



PROMOTING MORE ENJOYABLE EFL READING LEARNING ENTERPRISES THROUGH AN ONLINE EXTENSIVE READING STRATEGY

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Abstract

The crux of modern EFL reading learning enterprises is no longer dependable on satisfying reading scores achieved by second language learners. Yet, it has been shifted to more transformative reading learning purposes. All these coveted EFL reading learning aspirations are exactly represented in an extensive online reading strategy where second language learners are rigorously commissioned to explore a huge number of digital reading passages accompanied by increasingly-rate reading velocity, fluency, and comprehension skills. In harmony with all these rewarding online extensive reading values, the researcher conducted this present small-scale library investigation to specifically unearth the extent an online extensive reading strategy can induce more favorable reading learning enterprises for worldwide EFL learners. Toward that end, the researcher harnessed open coding and a thematic analysis approach to produce more reliable, relatable, comprehensible, and applicable research results to be further internalized by the targeted EFL parties. To increase the relevancy of each single analyzed research result, the researcher selected 20 previously published online extensive reading strategy studies resided in varied reputable journal article platforms. The thematically categorized research results highly suggested worldwide second language reading educationalists start applying an online extensive reading strategy at the outset of their quotidian reading learning dynamics by which EFL learners can progressively transfigure into more motivated L2 readers under the limelight of more emotionally supportive reading learning climates. These already-taken research results provide more exhaustive insights for globalized EFL reading experts, practitioners, and educationalists concerning the indispensability of online extensive reading strategy maximization in correspondence with changeable reading learning environments.

Keywords: Online extensive reading strategy, globalized EFL learners, library investigation, thematic analysis

INTRODUCTION

Contrary to the decent actualization of a more pleasurable second language learning exposure, reading learning enterprises oftentimes preclude globalized EFL learners from experiencing various meaningful sides of their literacy dynamics. The majority of worldwide EFL learners inculcate a higher level of stress, anxiety, boredom, and frustration feelings while taking part in the designated reading learning activities. According to the World Economic Forum (2020), EFL learners have a higher degree of inclination to withdraw themselves from a wide variety of reading learning processes prepared by second language reading instructors since they failed to discover an authentic pleasure in these literacy activities. Concerning the above-repudiated issue, it is of critical importance for second language reading learning facilitators to constantly promote a higher degree of reading learning enjoyment at the commencement of their reading classroom circumstances. By instilling more robust reading learning enjoyment, EFL learners are more highly desirous of coping with varied challenging reading texts in which they perceive this taxing reading learning dynamic as a stepping stone to success to be labeled as proficient target language academicians. This underlying principle is mutually interlinked with Holsworth (2020) highly advising second language reading learning educators to enact more contextual, authentic, interesting, and

relevant reading learning materials at the inception of their regular reading learning vicinities to progressively entrench long-lasting reading learning motivation where EFL learners are willing to explore a vast range of distinctive reading text genres autonomously.

In order for comprehensive benefits of EFL reading instruction to be realized, it is crucial for educators in globalized language learning to embrace an online extensive reading approach. By implementing this strategy, EFL learners have the potential to reduce their anxiety related to reading in a foreign language, as they are given the freedom to choose from a wide range of texts that pique their interest and align with their current proficiency levels. The above-mentioned benefit is positively linked with Fatimah (2019) strongly suggests second language reading practitioners start nurturing their learners' reading learning enthusiasm with enlightenment of an online extensive reading activity where they are loosely permitted to choose various kinds of reading passages which are in accord with their present reading preferences, competencies, and needs. To ascertain the utmost utilization of an online extensive reading strategy in nowadays EFL reading learning contexts, it is pivotal for second language reading instructors to encourage their learners to read a large amount of reading texts as many as possible. This prerequisite matter should be fulfilled as the major emphasis of an online extensive reading strategy is to expose EFL learners to richer information and broader vocabulary gains with the sustainable accompaniment of their well-polished reading fluency levels. All these above-explicated extensive reading strategy components are further corroborated by Fatimah et al. (2022) highly recommend second language reading educationalists to rigorously propel EFL learners to read a large amount of reading texts while participating in an online extensive reading dynamics by which they can terrifically foster their vocabulary amounts, escalate their reading fluency, and improve their particular understanding of the particularly-discussed reading topics assigned in their reading classroom surroundings.

