. Through extensive reading activities, students become accustomed to reading so that they can build their confidence in other reading materials, especially more complicated texts.
- g. Extended reading programs can also promote the use of redundancy in texts.
- h. Extended reading programs can facilitate the development of predictive skills.

These benefits help students understand reading texts well, which involves aspects beyond the reading activity itself. Teachers who are committed to using Extensive Reading (ER) in the classroom can improve students' comprehension of reading texts. By applying these benefits, students will be better able to understand reading texts well, improve their understanding of foreign languages, and become more skilled and knowledgeable readers (Edy, 2014)

Extensive reading has been recognized as an effective method for learning vocabulary and has an impact on improving the lexical knowledge of intermediate EFL students. Currently, more and more attention is being paid to learning through reading in language classrooms. One of the activities that can be done in learning through reading is to give students related readings to read at home and then ask them to make a summary of the reading. According to Day and Bamford (2003), this type of activity promotes students' engagement in the learning process (Ghanbari & Marzban, 2014).

Although ER is not included in the curriculum or required by most schools or departments, many L2 teachers still use ER in their teaching methods because they strongly believe that ER can improve students' overall language proficiency. This is encouraging news because the implementation of ER does not always depend on the decision of the educational institution. Another reason for the use of ER is that teachers see reading as a fun activity and hope that their students will also feel happy while reading. However, this finding does not seem to be supported by empirical evidence, as not all students enjoy reading (Chang & Renandya, 2017).

The Concept of Perception

Perception is a complex cognitive process that has a major impact on how a person understands and responds to messages or information from the environment. In the context of communication, this process plays an important role in selecting relevant messages and ignoring irrelevant ones, as well as in interpreting the messages received.

According to Mulyana (2010), the perception process consists of three stages, namely sensing, attention, and interpretation. The first stage is sensing, where a person receives stimuli from the environment through his or her five senses. Then, in the attention stage, individuals focus their attention on the stimuli or information received so that the information becomes more relevant and receives more attention. The final stage is interpretation, where individuals give meaning to the information received based on individual knowledge, experience, and context. If perception is inaccurate or disturbed, it can hinder the proper understanding of the message being conveyed or even lead to misunderstandings in communication.

Rakhmat (2003) cited by Assuyura (2021) explains that two main factors influence the way a person determines perception, namely functional factors and structural factors. Functional factors include individual needs, mental readiness, emotional atmosphere, and cultural background. This factor relates to the needs and past experiences of individuals, so the form or type of stimulus and individual characteristics also determine perception.

On the other hand, structural factors are related to the stimulus and its neural effects on the nervous system, as well as the characteristics of the object as an object of perception. Structural factors include the physical nature of the stimulus, the movement of the object, background factors, and the effects produced by the object. All of these factors interact and influence the way individuals perceive objects or situations in the context of communication.

By being aware of the influence of functional and structural factors in the perception process, individuals can improve their understanding and effectiveness of communication. Accurate and precise perception helps to better interpret messages, while inaccurate or distorted perception can lead to misunderstandings and barriers in communication. Therefore, individuals need to understand and recognize the factors that influence the perception process in order to improve the quality of communication.

Students' Perspectives on the Practice of Extensive Reading Activities

Extensive reading is an approach to language learning that encourages students to read widely and diversely, including interesting and relevant materials beyond the confines of a textbook. Teachers' implementation of the principles of wide reading can serve as a strong incentive for students to increase their interest, comprehension, and reading skills. Some motivational features or principles of wide reading include :

1. Provide interesting reading materials: Teachers provide a variety of engaging reading materials that match students' interests, such as articles, short stories, poems, light novels, or current news. This encourages students to read more actively because they find the content interesting and appealing.
2. Allow reading freedom: Giving students the autonomy to choose their own reading materials allows them to focus on topics of personal interest and make meaningful connections to the content they read.
3. Develop contextual understanding: Extensive reading encourages students to understand the overall context rather than focusing on understanding each word. The focus is on understanding the broader meaning, which motivates students to continue reading without getting bogged down by unfamiliar words.
4. Encourage discussion and sharing: Teachers organize group discussions or sharing sessions after reading assignments are completed. This fosters an environment where students are motivated to read actively, participate in discussions, and share their perspectives and experiences.
5. Recognize and reward effort: Teachers provide rewards or recognition to students who successfully complete extensive reading or meet specific goals. Praising students in front of the class, awarding certificates, or implementing reward systems provide additional encouragement for students to continue reading diligently.
6. Incorporate fun activities: Teachers incorporate fun activities such as book shows, word puzzles, or creative projects based on the stories they read. This makes the reading process more fun and enjoyable for students.
7. Provide easy access to reading materials: Teachers make a variety of reading materials easily accessible to students through the classroom library, school library, or digital resources. This convenient access stimulates students' curiosity and interest in reading widely.

