

# **EXPLORING BEST PRACTICES FOR PROMOTING EFL STUDENTS' READING HABIT IN EXTENSIVE READING**

THESIS

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FACULTY OF TARBIYAH AND TEACHER TRAINING

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Extensive Reading**

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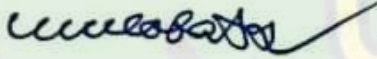
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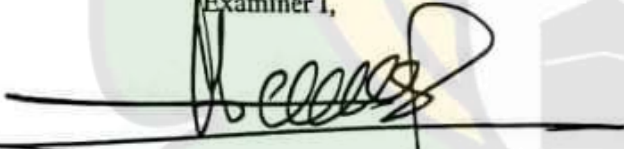
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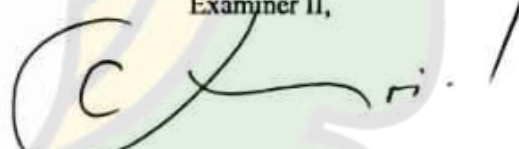
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## STATEMENT OF ACADEMIC INTEGRITY OF SCIENTIFIC THESIS

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Students' Reading Habits in Extensive Reading

Hereby, declare that in writing this thesis, I:

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This statement is made truthfully and without coercion from any party.



Banda Aceh, 3<sup>rd</sup> August 2025  
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Banda Aceh, 3<sup>rd</sup> August 2025  
The researcher,

Seisha Innaiya



## ABSTRACT

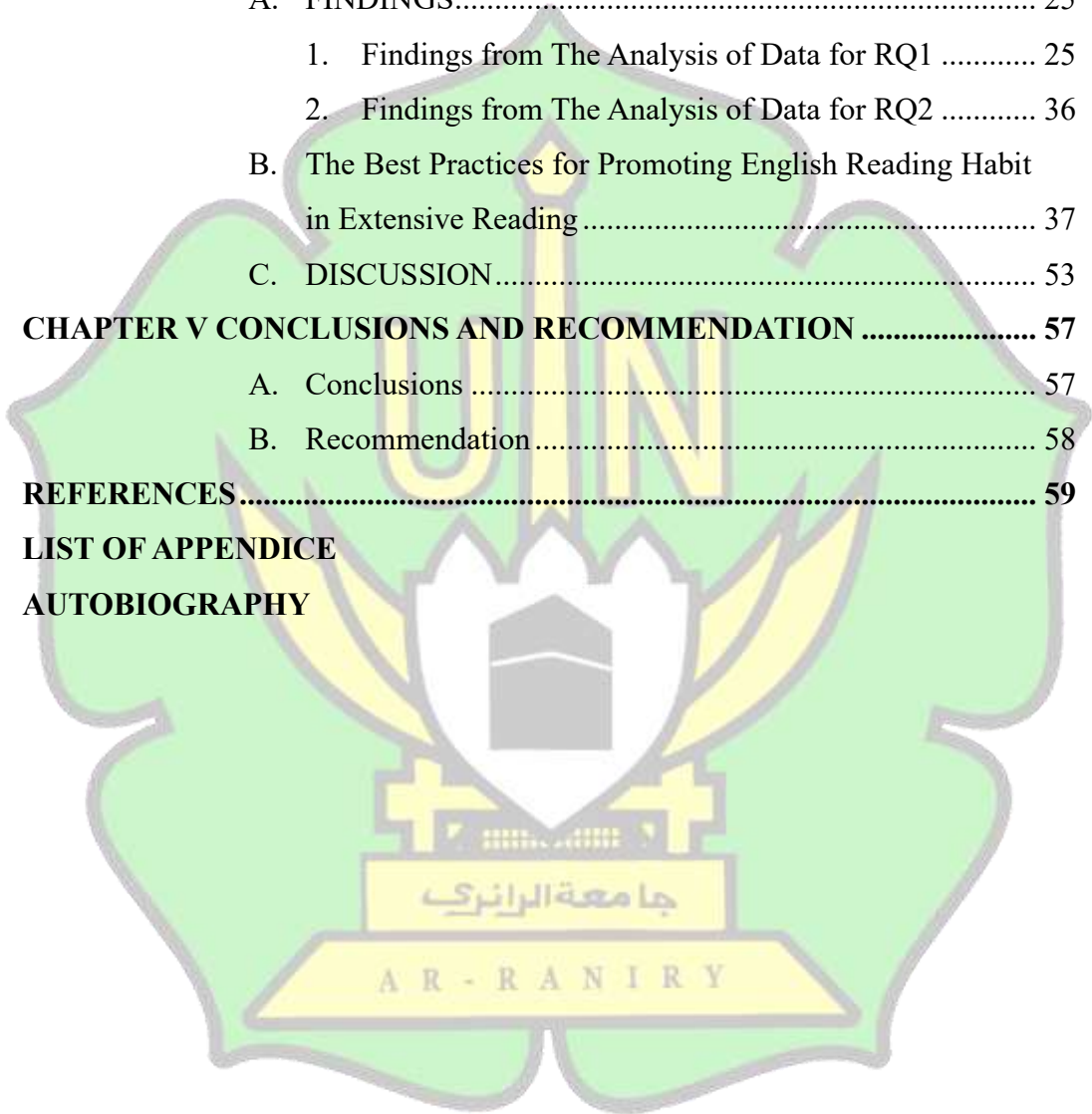
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Reading is crucial in learning English because it helps students understand the language. Students will gain a wealth of new knowledge and information. Furthermore, students can more easily comprehend lessons because those who have a reading habit will have a broader knowledge base. Currently, many students only read when working on assignments or exams. If there is no assignment, they will not read. Therefore, they rarely read fiction or nonfiction that they enjoy. Thus, reading is considered essential. This study aims to explore best practices for promoting EFL students' reading habits through extensive reading. This study emphasizes the importance of reading large amounts of relatively easy material for enjoyment and general comprehension, rather than focusing on detailed analysis. This study used a qualitative method with a phenomenological research design. Data were collected through semi-structured interview with five active students from the Department of English Education at UIN Ar-Raniry, who served as the sample. This study offers practical insights for promoting and encouraging students to develop consistent and self-motivated reading habits. The results highlight the importance of extensive reading to improve students' reading habits, such as becoming better readers, boosting motivation, increasing empathy, and so on. It means students need to do things differently, and within their comfort zones, because extensive reading is expected to help students habituate to reading regularly and consistently.

