

## Secondary School Students' Perception on Literary Text Extensive Reading Program Through Story Map

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### Abstrak

Penelitian ini melaporkan temuan penelitian kualitatif studi wawancara tentang persepsi siswa pada program membaca ekstensif teks sastra melalui peta cerita. Pertanyaan penelitiannya adalah: Dengan cara apa siswa memahami teks sastra melalui membaca ekstensif dengan peta cerita? Dan bagaimana reaksi siswa terhadap kegiatan ini? Penelitian dilakukan untuk mengetahui persepsi siswa terhadap program membaca ekstensif teks sastra melalui peta cerita. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap pembelajaran membaca teks sastra dalam program membaca ekstensif melalui peta cerita. Partisipan penelitian ini adalah siswa kelas VIII SMP sebanyak 4 siswa yang diambil secara acak untuk diwawancarai. Penelitian ini dilakukan di salah satu SMP di Jawa Barat, Indonesia. Pengumpulan data dalam penelitian ini menggunakan data wawancara semi terstruktur dan jurnal reflektif siswa. Analisis data menggunakan teori (Braun & Clark 2006). Temuan melaporkan bahwa membaca ekstensif dapat mendorong minat siswa dalam mengingat dan mengembangkan kosakata baru yang tidak dikenal. Selanjutnya, pembelajaran membaca teks sastra dengan peta cerita melibatkan siswa dalam belajar mandiri yang memperluas keterampilan membaca dan mempelajari salah satu teks multimodal, yaitu tata bahasa visual. Terakhir, penelitian menyarankan bahwa program membaca ekstensif melibatkan siswa dalam kegiatan membaca yang dapat membantu siswa dalam memahami teks sastra, cerita pendek dan menganalisis elemen cerita pendek dengan peta cerita.

**Kata kunci:** : Students' Perception, Literary Text, Extensive Reading, Story Map

### Abstract

This study reports the findings of interview study qualitative research on students' perception on literary text extensive reading program through story map. The research question was: In what ways do students comprehending literary texts through extensive reading with story map? And how do students perceive this activity? The study conducted to research students' perception on literary text extensive reading program through story map. It aims to investigate about students' perceptions of learning to read literary texts in an extensive reading program through story map. The participants of this study are eighth-grade students at Junior High School about 4 students randomly were taken from them for the interview. This research carried out in one of the junior high schools in West Java, Indonesia. Data collection in this study used semi-structured interview data and students' reflective journals. The data analysis used theory of (Braun & Clark 2006). The findings reported that extensive reading can encourage students' interest in remembering and developing new unfamiliar vocabulary. Furthermore, reading learning literary texts with story map engaged students in learning independently that expand reading skills and learning one of the multimodal texts, namely visual grammar. Lastly, the research suggests that an extensive reading program engaged students in reading activities that can help students in understanding literary text, short story and analyzed elements of short story with story map.

**Keywords :** Students' Perception, Literary Text, Extensive Reading, Story Map

### INTRODUCTION

Literature was one of the most important things in life and the most interesting expressions of humanity and is loved by many people. Public interested, especially Indonesian, story is not just for entertainment but makes life experience from time to time. Watkins (2017) quoted

statement by Wright (2000) assume to “Everybody wants to hear a story. That is why stories are so central to our society.” This means that literary text can help students think critically, because in this case students were challenged to understand a literary work. However, in Indonesia not many people research English language teaching using literary text, especially in the use of the extensive reading program. (Yanto, Saefullah, Kwary, 2020).

Indonesian is a multilingual country with various local languages and language courses on various foreign languages. Among the foreign languages, English is the prominent ones. However, it is included in the English as a Foreign Language (EFL) category and most students in Indonesia are not used to speaking English, because the enthusiasm of students to read in English has not changed every period. (Yanto, Saefullah, Kwary, 2020). Thus, learning to read in English needs to be further developed with a variety of different methods and techniques one of which was by using literary texts. It can be applied in the classroom as the application of innovative teaching methods in reading activities.