By applying these characteristics or principles of wide reading, teachers create a positive learning environment and inspire students to develop a love of reading. Beyond simple text comprehension, wide reading increases students' vocabulary and understanding of context and expands their knowledge of the world around them.

Teachers' Perspectives on the Practice of Extensive Reading Activities

Reading skills are very important for the development of every student. However, there are problems in this area where many students are less motivated to read extensively or to engage in reading activities outside of their required subjects. This lack of motivation has the potential to affect students' ability to develop their knowledge and understanding of the world, improve their language skills, and enhance their imagination and creativity.

Motivation is one of the keys to success in the learning process. In general, two main factors affect students' motivation to read extensively:

1. Internal (intrinsic) motivation:

This type of motivation comes from the students themselves. If students feel interested, engaged, and satisfied with the reading process, this intrinsic motivation will encourage them to read voluntarily. Some steps to increase students' intrinsic motivation to read extensively include:

- a. Provide reading choices: Allow students to choose readings that match their own interests and reading levels. When students feel in control of their reading choices, they are more likely to be active and engaged in the reading process.
- b. Present interesting reading materials: Encourage the use of reading materials that are interesting, entertaining, and relevant to students' everyday lives. Fiction books, interesting articles, or magazines with interesting stories can stimulate students' interest in reading.
- c. Encourage discussion and sharing: Provide opportunities for students to discuss and share their reading experiences. This can strengthen social bonds in the classroom and generate interesting ideas about reading.

2. External (Extrinsic) Motivation:

Extrinsic motivation comes from factors outside the student, such as encouragement or reinforcement from teachers, parents, or the environment. Although extrinsic motivation can help encourage students to read, if it relies solely on external reinforcement, students may lose interest once the reinforcement is gone. Some effective ways to use external motivation for extended reading include

- a. Rewards and recognition: Give praise, gifts, or rewards to students who demonstrate effort and success in extensive reading. This can reinforce positive reading behaviors.
- b. Competitions and challenges: Organizing fun reading contests or challenges among students can build enthusiasm for reading more and more widely.
- c. Role of Teachers and Parents: Teachers and parents play an important role in creating an environment that supports and encourages students to read. Listening and responding to students' interests and helping them select appropriate reading materials are examples of roles that teachers and parents can play.

When creating a learning environment that motivates students to read extensively, it is important to maintain a balance between internal and external motivation. Internal motivation helps students become independent and sustained

readers in the long run, while external motivation can serve as an initial impetus to build good reading habits.

Educators and parents need to develop a variety of strategies and approaches to motivate students to read extensively. The hope is that students will become more interested in the world of knowledge, explore their potential, and experience the benefits of reading as a rewarding and enjoyable activity.

Teachers motivate students by providing accessible, free, and interesting reading resources and by using discussion methods and reading notes to develop students' broad reading skills:

The teacher's role is critical in creating a learning environment that inspires and motivates students to develop an interest in reading. By providing easily accessible, free, and interesting reading resources, teachers can provide opportunities to further explore students' reading potential. To make this method more effective, some additional steps can be taken.

1. Diversify reading materials:

Teachers can try presenting different types of reading materials, such as short stories, news articles, digital encyclopedias, blogs, and even electronic books. By providing a variety of content, teachers can cater to students' different preferences and interests, and thus encourage them to continue reading.

2. Involve students in the selection of materials:

Involving students in the process of selecting reading materials gives them a sense of ownership over the learning experience. Teachers can provide several reading options and let students choose materials that interest them. Students' enthusiasm for reading will increase if they feel involved in the process.

3. Set aside time for reading:

In addition to assigning reading notes, teachers can also set aside time in class to read together. This gives students the opportunity to focus on reading without distractions and to develop good reading habits.

4. Interactive discussions and quizzes:

In addition to presenting interesting readings, teachers can conduct interactive discussions and quizzes after students have finished reading. Discussions allow students to share their understanding and interpretation of the story, while quizzes encourage deeper understanding and provide positive feedback on their progress.