Concerning the previously-alluded principles, second language reading educators are synchronously commissioned to play their novel roles as supportive reading learning facilitators upon incorporating an online extensive reading strategy in their day-to-day reading classroom environments. Rejuvenating the presently-situated roles as supportive reading learning facilitators pertains to the deliberate selection of easy reading texts at the onset of complex reading learning activities EFL learners are going to deal with. An intentional selection of light reading texts is one of the main essential actions second language reading educators need to embed to maximize the potential benefits of an online extensive reading strategy. By adequately reading a wide range of comprehensible reading passages, EFL learners can gradually transfigure into more confident and highly-motivated L2 readers as there is no certain number of formal reading examinations conducted after they finish reading their texts. Simply speaking, EFL learners will feel less pressurized and anxious when engaging in online extensive reading activities since they intensively intend to read their texts for clear and achievable purposes based on their reading pace having been developed. The above-expounded explanations are congruent with Anshorah et al. (2020) contending that with a continuous presence of online extensive reading enterprises, EFL learners can undergo a more favorable reading learning atmosphere by which they are no longer impelled to accurately address suitable responses to a series of reading comprehension inquiries, yet to possess a more nuanced comprehension towards the particular reading passages they are currently reading.

According to the seminal theory of an online extensive reading strategy proposed by Yamashita (2015), there are three main cores of an online extensive reading nature that should be integrated by worldwide second language reading instructors upon attempting this learner-oriented learning approach in their daily reading classroom basis namely cognitive, affective, and pedagogical aspects. Regarding the cognitive aspect, second language reading instructors are highly required to equip their learners with a vast range of beneficial reading skills named reading comprehension skills, critical reading skills, skimming, and scanning strategies amidst their substantive participation with their particularly chosen texts. By embodying this initiative, EFL learners can obtain a more comprehensive understanding of their specifically read passages. This first online extensive reading stream is tightly interwoven with Robb (2018) averring that an online extensive reading approach can act as one of the major driving forces for EFL learners to outstandingly elevate their reading proficiency growth to a greater level as long as the second language reading facilitators are committed to arming them with compatible reading strategies and techniques. The affective aspect forming in an online extensive reading approach refers to the long-lasting satisfaction attained by EFL learners after accomplishing their specifically selected reading texts. Their long-resided reading contentment derived from the virtuous online extensive reading cycles continuously experienced in the daily-based reading learning dynamics. The virtuous online extensive reading processes underscore the salient importance of reading a wide array of chosen passages swiftly without being disrupted by some particular unknown words and sentences. As EFL learners have completely gained an in-depth understanding of their targeted reading texts, they are more likely to enjoy their entire reading learning activities. With a noticeable increase in their reading learning enjoyment, EFL learners will conduct a more exhaustive analysis of their reading texts leading them to become more highly-achieving and successful L2 readers. In the same vein, Milliner (2021) proclaimed that under the proper guidance of an online extensive reading approach, globalized EFL learners are

more liable to continue dwelling in more virtuous reading cycles wherein they seamlessly understand the gist of a particularly imparted information, constantly hold more positive beliefs toward their presently-conducted reading enterprises, iteratively read their specifically-chosen reading passages, and eventually achieve more gratifying reading learning outcomes. The appropriateness of an online extensive reading strategy implementation comes to the fore when it deals with the pedagogical aspect infused by EFL learners. In this context, the pedagogical aspect is closely interlinked with the significant target language skills and elements imbued by EFL learners after finishing a certain number of online extensive reading activities. Moreover, EFL learners who continually take part in extensive reading enterprises will have a higher chance of success in attempts to transform into well-rounded target language academicians since they acquire novel word amounts, varied language expressions, and well-organized language structure through the means of divergent reading passages. This positive online extensive reading dimension echoes well with Ng et al. (2019) revealing that a predominant number of Chinese University EFL learners have progressively transfigured into more thoughtful, insightful, and impactful target language academicians after being immersed in extensive reading activities where they obtain new vocabulary knowledge, acceptable target language form structure, and appropriate grammatical formulas through repeatedly-conducted independent reading trajectories.