Many previous studies have reported effective learning outcomes through the Extensive Reading (ER) program. (Yanto, Saefullah, Kwary, 2020, Ro, E. (2016), (Day & Bamford, 1998; Grabe, 2009; Grabe & Stoller, 2011; Jacobs & Farrell, 2012; Nuttall, 2005). Day (2018). Yanto, Saefullah, Kwary, (2020) assume to Extensive Reading (here after, ER) with learning logs through role scaffolding by teachers and peer support is suggested in engaging literary texts through the discovery of English literature meaning by documenting unfamiliar or interesting words from students English literature readings and by exploring different meanings of vocabulary using electronic dictionaries, corpus soft wares. In addition, Ro, E. (2016) claims statement from Mason (2004) reported that students who read a thousand pages of graded readers per semester learned on average nine words per week (about 450 words a year), and those who listened to stories for 15 min learned an average of 20 words per story (about 1000 words a year from weekly stories). Furthermore, to Nation (2015) quoted statement by (Day & Bamford, 1998; Grabe, 2009; Grabe & Stoller, 2011; Jacobs & Farrell, 2012; Nuttall, 2005) repeatedly encountering the same words has been reported to foster vocabulary learning. Because ER provides opportunities for multiple encounters, it increases learners' opportunities to gain new vocabulary knowledge, which in turn leads to improved reading fluency and comprehension. From these findings, it can be concluded that learning to read in English with an extensive reading program was an effective method.

In several previous studies, one of them is a journal article by (Yanto, Saefullah, Kwary, 2020) expect to by experiencing these activities, the student teachers were supposed to gain informed beliefs about the use of ER with learning logs in the prescribed language curriculum. Equally important, the participants were expected to experience ER with learning logs as a pedagogical innovation that they have never experienced before. To fill this crack, this article aims to explore students' perceptions of extensive reading learning using literary texts in the form of short story texts assisted by story map as activity to understand the text. With this, the participants were expected be able to understand Extensive reading learning with story map as a new learning strategy.

This study aims to investigate how students understanding literary texts through extensive reading with story map. In addition, the author aims to investigate about students' perceptions of learning to read literary texts in an extensive reading program through story map.

## **METHODS**

### **Research Design**

This chapter discusses the methods used in this study. It includes the description of research design, the description of site and participants, instructional procedures and data collection and data analysis.

### **Research Design**

Based on the purpose of this study, the author decided micro ethnography (Ethnographic microanalysis) as the research design. Most often micro ethnography refers to case studies

done either on very small units of an organization or a very specific organizational activity (Bogdan & Biklen, 1982; Smith & Geoffrey, 1968). Informed by this reason, this research was conducted in one of the schools in West Java, Indonesia which is one of the studies in a limited scope and more specific context, with a fairly small number of participants. In this case, participants were given some understanding and knowledge related the extensive reading program with literary text through story map. Before they are given some understanding and knowledge the author prepared procedures that would be applied when the learning takes place so that the objectives of this project can be achieved.

Additionally, Ethnographic microanalysis uses both participant observation and the detailed analysis of audiovisual recordings of interaction (Erickson, 2018 p. 286). This research was conducted online, for reasons of adapting to the current conditions, the COVID-19 pandemic. Both learning and data collection were carried out using audio visuals, one of which was video recordings and live virtual meetings via zoom conference. The audio-visual recordings were used for English literature subject in the classroom. The subject contains three general themes to learn that were, students practice in comprehend the elements of fiction with several genres, study the cultures and history of literary texts and study English literary work.

### Research Site and Participation

This research was conducted at the junior high school level of class VIII, in one of the public schools located in West Java, Indonesia. This located was chosen for several reasons: the first reason, the author gained access to this located because the author had carried out internship (PLP) with alumni of the school. The second reason, participants disposed to involved in this study. This research was conducted for three weeks from July 1 to July 18, 2021. In this study, there were four students who participated voluntarily at random. The participants' age ranged from 14 to 15 years old with their English language level as beginner. Before this research was started the author gave directions on WhatsApp to hold the first meeting held at the Zoom Meeting on July 1, 2021. For the reason, this research was conducted during the COVID-19 pandemic which required online school activities. In the first week the author provided understanding and knowledge about the ER program with literary text through a story map, while in the second week the author provides modeling at once practice story map with guided the author via zoom conference. In the last week the author conducted interviews with participants about this project as a means of data collection and students' reflective journal as an evaluation to achieved better research objectives.

