

EXTENSIVE READING PRINCIPLES IMPLEMENTATION: PLEASURE VS PRESSURE

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Article Info	Abstract
Article History Received: Revised: Published:	<i>Extensive reading (ER) is expected to be implemented properly based on ER principles. The most known ER principles is ten ER principles proposed by Bamford and Day that are widely referred by ER practitioners around the globe. Unfortunately, these principles are not always implemented in ER classes, even in ELT study program in university. Yet, there is a common understanding that ER is a pleasurable reading. A university in Indonesia, however, was suspected to not having enthusiastic and joyful ER classes. It was assumed that it occurred because of lecturers' confusion on what to do in their ER classes due to their insufficient comprehension of ER and its principles which eventually reduce pleasure which supposed to be existing in ER classes. Considering that pleasure is an important principle in ER and research on it are scarce, this study is focused on investigating the lecturers' familiarity on ER principles and the implementation of ER principles regarding the expectation to conduct pleasurable ER classes. The data were collected through in-dept interviews to lecturers and questionnaire to students. This study found that not all of the lecturers have adequate knowledge on ER principles which eventually hindered them to teach ER properly and pleurably. It was also revealed that pressure was felt by both students and lecturers. The pressure increased when the ER involved rigid assignment and assessment. Thus, it was confirmed that pressure was an unexpected and inevitable factor that eliminated pleasure in the ER classes.</i>
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INTRODUCTION

Reading is essential. Through reading, learners activate their schemata and mastery on some aspects through the input they get when they read. Providing students with books and immersing students in the language they are learning is good to make an L2 environment that resembles an L1 learning context (Renandya, 2007). This is basically a practice of extensive reading (ER). When reading is done extensively, the reading is very easy and enjoyable in which students learn to read by actually reading rather than examining texts. Different terms are used to refer to ER. They are pleasure reading, self-selected reading, free voluntary reading, and wide reading (Ng et al., 2019).

ER is basically defined as reading activity which make students experience reading pleasure (Yulia, 2018; Sandom, 2017; Yamashita, 2015). Students do not need to worry too much on word meaning. They are suggested to skip looking up dictionary to find word meaning. The goal is to create fluency and a sense of enjoying the reading process.

Day and Bamford (2002a) state that a successful ER program basically has 10 principles. In detail, the ten principles are (1) The reading material is easy; (2) A variety of reading material on a wide range of topics is available; (3) Learners choose what they want to read; (4) Learners read as much as possible; (5) The purpose of reading is usually related to

pleasure, information and general understanding; (6) Reading is its own reward; (7) Reading speed is usually faster rather than slower; (8) Reading is individual and silent; (9) Teachers orient and guide their students; (10) The teacher is a role model of a reader (Day and Bamford, 2002). These ten principles are the ones mostly referred by ER practitioners because they are considered the key principles of ER.

Robb (2002) adds that ER activity should be adjusted to the demographic context. Besides, ER implementation should be adjusted with school contexts (Renandya et al., 2021). Macalister (2008) supports Bamford and Day's ER principle that pleasure is an essential feature of ER. In line with Day and Bamford's principle #5 He mentions that ER is done in a pressure free atmosphere. The purpose of reading is mostly for enjoyment and general information (Macalister, 2015; Ng et al., 2019).

Initially ER was defined as a supplementary library activity attached to an English course in which students are given time, encouragement, and materials to enjoy their reading at their own level using as many books as they want without testing pressures. There is no agreement about the best way to implement ER. The traditional implementation treats ER as a separate and an isolated activity from the rest of the language classes. Others propose that ER should be integrated into the curriculum (Anderson, 1999; McCollister, 2019). Macalister (2014) even recommends that ER allows for at least some reading to be conducted in class. Despite the fact that ER practitioners might define and use ER differently depending on their own beliefs and teaching contexts, it is agreed that ER requires students to read a lot and enjoy their reading. ER is said to be the most essential way to boost language proficiency.

Bamford & Day (2004) acknowledge the difficulty of applying some principles in a school context. Day (2015) found that the ten ER principles were not always applied. The use of some of the 10 principles may be prevented by the context in which the ER program is carried out. ER implementation does not always go smoothly. There are obstacles faced in the field. Related to this, Renandya et al. (2021) mentioned 10 issues in ER implementation, and among them there are some which are related to ER practitioners. They are issue (5) Lack of support from school leaders; (6) Limited knowledge about ER; (7) No personal experience with ER; (8) Lack of motivation; and (9) Limited professional development opportunity.