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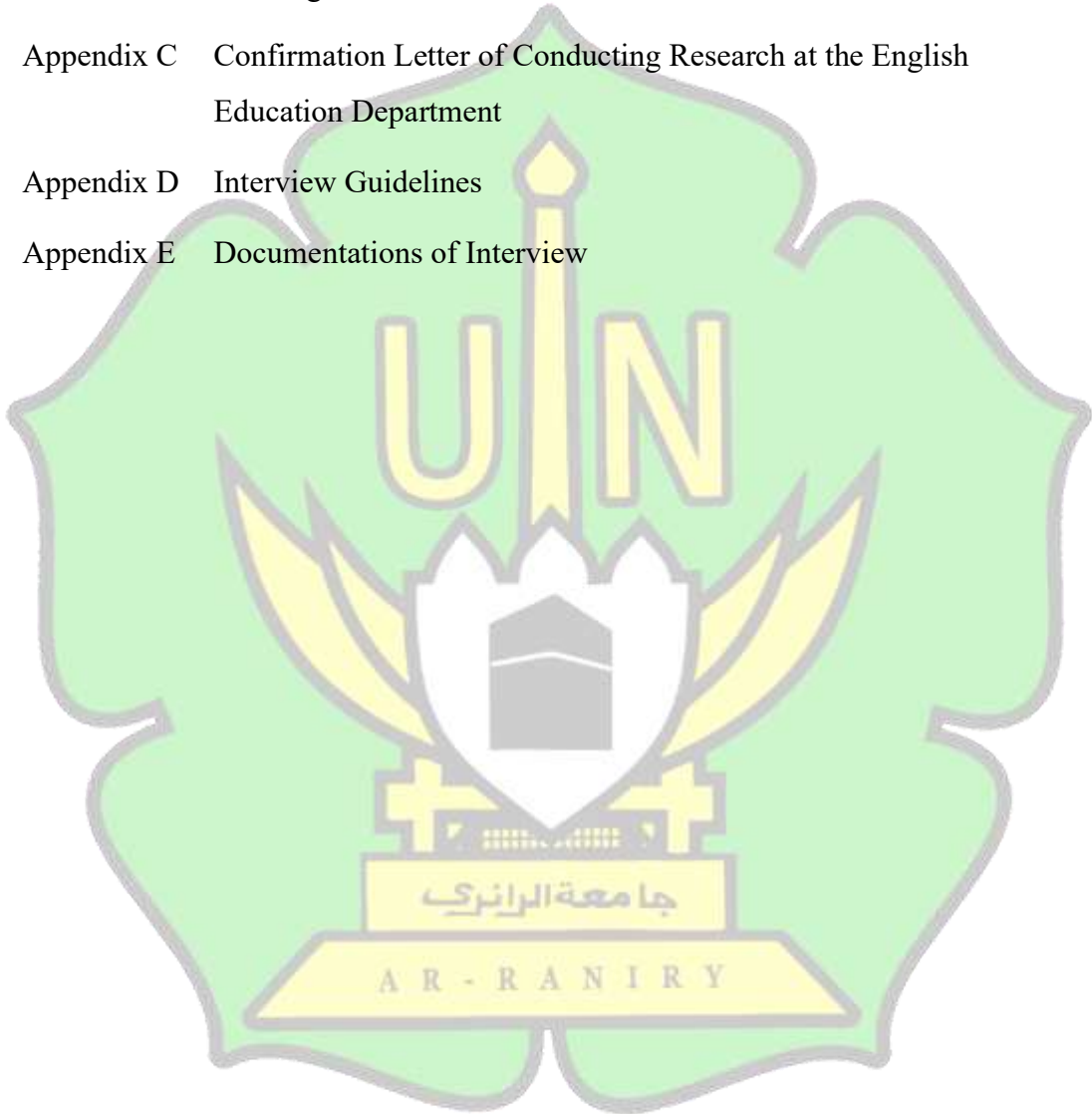
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# CHAPTER I