**Table 1. Participants' demographic information**

No.	Participants (Pseudonyms)	Gender	Age	Educational Background	Linguistics Background
1.	Windy	Female	14	Secondary studies	Indonesian Sundanese
2.	Cynthia	Female	14	Secondary studies	Indonesian Sundanese
3.	Linda	Female	15	Secondary studies	Indonesian Sundanese
4.	Andin	Female	14	Secondary studies	Indonesian Sundanese

## FINDINGS AND DISCUSSION

In chapter four, the author presents the findings of research based on data in the field, namely in one of the junior high schools in West Java, Indonesia. This chapter include the research question again with the aim of determine students' responses to the Extensive reading program with literary texts through story map.

### Findings

Based on selective data analysis of students' reflective journals and interviews, the author presents three finding themes as follows: (1) the effectiveness of ER with story map in

understanding of literary text. (2) Improving independent learning in reading literary texts through story map; and (3) the benefits and challenges of ER with story map. These themes were reflected in two research questions namely (1) In what ways do students comprehend literary texts through extensive reading with story map? (2) What are students' reactions toward these activities? These findings are presented in the form of a narrative along with discussions.

### 1. The Effectiveness of ER with Story Map in Understanding of Literary Text

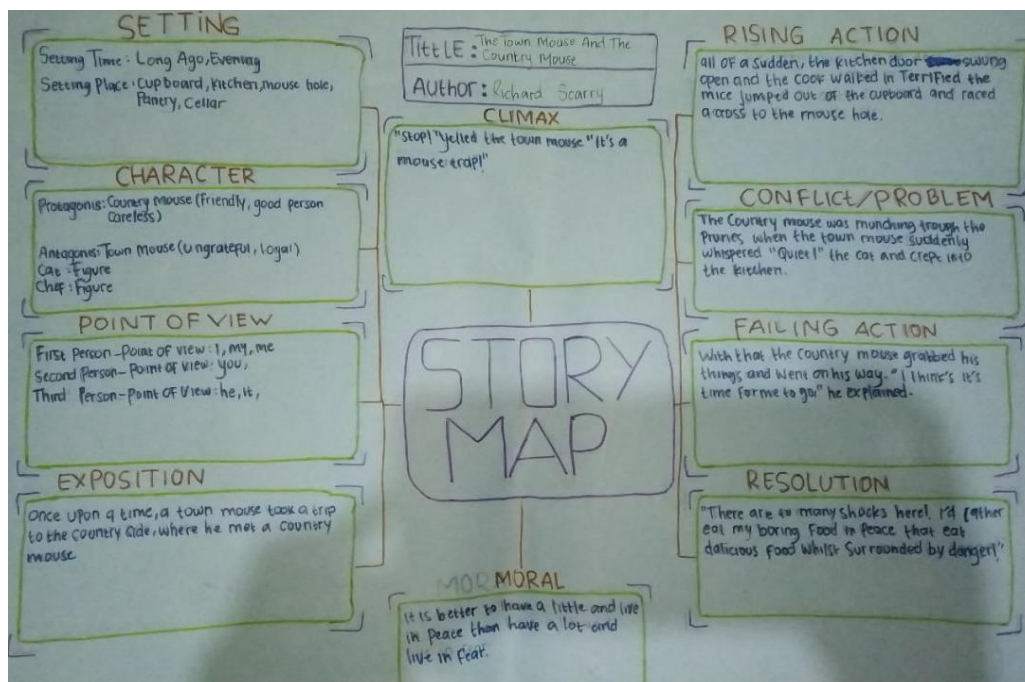
Understanding of literary texts is a concern among secondary students, especially in narrative text learning because this learning required in-depth comprehend, therefore students need to pay attention to vocabulary and important sentences in each paragraph of selected short story. Understanding this vocabulary can facilitated for students to analyzed elements of short story and one of the activity implemented is the story map that has been described in the previous chapter. The students' responses to the application of the story map results positive responses. The students who participated stated that learning reading with story map was effective, pleasure and interesting. Furthermore, students write reflective journal based on their experiences during learning and they provide positive reflected on ER learning with story map. Students realized that learning with story map can help increase their understanding in analyzed elements of literary texts, short story. This argument supported by the three students' reactions taken from empirical data related to their interest in ER learning with a story map.