5. Overcome Internet network challenges:

When faced with unstable Internet networks, teachers can provide backup reading materials in print or store reading materials offline, such as PDFs or e-books that can be downloaded in advance. This way, students can still access reading materials even if their Internet connection is limited.

6. Explain the importance of reading regularly:

Teachers can consistently emphasize the benefits of regular reading, such as increasing vocabulary, broadening horizons, and honing critical thinking skills. This explanation will help students see the importance of reading as a useful habit in everyday life.

Give Awards and Recognition:

7. Teachers can give awards or recognition to students who show significant progress in reading, either through reading records or active participation in discussions and quizzes. This will provide positive encouragement to students and motivate them to continue to improve their reading skills.

By implementing this strategy, teachers can create an engaging and supportive learning environment for students. With a variety of reading resources and active interaction, students will feel engaged and motivated to continue developing their reading skills. Teacher support will also help overcome the challenges of the Internet or students' perceptions of reading as a chore, so that reading becomes an enjoyable habit.

The results show that most students have a positive view of Extensive Reading Practice. They see it as a fun and useful way of learning to improve their reading skills. Students also find it helpful to have a variety of reading materials because they can explore interesting topics that match their interests. Some students indicated that reading more helped them to understand the target language and to increase their vocabulary.

However, despite the benefits, students face some challenges. One of them is the difficulty in choosing reading materials that match their reading ability. Some students may find it difficult to find materials that match their ability level, which can affect their reading experience.

In addition, some students feel pressured by a busy schedule with many assignments from different subjects. This makes it difficult for them to find free time to read extensively outside of school hours. The large amount of school work becomes an obstacle for students to engage in extensive reading practice.

Teachers recognize the advantages of extensive reading practice, known as Extensive Reading Practice, in improving students' reading ability. They recognize that when students engage in more reading, reading skills and language comprehension tend to improve. Engaging students in reading different types of texts and materials with diverse topics allows them to continuously practice and refine reading skills, including decoding, reading speed, and text comprehension.

In addition, reading widely also has a positive impact on students' reading comprehension. Their exposure to a variety of reading materials presents different contexts and viewpoints. This enhances their understanding of the language as a whole, allowing them to more easily tackle more complex texts and explore deeper ideas.

Teachers also observe that students become more motivated in the learning process when they have the freedom to choose reading materials that appeal to them personally. By providing a choice of reading materials relevant to students'

interests and hobbies, teachers create an environment that stimulates interest and enthusiasm in reading. Personal interest plays an important role in forming reading habits and increasing students' interest in expanding their knowledge. Students who feel connected to the material they read are more likely to read willingly outside of the school environment, ultimately improving their overall reading ability.

However, in implementing extensive reading practices, teachers face challenges in assessing and evaluating student progress. Under traditional learning methods, such as exams or tests, assessing student progress is easier as there is a predetermined format and clear evaluation criteria. However, in extensive reading, assessment becomes more complex as there are no standardized guidelines to measure students' progress in reading diverse reading materials.

It is important to develop creative and flexible assessment strategies to appropriately evaluate students' progress in reading diverse reading materials. Some teachers have adopted alternative approaches such as the use of reading journals, writing projects or group discussions as tools to measure students' progress in reading widely. However, challenges remain in achieving consistent and objective assessment.

In addition, teachers feel the need to support students with guidance and recommendations on appropriate reading materials so that they can take maximum advantage of extensive reading practice. Too many choices of reading materials available can cause students to feel confused in choosing materials that are suitable for them. As a result, teachers act as facilitators by directing students towards reading materials that suit their interests, ability levels and needs. Providing relevant and useful reading suggestions helps students feel more confident in choosing materials that are suitable for them, thus improving the overall effectiveness of learning.

CONCLUSION

The discussion presented in the provided text revolves around the importance and benefits of extensive reading in English language learning, especially in an EFL context. Extensive reading involves reading a wide variety of texts in the target language, with an emphasis on comprehension and exposure to different language structures and vocabulary. This text highlights how extensive reading can have a positive impact on students' language skills, including reading comprehension, vocabulary acquisition, and overall language proficiency.

The Indonesian government's decision to make English a compulsory subject throughout the education system shows the importance of English proficiency in the country. Therefore, the ability to read in English is considered very important for students' success in learning the language. However, students often face challenges in reading activities, such as difficulties with ambiguous words or unfamiliar vocabulary, and limited time to process texts.