## INTRODUCTION

In this chapter, the researcher outlines five key sections: the background of the study, research questions, research aims, the significance of the study, and terminology. Each of these components must be thoroughly explained to ensure a comprehensive understanding of the research.

### A. Background of Study

Students from all around the world have been studying English for many years. English is considered an international language, so it is of interest to everyone to study it. During the process of learning English as a foreign language, each student has a unique set of psychological challenges. Students need to practice all four language skills when learning a language. Speaking, listening, reading, and writing are the skills that should be acquired when learning English as a foreign language. According to Aydogan and Akbarov (2014), receptive skills include listening and reading, while productive skills include speaking and writing. These four skills are found in school learning. Reading, in particular, is one of the most important skills everyone should learn. The ability to read and understand written English is not only a skill but also a vital tool for students' academic success.

Moreover, reading also provides opportunities for us to gain experience and information. However, advances in information technology can lead to a decline in students' reading activity. The variety of entertainment media, excluding books, has become more appealing to students because reading books requires focused attention that cannot be easily distracted by other activities. Obtaining information instantly or through conversation is a stronger tendency to feel informed than receiving it solely from text. Furthermore, nowadays, young generation is more selective, preferring to play games, use social media, or go for walks rather than read.

Most students realize that reading English texts is not an easy task, as they previously considered reading not part of the learning process. As a result, they experience many reading difficulties. Students often struggle to find meaning in texts, which can be attributed to the diverse vocabulary used in these texts. Texts with many unfamiliar words can cause students to give up easily and also slow their reading speed. Students may feel stressed while reading and may never enjoy it. Ironically, one of the best ways to discover unfamiliar words is through reading.

Few students are enthusiastic about reading English materials. They perceive reading English texts as a time-consuming and challenging activity. Reading English texts can indeed be difficult for students with limited vocabulary (Bin-Tahir et al., 2017). As a result, some students are only required to read English texts when the teacher asks them to. Some students even prefer to have someone else who has read the text explain its meaning to them. Of course, a student may encounter a word repeatedly as they read further. Umbara et al. (2015) explained that students face challenges in reading comprehension due to several factors, including a lack of vocabulary, sentence complexity, the number of difficult words, and the text genre.

Indeed, poor reading comprehension obstructed them from having more practice in reading. Therefore, the only aspect that contributed to students' reading comprehension was negative affect. One of the key factors hindering students' reading comprehension is their negative attitude towards reading. Negative attitudes towards reading materials hinder students from achieving a comprehensive understanding of the subject matter. Students who struggle with reading comprehension often do so because they lack interest in the subject of reading. Their reading problems are not solely due to their reading ability, but also to their attitude towards reading, which can range from indifference to rejection. This perception of reading as a boring activity, rather than a habit, often leads them to abandon the activity before completing it, resulting in a lack of understanding of the material.

Their reading problems are not solely caused by their reading ability, but also by their attitude toward reading, which can range from indifference to rejection.

Perceiving reading as a boring activity, rather than a habit, often leads them to abandon the activity before completing it, resulting in a lack of understanding of the material. Therefore, there is a saying that books are windows to the world. In reality, some students dislike reading because they find books uninteresting. Students haven't encountered the right books or the right types of books. It's well known that engaging texts are one of the most effective ways to motivate students to read. Reading can be fostered through experience. Without these experiences, students will not read, and consequently, reading won't be an enjoyable activity for them.

On the other hand, students who struggle to read often lack motivation to read in school because they face increasingly complex reading material and classroom environments that tend to deemphasize the importance of fostering reading motivation. Students with low motivation and interest in reading tend to read less than those with stronger motivation. A lack of reading affects the maintenance of fluency and the growth of vocabulary, as well as the effective reading strategies needed to learn from texts. In turn, limits their ability to learn in all content areas.