Figure 1 below shows the results of student literary text analysis

Class: VIII F

Source of Text : The Town Mouse and the Country Mouse

Instruction: Please analyze element of short story The Town Mouse and The Country Mouse



Figur 1 Story Map

Most of the students who participated in this project responded that they felt happy and comfortable while studied and analyzing the short story text with the story map. They argued that to analyze a story necessary to understand the vocabulary and keywords contained in a story, therefore they can become better readers and analyzer. Such as Linda response below:

*"Iya saya akan menjadi pembaca yang lebih baik lagi dengan menggunakan story map karena itu membantu saya dalam menganalisis isi dari cerita tersebut dan membuat saya membaca cerita tersebut menjadi lebih enjoy dan nyaman ketika membaca dan menelusuri apa saja yang ada di dalam cerita tersebut".*

Furthermore, the students engaged in various activities, one of them is Extensive Reading with a story map, which allow them to analyze the story of the source their reading. In analyzed a story with a story map, students should understand the content of the story because when they understand the content of the story, they automatically can to analyzed elements of the story, Andin says:

*"Dengan story map saya dapat memahami unsur dalam cerita tersebut, story map sangat mempermudah saya dalam menganalisis unsur-unsur cerita".*

The students stated that learning ER with story map made them learn how to analyzed elements of story with understand content of the story and the vocabulary contained in short story using digital dictionary and translate tool such as Google translate and other translate software. In addition, to understand the story required understand by repetitive reading short story, for this reason because by reading repeatedly students would remember the vocabulary they encounter and it is enough just once to translate vocabulary that allow the vocabulary to be repeated, such as words country mouse or town mouse, these words are repeated in selected short story because these words are the main characters in the story. Windy told:

*"Story map mempermudah kita untuk fokus ke membaca untuk kesenangan dan menganalisis unsur-unsur dari cerita pendek dan saya memahaminya dengan membaca beberapa kali Ms dan mencari tau arti kosa katanya di kamus digital dan Google translate Ms".*

The reactions of the three students showed that learning to understand literary text with story map became interesting and pleasure learning for students. Extensive Reading learning with story map gained positive responses from students because the learning can help students to understand the reading text as a whole. In addition, learning with story map is the latest alternative that can help students learn and comprehend literary text with analyzed the elements of the story. Based on the responses, it was explained that to analyzed short story with story map needed adequate vocabulary and grammar learning. However, the author made it easy for students to allow them to use translator tools such as digital dictionary and other translation tool for the reason because the learning taken place briefly, only about 3 meetings. The finding equal with statement by (Yanto, Saefullah, Kwary, 2020) cited by (Kembo, 2016)...it provides encouragement to students for in-depth analysis of language features, such as vocabulary and grammar.

## **2. Improving Independent Learning in Reading Literary Text through Story Map**

The students' responses to learning of reading with story map in independent context get a positive response. All students engaged felt that learning to read with story map provided many benefits for them; they used story map as a tool to analyzed elements of short story. Story map was used to analyze the elements of story map, such as analyzing the characters in selected short story, the plot of story starting from exposition to resolution, and then analyzed setting; setting time and place. In addition, analyzed the point of view section and the last, analyzed the moral message contained in the story. On the whole, learning to read with story map can help students become more independent and active learners in comprehending literary text in the form of short story as stated in the students' reflective journals. The following can be proven by interview data from students who participated.