To overcome these obstacles, teachers are encouraged to find more interesting and effective ways to teach students reading skills. Extensive reading is recognized as a valuable method of language learning. Students are encouraged to read widely and deeply, which can improve their language skills, vocabulary, and understanding of language use in different contexts.

Research conducted through the literature review method supports the effectiveness of extensive reading in language acquisition. Extensive reading has been found to have a positive impact on reading comprehension and overall language proficiency. Students who engage in extensive reading activities show improvement in language skills and motivation to read.

Perception also plays an important role in the process of extensive reading. Students' perceptions of the reading material, as well as their abilities, can affect their engagement in extensive reading. Teachers' understanding of students' perceptions is critical to implementing effective reading instruction and providing appropriate reading materials.

Although there are many benefits to extensive reading, there are some challenges to its implementation. Students may have difficulty finding reading materials that match their reading abilities, and academic workloads may limit their reading time. Teachers also face challenges in assessing and evaluating students' progress in extensive reading. However, implementing creative and flexible assessment strategies and providing guidance on appropriate reading materials can help overcome these challenges.

Overall, this study highlights the importance of extensive reading in EFL contexts, its benefits for language learning, and the importance of overcoming challenges to ensure effective implementation. Extensive reading can make a significant contribution to improving students' English language skills and fostering a love of reading and learning.

REFERENCES

- Assuyura, N. G. (2021). *persepsi guru bahasa indonesia terhadap pembelajaran literasi di SMA se kecamatan Tualang*.
Daskalovska, N. (2018). *Extensive Reading and Vocabulary Acquisition*. Springer Singapore.
<https://doi.org/10.1007/978-981-10-8572-7>
- Day, R. R. (2018). *Extensive Reading*. <https://doi.org/10.1002/9781118784235.eelt0472>
- Edy, S. (2014). *The Effectiveness of Extensive Reading on Students ' Reading Comprehension Achievement as Observed from Students ' Motivation*. 2(1), 54–58.
- Elley, W. B., & Mangubhai, F. (2014). *The impact of reading on second language learning*. 19(1), 53–67.
- Howarth, M., & Bollen, D. (2011). *Teacher Perceptions of an Online Extensive Reading Platform*.

- Khairunnisa, S. R. (2023). Persepsi Siswa tentang Bagaimana M-Learning Meningkatkan Pemahaman Membaca. *JurnalDieksis*, 3(1), 1–13.
- Lindawati, R. (2021). STUDENTS ' PERCEPTIONS TOWARDS EXTENSIVE READING IN EFL CONTEXTS. *IJEAL (International Journal of English Education and Applied Linguistic)*, 1(2), 99–105.
- Morgado, N. F. De. (2009). *Extensive Reading : Students ' Performance and Perception*. 9(1), 31–43.
- Mufliharsi, R., & Mayuni, I. (2014). *Membaca Ekstensif : Eksplorasi Partisipasi Mahasiswa*. 39–48.
- Nur, M. R., & Ananda, D. (2022). Kegiatan Membaca Ekstensif Dan Penggunaan Sumber Daring di Masa Pandemi. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 6, 535–543.
- Paran, A. (1996). *Reading in EFL : facts and fictions*. 50(January), 25–34.
- Rahman, Y., Rahayu N., & Budiani D. (2021). *STUDENTS' PERCEPTIONS ON THE IMPLEMENTATION OF EXTENSIVE READING METHODS IN LEARNING JAPANESE LANGUAGE* . Vol.8. Edisi 2.
- Rasmin, L. O. (2020). THE EFFECTS OF EXTENSIVE READING STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION. *Jurnal Akademia*, 17(124), 28–35. <https://www.ejournal.lppmunidayan.ac.id/index.php/akd>.
- Silberstein, S., Riggensbach, H., Abraham, R. G., Carson, J. E., Cummins, J., Doughty, C., Gass, S., Hudson, T., & McKay, S. (1991). Editor Review Editor Brief Reports and Summaries Editor Research Issues Editor Assistant Editor Editorial Assistant Editorial Advisory Board. *A Journal for Teachers of English to Speakers of Other Languages and of Standard English as a Second Dialect Editor*, 25, 179.
- Yunita, N., Suryanti, S. Ayu, S.L.R., & Putri N.L. (2023). Peningkatan Keterampilan Literasi Baca Tulis Melalui Membaca Ekstensife Untuk Meningkatkan Kemampuan Berfikir Tingkat Tinggi Di Sekolah Dasar. Vol.8., No. 2. 75-87.