Fiver prior studies have been conducted in conformance with the major proposed topic addressed by this present small-scale library investigation. The first study was conducted by Huynh (2022) who revealed that the majority of Vietnamese university EFL learners have become more capable of unearthing the main ideas forming in their academic reading texts after being introduced to continual exposure to an extensive reading strategy. Mbato (2019) uncovered that graduate Indonesian university EFL learners have gradually transfigured into more critical, skilled, and strategic target language readers when there are a wide variety of conducive friendly reading learning surroundings in which critical thinking skills are thriving to the utmost potential. Meniado (2021) highly advised Arabian second language reading instructors to devise a solid set of extensive reading programs at the outset of extensive reading activities to insistently promote more emotionally supportive reading learning climates in which EFL learners begin to feel more enjoyable to take a further part in the designated reading dynamics. Wijaya (2021) showcased that a vast majority of Indonesian University EFL learners have exponentially advanced their vocabulary knowledge development to greater growth after truly experiencing authentic satisfaction and enjoyment derived from the daily-imparted extensive reading activities. Wijaya (2022) unveiled that an overwhelming majority of graduate Indonesian University EFL learners have entirely transformed into more management and judicious reading learning organizers after being equipped with an extensive reading strategy by which they were intensively trained to read their particularly interested reading passages fluently in line with their existing reading paces. To the best of the researcher's knowledge, none of these previously-mentioned studies have cast their profound exploration towards the way an online extensive reading strategy can externalize more enjoyable EFL reading learning enterprises for second language learners in this global context. Concerning this research gap, the researcher felt that it would be indispensable to conduct this currently-enacted library study to set up more meaningful reading learning pathways for globalized second language reading instructors to become more resourceful in interspersing a specific number of efficient student-centered pedagogical streams epitomized by an appropriate maximization of an online extensive reading strategy. In harmony with the aforementioned EFL reading learning nurturance, the researcher posed one following research problem to be further responded to in the forthcoming sections namely: (1) how does an online extensive reading strategy promote more enjoyable EFL reading enterprises for worldwide second language learners?

RESEARCH METHOD

The researcher conducted a comprehensive review of 20 selected online extensive reading studies from 2017 to 2023. These updated studies are a top priority to be integrated into this small-scale library study to produce more relevant, understandable, and credible research results. This contribution can further the advancement of EFL reading learning practices worldwide.. To a lesser extent, the researcher concurrently consolidated the actual employment of this systematic library analysis with open coding and a thematic analysis approach. With the guidance of an open-coding methodology, the researcher could make clearer discernment concerning the most often appeared research results generated by 20 already-published online extensive reading scientific works. After noting their salient similarities and differences, the researcher harnessed a thematic analysis approach by which each subdivided research finding was thematically categorized to yield more robust research results. The above-mentioned depictions are correspondingly related to Sargeant (2012) avowing that both an open-coding and a thematic analysis approaches can potentially pave a more enlightening trajectory for the researchers to attain more precise, trustworthy, and firm research result representativeness since every analyzed data is iteratively analyzed, monitored, and evaluated based on its efficacy. Two major impetuses drove the researcher to initiate this present small-scale systematic library analysis study. Firstly, second language reading instructors residing in the other

hemisphere are still relying on varied conventional reading learning methodologies highly underscoring the critical importance of achieving satisfying scores in various national reading tests. Thus, an online extensive reading strategy emerges to serve as a firm response for globalized second language reading facilitators to start prioritizing the transformative, generative, and interactive reading learning enterprises wherein reading for clearer objectives is the prime menu for EFL learners embedded in their daily reading habits. Secondly, second language reading educators are oftentimes hampered by the devoid of meaningful, lively, and holistic reading strategies to be further applied in their regular reading classroom learning circumstances. Anchoring on this general reading learning obstruction, an online extensive reading strategy is expectantly hoped to become one of the efficient reading learning solutions for all second language teaching parties by which more optimal reading learning outcomes can fruitfully be attained by the desired learning community members by not diminishing the corresponding ways forming in it. Certainly! Here's the polished rewrite of the text:

The researcher will devote their full energy, focus, and efforts to elucidate the upcoming thematically categorized research findings with reliable support from an argumentative research framework. The explication of argumentative research results is intended to enable the intended readers to discern the interconnectedness of the specifically addressed research topics within a more coherent argumentation, credible theoretical framework, and solid reference point..