Cynthia responses:

*"Belajar dengan story map membuat saya menjadi lebih mandiri dan lebih aktif lagi. aktif bertanya kepada guru tentang cara menganalisis unsur-unsur cerpen dan berdiskusi dengan teman-teman".*

Linda commented:

*“Belajar dengan story map membuat saya bisa belajar secara mandiri di bawah bimbingan guru dan lebih aktif bertanya kepada guru tentang cara menganalisis unsur-unsur cerpen dan saya lebih bisa berinteraksi dengan teman walaupun hanya berinteraksi di zoom”.*

From the responses above stated that all students agreed with learning to read through story map, for the reason because story map can facilitate students independently and actively in comprehend literary text; short story by analyzed the elements of short story. Moreover, with the story map they felt happy and motivated to learn vocabulary and grammar briefly, because learning English for junior high school students is still very foreign, therefore the author given some basic lessons and ordered them to found familiar words, such as pronouns "I, you, he, she, it" in analyzed characters and provide alternative for them to use digital dictionary and other translation tools to understand unfamiliar words. In addition, students take advantage of repeated reading with the aims till they can quickly understand the content of the story and can made a summary to understand overall content of the story. This statement is corroborated by (Yanto, Saefullah, Kwary, 2020) "ER uses reading materials that learners can understand independently and read at their own pace. In other words, in ER, learners read large quantities of books and other materials in an environment that nurtures a lifelong reading habit (Renandya, 2007)".

### **3. The Benefits and Challenge of ER with Story Map**

The result of interviews indicated that the extensive reading program with story map provided some benefits for students. This program can facilitate students to better understand reading in literary text; short story and increase new vocabulary that may be unfamiliar to them. In extensive reading program there is an activity that aims to facilitate students in studied and analyzed the elements of short story. For instance, Linda commented that she thought learning with story maps provides benefits, such as finding unfamiliar words and then interpreting them using a digital dictionary. Furthermore, she could understand the story by repetitive reading and knows how to analyzed elements of literary texts, namely short story. Windy said *“story map make it easier for us to focus on reading for fun and analyzed elements of short story and I understand it by reading several times Ms. and looking up the meaning of her vocabulary in the digital dictionary and Google translate”.* And Cynthia recounted that *“With story map I could translated unknown vocabulary used dictionary on my cellphone and reading repeatedly.*

Overall, the findings reported that there are many benefits of extensive reading program with story map for secondary students. all students engaged in this project agreed that learning to read with story map could develop their insight in understand the context of literary texts namely, short story and analyzed elements of short story by developing their English vocabulary and translating new vocabulary with the help of digital translators thus for them literary text is not difficult lesson comprehensible. (Gardill & Jitendra, 1999 p. 3) cited ideas by (Dimino et.al., 1990; Gurney et al., 1990) stated that "In general, explicit instruction in both story grammar and the use of story maps has resulted in positive effects on reading comprehension skills of secondary". Most importantly, story map could be facilitate the comprehending of narrative text that include parts of the literary text, short story elements and story map also provided charts in the form of square, triangle and other geometric shapes that served to place elements from literary text i.e. short story, such as drawing the chart of settings, characters, plots, point of view and moral. (Gardill & Jitendra, 1999 p. 2) suggest to "In addition, story grammar can include a character's reactions to events and a theme". And (Gardill & Jitendra, 1999 p. 2) cited statement by (Reutzel, 1985) Story maps are visual tools that delineate the most important ideas and reflect the linkage of concepts or facts within a passage and help students generate questions about narrative stories.