Kredatusova (2012) explained the two best ways to increase knowledge of a foreign language are to go and live among its speakers and then to read extensively. Through Extensive Reading, students will be able to increase the number of encounters with words and to learn how words function in language. Students receive a regular inflow of unfamiliar words and see these words repeated by Extensive reading. In reading, there is a style of reading that could help students to enjoy reading. Extensive reading is a reading for pleasure and enjoyment. The reader needs to choose a reading material that fits his vocabulary and interests. Richard and Renandya (2002) claimed that extensive reading can benefit language curricula and all levels of learners through incidental vocabulary learning. It is known to be of use to all kinds of EFL students, regardless of the content, intensity, or age of the students at their current language level.

However, the practice of extensive reading is highly unpopular among students and is rarely found in the teaching and learning process. The primary challenge is to tailor the extensive reading approach to students' diverse attitudes, interests, abilities, and goals. Students are often busy and report not having much time to read (Hermanudin et al., 2019). These factors are essential to consider because they significantly influence the success of extensive reading.

Alavi and Toozandehjani (2017) stated that some students in English language study programs rarely engage in extensive reading during the spare time outside the class. This evidence was obtained from observations of students who enjoy reading, who stated that extensive reading is a new approach, unheard of, and challenging to implement. Students often struggle to understand the benefits and principles of extensive reading, as well as how to practice it effectively. This lack of information usually leads to misunderstandings about the concept of extensive reading. Therefore, implementing extensive reading is essential because it allows students to do so.

Extensive reading can also develop general understanding about live or world (Salameh, 2017). Students have relatively limited experience and understanding of the world they inhabit, both cognitively and affectively (Sari et al., 2020). Therefore, extensive reading opens a window for students to experience pleasure, satisfaction, and self-direction through the reading process. Thus, extensive reading not only broadens information but also strengthens and maintains attitudes toward reading and interest. Students who do not engage in extensive reading will not reap the benefits.

Consequently, this will decrease their motivation to read and impact other language skills, such as speaking, listening, and writing, because reading is a receptive skill. If students have good receptive skills, this will positively impact their other language skills. Obviously, Extensive reading can increase achievement and engagement in reading. The more we read, the more knowledge we gain and the more we become aware of the positive and negative aspects of our activity. As we know, each student has unique reading abilities, which depend on the type of

reading material they read. In other words, extensive reading is expected to influence reading habits.

Furthermore, reading, as a form of entertainment and an essential life skill, doesn't just happen. It must be developed repeatedly and regularly. Like other habits, reading habits develop individually over time. Therefore, we know that reading must be developed as a habit because it allows us to grasp information as much as possible. Reading habits cannot be formed overnight, they must be practiced consistently and regularly. Obviously, to improve reading habits is notable to enhance a person's reading skills (Muawanah, 2014).

Beyond the importance of extensive reading, a key factor influencing students' reading comprehension is their reading habits. Reading comprehension is the ability to read text, process it and understand its meaning. When students understand what they read on a text, they don't just remember the exact words and phrases they read. Students also know what the text describes by integrating the sense of the words and sentences into a meaningful whole, like a film that plays in their head. Good comprehension is vital if reading is to have a purpose, if a student is to engage with and learn from a text and, ultimately, if a student is to enjoy what they're reading. Recognizing the importance of extensive reading to improve students' reading habits, the researcher is deeply involved in conducting research by exploring PBI's cultivating consistent reading in the Department of English Education, titled "*Exploring Best Practices for Promoting EFL Students' Reading Habits in Extensive Reading*".

## **B. Research Questions**

1. In what ways does extensive reading improve the students' reading habits?
2. What are the best practices for promoting English reading habits in extensive reading for EFL students?

### **C. Research Aims**

1. To give information on how the habit of extensive reading improves students' reading habits.
2. To find out the best practices for promoting the English reading habit in extensive reading for EFL students.

### **D. Significance of Studies**

1. Teachers, to consider this research, the teacher has a role as a model for students to encourage them to maintain, or even increase, their reading habits in extensive reading.
2. Students, this research can be applied by those who make reading a habit to help them acquire information or knowledge through extensive reading.
3. Further research can utilize this study as a point of reference for those interested in exploring the teaching and learning process of English, particularly in the context of extensive reading.

### **E. Terminologies**

#### **1. Reading Habits**

Reading habits, a topic of significant importance, refer to the activity that reflects the likeness of reading and describes the function and preference for reading, as well as the regularity of reading (Aramide, 2015).

#### **2. Extensive Reading**

Extensive reading involves reading easy books and doesn't require understanding every word; readers are more concerned with general understanding than the meaning of individual sentences (Day, 2015).