FINDINGS AND DISCUSSION

The researcher has unearthed two major thematically-categorized research results based on the library analysis having been conducted before namely: (1) an online extensive reading strategy enabled EFL learners to become more motivated L2 readers and (2) an online extensive reading strategy allowed EFL learners to undergo more positively-sound reading learning enterprises. More fully comprehensive research result delineations can be observed in the impending sections.

Theme 1: An Online Extensive Reading Strategy Enabled EFL Learners to Become More Motivated L2 Readers

Theme 1	Authors
An online extensive reading strategy enabled EFL learners to become more motivated L2 readers	Bui and Macalister (2021); Chavangklang et al. (2019); Fatimah et al. (2022); Li et al. (2021); Howarth and Bollen (2019); Howarth and Bollen (2020); Meinawati et al. (2021); Permatasari et al. (2020); Pongsatornpiat (2021); Raunaq et al. (2021); Zhou and Day (2017).

It is worth underscoring that under the enlightenment of an online extensive reading strategy, EFL learners can gradually transfigure into more motivated L2 readers. A higher level of reading motivation is strongly inculcated since EFL learners are sustainably commissioned to read a wide variety of differing reading texts genres, types, and levels accompanied by well-developed reading fluency. When EFL learners have become more fluent and efficient in reading their particularly chosen digital reading passages, they can potentially gain more profound insights concerning the major important points imparted by the authors without getting distracted by varied unimportant words or sentences. Bui and Macalister (2021) discovered that a great number of Vietnamese University EFL learners have constantly become more efficient, strategic, and fast L2 readers after participating in online extensive reading dynamics where they are rigorously inquired to focus on discovering the main essential ideas forming in their online reading texts by overlooking some inessential sentences and words. Another prominent impetus encouraging worldwide EFL learners to continually transform into more confident, enthusiastic, and motivated L2 readers amidst online extensive reading enterprises is the robust stipulation of clearer reading learning objectives. More obvious and attainable reading learning goals are vitally crucial to direct EFL learners to become more successful L2 readers since they will not easily derail from their ongoing reading learning tracks, particularly while confronting a vast range of formidable reading learning obstacles. The aforementioned reading learning principle concurs with Li et al. (2021) adducing that by conceiving more achievable, doable, and vivid reading learning purposes at the onset of online extensive reading enterprises, EFL learners can meaningfully overcome the presently-faced reading learning impediments since they hold more positive mindset that these reading hindrances can pave a more enlightening pathway for them to become more proficient L2 readers in the future events.

Of considerable importance is the constant exposure to an online extensive reading approach can simultaneously cultivate more robust life-long reading behaviors within EFL learners' academic journeys. Life-long reading attributes comprehensively took place in an online extensive reading dynamic as they are deliberately

