

Abstract

Extensive Reading (ER) is considered one of the effective language learning approaches, especially in foreign language reading. This poster introduces the concept of ER, its contribution to language learning, and the challenges to implementing it, especially in Indonesia.

Introduction

As a non-English native speaker, learning English often is challenging. In many settings, such as in Indonesia, English serves as a foreign language that is formally taught in schools. It means that students are mostly exposed to the target language in the class. Unless they search or expose themselves to English outside the course, students will have minimum input crucial to the mastery of English. One approach that can help students to have enough language input, if not abundant, is through reading in a large quantity. This poster presents how extensive reading contributes to foreign language learning for students in Indonesia.

What is Extensive Reading?

Extensive reading is to read for pleasure in an extensive amount where students read at their own level (Davis, 1995:329 in Renandya, 2007), so they can read quickly. Students' main purpose in reading is for understanding and enjoyment.

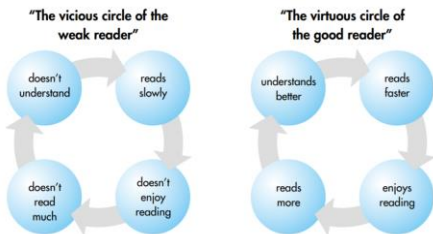
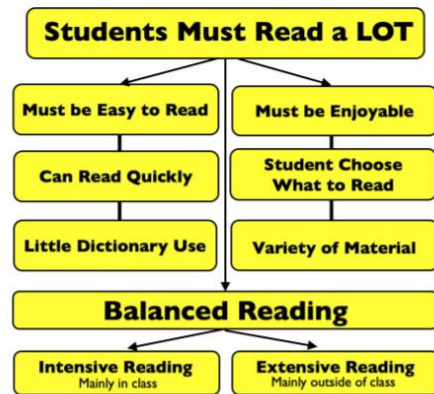


Figure of Reading Cycle (ERF Guide, 2011)

Extensive Reading



The How of ER (ERF Mini Pamphlet, 2019)

Q: How did you learn to read?



A: By reading!

ERF Mini Pamphlet (2019)

Extensive Reading and Language Learning

Meaning-focused input (25%)	Meaning-focused output 25%
Language-focused learning (25%)	Fluency Development (25%)

The Principles of the Four Strands (Nation, 2007 in Iswandari & Paradita, 2019)

The meaning-focused input should be completed with speed reading practice Nation, 2007 in Iswandari & Paradita, 2019), that is, by (repeatedly) reading easy materials based on students' interests. It means that students can immerse themselves in the target language where they are engaged with what they read (reading based on their interest) and do a meaningful activity (reading at their level, so they easily understand what they read). Therefore, students are learning language implicitly, of which results will retain longer.

References

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Challenges

The challenges to implementing ER (Anandari & Iswandari, 2019), to mention a few, are the availability of appropriate reading materials. Graded readers that are designed specifically for language learners are not yet widely available, especially in Indonesia. However, online sources can be alternatives to find reading materials (see below for example). The second challenge is the teachers who highly emphasize language-focused learning and give less time for students to read. The third challenge comes from students who are not accustomed to reading for pleasure, especially in Indonesia. Reading in a foreign language is usually perceived as reading for a test instead of learning, let alone fun.

Some reading sources



Conclusion

Students learning English as a second or foreign language can take a great benefit from doing extensive reading. Not only will the students get the language input they need to learn, but they are also motivated and engaged because what they do is read books that they like and are easy for them.

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