Although students were actively engaged in extensive reading program with story map that provided various benefits such as increasing their vocabulary, understanding basic grammar, most importantly helping them understand selected short story and analyzed elements of the story. However, it's not impossible that story map also have weaknesses and become a challenge for teacher and students in the learning process. For example, a story map takes a long time to create and design a chart to make it looks attractive and quite

complicated to analyzed elements of story. As windy said that analyzing the elements of the short story is quite difficult. Linda told "Actually the story map makes it very easy for me to analyze the story elements but there are some parts that I don't understand about the rising action and falling action and it also takes time to analyze it and describe the story map". Andin recounted in her reflective journal that "...I don't understand and this story map takes a long time to describe and analyzed it". And the last Cynthia commented that "The weakness of the story map is that it takes a long time and analyzing it is quite difficult Miss". Even though the story map has several weaknesses, however the number of benefits is higher and the students' reactions to this learning show positive, this is evident from the interview data and reflective student journals which are assessed in percentage form.

## **DISCUSSION**

Overall, these findings produce several important points. The first, learning to read with a story map can facilitate students to learn independently. This idea is reinforced by (Yanto, Saefullah, Kwary, 2020) this evidence accords with Little's (1991) idea of learner autonomy, which involves "a capacity—for detachment, critical reflection, decision making, and independent action..." (p. 4). Besides, the participants were motivated by learning through story map, began to emerge self-confidence, learning independently and critical in thinking. The second, story map engaged students actively in understanding selected literary text and analyzed elements of the text. With story map students tried to adapt by words that are not familiar to them because this can help them understand literary text, short story and make it easier for them to analyzed elements of the story. Even though, story map have weaknesses as a learning tool, however at least they can trigger students to get used to reading. Students reported that reading learning with story map could help them stay focused on learning literary text and as an evaluation material for learning by getting students' perceptions of their learning. (Yanto, Saefullah, Kwary, 2020) cited idea in previous study by Wagner (1999) assume that learning log has been used for course evaluation because constant feedback can provide a more accurate student perception than evaluation at the end of a teaching cycle. Lastly, learning to read with story map makes students more active and independent in learning, it can encourage students' interest in remembering and developing new unfamiliar vocabulary. Besides that, story map can also upgrade students in learning independently because they can increase student interest (Yanto, Saefullah, Kwary, 2020) cited the idea that "to determine the objective, to define the contents and progressions, to select methods and techniques to be used, to monitor the procedures of acquisition and to evaluate what has been acquired" (Holec, 1981, p. 3).

Furthermore, the students indicated their positive attitude towards learning to read with story map. In other words, the story map becomes a learning tool that is assessed from students' perceptions of the experience during the learning process. Additionally, story map provided facilitate the comprehending of narrative text that include parts of the story elements such as, setting, characters, plots, point of view and moral. This statement is supported by (Gardill & Jitendra, 1999) suggested that "One technique that uses story grammar components to foster comprehension of narrative texts is story maps. This procedure, mapping stories by identifying important information about the characters and events presented therein, was first developed by Beck and McKeown (1981).

## **CONCLUSION**

There are three important points to be discussed during the extensive reading project. Extensive reading program, literary text with story map focusing on (1) extensive reading is a reading program that aims to build students' understanding of literary texts and students' awareness of language knowledge. (2) The findings reported that the use of learning to read literary texts with story map engaged students in understanding literary texts; short story and learning independently that expand reading skills and learning one of the multimodal texts, namely visual grammar. (3) The use of an extensive reading program engaged students in reading activities that can help students in understanding literary text, short story and

analyzed elements of short story with story map. Moreover, teachers can use various literary texts from different perspectives, such as increasing knowledge of culture in history, cultural values of society, students' personal responses and students' interests and their engagements in learning literary text with story map.

### Limitation

This study has reported how the effectiveness, improvement and the benefits of the ER program with literary text through story map for students. In addition, the ER program stimulated students' responses as an evaluation material for learning methods in order to increase student interest and students' ability in reading and comprehend literary texts; short story. In this case, the author expected story map in extensive reading learning can be used as an effective learning method for teachers in learning literary texts. In this study, there are still many limitations, such as a short time span, the number of participants, learning media and learning situations during the COVID-19 pandemic which are inadequate. For further research, the author expected this ER research can be used as reference material in learning to read story map-oriented literary texts other than short story texts.

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