allowed to select specific kinds of digital reading texts appropriately matching their reading interests, levels, and competencies. Simply speaking, the continuous liberation of an online extensive reading strategy significantly arouses EFL learners' eagerness to develop more solid reading learning habituation as they believe that their personalized reading learning activities are rewarding, enlightening, and interesting for them to take part in. The above-explained online extensive reading benefit is mutually supported by the finding of Howarth and Bollen (2019) unveiling that the further integration of an online extensive reading activity can act as one of the propelling forces for Japanese University EFL learners to instill a stronger sense of independent reading behaviors and life-long reading characters by which they are freely permitted to pick up various online reading passages fitting with their reading learning preferences, skills, and experiences. Viewing from the reading test achievements, an online extensive reading strategy can enable globalized EFL learners to attain more satisfying reading test scores. The terrific escalation of their reading test scores happens as second language reading instructors monitor their regular reading learning progress, impart varied constructive feedback towards their already-performed reading activities, and assign a specific number of compatible reading texts. These meritorious online extensive reading values are in line with the previous finding of Meinawati et al. (2021) showcasing that a strong majority of Indonesian University EFL learners have outstandingly fostered their reading learning achievements and scores after being immersed in an online extensive reading dynamic their habitual digital reading engagement are intensively planned, monitored, and evaluated by second language reading educationalists. Eventually speaking, an ultimate factor allowing supportive reading learning trajectories for worldwide EFL learners to become more strongly eager L2 readers is the sustainable proliferation of their independent reading characters. Given a specific condition that EFL learners' self-reliant reading behaviors have been significantly fostered to their best growth, they will not merely transform into more skilled but also insightful L2 readers since they have gained a wide array of limitless knowledge, information, and standpoints depicted by their particularly-selected reading passages. Pongsatornpipat (2021) unraveled that with the continual accompaniment of online extensive reading enterprises, Thailand EFL learners have successfully channeled their utmost focus and energy to entrench more robust independent reading behaviors in which they acquire a huge number of pivotal information, knowledge, and viewpoints disseminated by the authors.

Theme 2: An Online Extensive Reading Strategy Allowed EFL Learners to Undergo More Positively-Sound Reading Learning Enterprises

Theme 2	Authors
An online extensive reading strategy allowed EFL learners to undergo more positively sound reading learning enterprises	Elturki and Harmon (2020); Harimurti et al. (2021); Kirchhoff and Mision (2022); Machfudi and Ferdiansyah (2023); Fatimah et al. (2022); Pongsatornpipat (2022); Prihartono (2021); Puripunyanich (2022); Puripunyanich (2021).

The main centrality of online extensive reading dynamics is to bring about more emotionally supportive and positively sound reading learning climates for all learning community members where a great number of apprehensible reading learning materials have been in the limelight of this learner-oriented reading program. The major reason for embedding a vast number of easy reading passages is to magnify a higher level of reading learning enjoyment within EFL learners' reading learning journeys in which they are not feeling extremely pressurized to accomplish the strict reading learning demands as unearthed in other conventional reading learning activities. This strongly entrenched online extensive reading principle is mutually interlinked with Elturki and Harmon (2020) strongly recommending worldwide second language reading educators to start introducing EFL learners to a great number of comprehensible digital reading texts upon embarking on varied online extensive reading activities to continuously turn them into more avid L2 readers highly eager to explore a wide array of online reading passages in their day-to-day reading learning exposure. Given an actual situation that worldwide EFL learners are keen on reading plenty of digital reading passages amidst their online extensive reading activities, they can conclusively foster their targeted reading proficiency levels, vocabulary amounts, and grammatical knowledge to the fullest potential. All these commendable online extensive reading advantageous values are worth signifying as EFL learners have become more accustomed to a wide variety of reading text genres by internalizing effective reading strategies. This underlying premise is echoed by Harimurti et al. (2021) stating that Indonesian University EFL learners possess a higher level of propensity to earnestly read a wide array of their specifically chosen digital reading texts after being armed with an online extensive reading approach in which a significant degree of academic learning benefits are fully addressed to their entire target language learning competencies development in terms of their vocabulary levels, reading skills, and grammatical knowledge.

It is increasingly necessary for globalized second language reading instructors to ascertain their learners to

incessantly experience more pleasurable online extensive reading enterprises at the commencement of their daily-based reading classroom routines. Through the stronger inculcation of favorable reading learning experiences, EFL learners are more likely to attain more gratifying, fruitful, and useful reading learning outcomes after accomplishing their online extensive reading dynamics. More importantly, these highly encouraged EFL learners infused a higher degree of tendency to continue their challenging online reading learning journeys since they have cultivated more robust intellectual curiosity development wherein they truly discover their passionate reading text interests. The above-elucidated online extensive reading construction shared an identical perspective with Kirchhoff and Mision (2022) confirming that the robust reading learning enjoyment acts as a good means for worldwide EFL learners to reap a range of salutary reading benefits in which they have become more mindful of their favorite reading text types to be chosen. Concerning all these indispensable online extensive reading components, it has become an indispensable matter for worldwide second language reading educationalists to equip their learners with a vast range of interactive, contextual, and relevant digital reading learning materials. By embodying this suggestive action, globalized EFL learners will have broader opportunities to alleviate their excessive foreign language reading anxiety levels to be commensurately substituted by proactive reading learning participation wherein they are highly desirous of reading their specifically selected digital reading passages with greater self-confidence development. This above-explained argumentation finds further support from the theory of an online extensive reading approach devised by Machfudi and Ferdiansyah (2023) confessing that it comes as no surprise that the utmost maximization of an online extensive reading strategy can bring about various beneficial impacts for the continual advancement of active and confident reading behaviors to EFL learners in which engaging, suitable, and moderately-challenging digital reading learning materials are insistently delivered to them. The last espousing matter provoking a positively-sound reading learning atmosphere amid an online extensive reading strategy is the discouragement of opening various kinds of translation tools. As greater reading velocity, fluency, and speed are the major emphasizes of online extensive reading approaches, it is critically paramount for worldwide second language educators to prohibit their learners from making use of varied translation platforms. By not fully relying on translation media, EFL learners can hone their analytical and critical thinking skills to more advanced development since they are commissioned to apply a guessing unfamiliar meaning strategy by immediately making an in-depth discernment regarding the keywords and key sentences assisting them to interpret those unknown word meanings accurately. Pongsatornipat (2022) acclaimed that Thailand University EFL learners have made salient reading learning progress in terms of reading comprehension skills, analytical reading competencies, and critical reading abilities after they are not permitted to consult the particular meanings of newly found words forming in their online reading passages with their physical or digital dictionaries. Instead, their topmost online extensive reading preparedness is intended to forge the guessing unfamiliar meaning approach embedded within their presently-situated reading learning contexts.

CONCLUSIONS

In light of the research presented above, the implementation of a consistent and meaningful online extensive reading strategy will likely increase the motivation of globalized EFL learners to engage with a diverse range of reading materials. This valuable learning outcome is instrumental in fostering lifelong, tenacious, and adaptable reading habits among EFL learners, thereby creating a more positive and conducive environment for their reading journeys. Consequently, learners will no longer view their selected online reading passages as mere tools for achieving satisfactory test scores, but rather as a means to discover their authentic reading purposes. Thus, the utmost utilization of an online extensive reading strategy can be possibly put forth by worldwide second language reading instructors when they are willing to incessantly impart a vast variety of engaging, moderately challenging, authentic, and relatable digital reading passages for the entire learning community members. This action needs to be fine-tuned accordingly at the inception of online extensive reading activities to insistently bring about diverse fields of novel knowledge and understanding to EFL learners by which they can ensure their robust intellectual empowerment to truly happen eventually paving as one solid continuum for them to become better-rounded, strategic, critical, thoughtful, and proficient L2 readers. Even though this present small-scale library study has offered some promising contributions to the prospective advancement of worldwide EFL reading learning enterprises epitomized by an online extensive reading strategy incorporation, there were still certain limitations that needed to be pinpointed. Firstly, it is not acceptable to generalize the above-described research outcomes across other differing EFL reading learning vicinities. Since every single educational institution has embedded its unique sociocultural school systems and distinctive curriculum policies, other potential modern reading learning approaches are evenly worthwhile to be further dug out by the prospective researchers to proffer richer variability concerning the applicability of these contextual reading learning methodologies in these ever-changing reading classroom surroundings. Lastly, it is worth considering for future researchers to expand the number of online extensive reading strategy published scientific articles to be profoundly reviewed. This

impending action is reasonable to be done since the worldwide ELT stakeholders will gain varied insightful conceptions, theoretical frameworks, and contentions regarding the criticality of online extensive reading strategy maximization onward. Although this library investigation was small in scale, the previously inspected research results have successfully paved a main starting point for globalized EFL educators, practitioners, and experts to understand the specific ways in which an online extensive reading strategy can invoke better-facilitated reading learning enterprises for diverse wide-ranging learning community members. By constantly enlivening their reading learning based on this firm standpoint, second language reading educationalists can continuously address various supportive reading learning supports for EFL learners to better withstand the particularly situated stumbling blocks hindering their positively-enacted reading learning trajectories.

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