Regarding the type of ER based on its implementation, Day (2015) classified ER into four types. First one is *pure ER* which means that all principles are put into practice. The second is *modified ER* which means that many principles are put into practice. The third is *light ER* which means that some ER principles are put into practice. And the last is *fringe ER* which means that none of principles are put into practice. This last type indicates that teachers are not actually practicing ER. In such a case, extensive reading may be just a label of a program with no ER properties attached. This classification helps researchers to identify whether ER implementation meets the ten ER principles or not. After investigating 44 ER programs, Day stated that the most important principle of ER is that students enjoy reading (Day, 2015).

Regardless the difficulties in applying the ER 10 principles, it is advisable to use the 10 principles as guidelines for its implementation, not as rules to be strictly followed by ER practitioners (Renandya & Day, 2020). However, some core principles need to be applied (Macalister, 2015; Ng et al., 2019). The principles are (1) The reading materials are interesting and comprehensible; (2) Students read as much as possible; (3) Reading speed is faster rather than slower; (4) Students choose what they want to read, where possible; (5) The purpose of reading is mostly for enjoyment and general information.

Despite challenges in its practices, ER was proven to be good in improving reading comprehension skills, reading speed, and vocabulary acquisition. ER is effective in improving reading levels, English language skills, and linguistics competence (Aka, 2019; Delfi & Yamat, 2017; Endris, 2018; Suk, 2017; Yang et al., 2021). Besides, ER can be used as a remedial program to improve learning performance and attitudes. ER students showed positive attitudes

towards their class, towards their learning, and towards reading activities (Endris, 2018; Firda et al., 2018a; Huang, 2015; Nishizawa et al., 2017; Trykacz, 2019). ER-related research has also shown a positive effect in increasing vocabulary and developing student independence and autonomy (David et al., 2018; Fatimah et al., 2022; Ningsih, 2019).

Another benefit of ER is that it provides students with different L2 contexts through authentic materials that develop their general knowledge. In it, students are given opportunities to interact with the target language they are learning in a natural context. ER is considered to be more flexible in its implementation. Therefore, it is effective for young and older learners in both ESL and EFL settings (Renandya et al., 2021).

Interest in ER increased as a result of the report of 'book flood' experiment in Fiji (Macalister, 2015). Afterward, many English teachers supported and practiced ER. The rise numbers of ER practitioners resulted on bunches of research on how ER is implemented around the world, including in Indonesia. However, there is still merely few research focusing on ER practitioners' comprehension of ER principles and how they implement the principles in their ER classes. Two of the few research was conducted by Firda et al. (2018) and Wulyani et al. (2022). In their study which focused on Indonesian school teachers' perceptions of ER, they found that most teachers knew well what ER was and could differentiate between intensive reading (hereinafter IR) and ER. This was presumably because Indonesian teachers are familiar with government prescribed literacy programs that have similar goals to ER. This understanding led the teachers to successfully handle ER in school.

Beside many studies that indicate the importance of ER to improve language proficiency and attitude toward reading, there are a few studies that investigated extensive reading from the teachers' side. Macalister (2008) finds that teachers positive beliefs about the influence of ER does not result in the inclusion of ER in the classroom program. Similarly, Haider & Akhter (2012) find that although the teachers have generally exhibited positive beliefs about the benefits of ER, what they implemented in their classes are mostly IR. It also occurs in Indonesian context. One research related to it is the one conducted by Yulia (2018). In this research, she found that ER principles are not always implemented in ER program in Indonesia. For example, pleasure element is often neglected in the ER practice. The negligence of the pleasure is common especially when ER sometimes used only as a label of a subject which is entailed in the university curriculum. The reading classes were conducted more as IR course rather than ER.

Amongst many previous studies on ER in Indonesia, there are only few studies focus on teachers and lecturers. One of the few studies was the one by Firda et al. (2018). In their study on school teachers' perception on ER, they found that most of the teachers know well what ER is and can tell the differences between IR and ER due to their familiarity to the literacy program which has the same purposes as ER. This familiarity assists them to be efficacious in practicing ER.

School teachers' positive beliefs about the benefits of ER were not accordingly followed by the application of ER in their schools (Macalister, 2014). It was also found that although teachers generally showed positive belief in ER, what they applied was actually IR, not ER. Confusion to differ IR and ER is suspected to occur in Indonesia as well, including in university level, even in ELT study programs. In Indonesian universities, ER practices are carried out as an additional activity beyond curriculum or as a course put in curriculum in which ER is used as the course name.

It can be concluded that ER experts agree that ER should be carried out in pleasurable atmosphere because getting pleasure is an essential purpose in ER. ER should be carried out at a level that students feel comfortable and done without pressure. Ideally ER classes are expected to implement this principle related to pleasure as a basis in implementing the other principles. In reality, it is questioned whether ER classes always implement ER principles and make the

students get the pleasure. Lecturers and ER students' voices about it have not been investigated before. As an essential principle in ER, pleasure should exist in all ER classes. Therefore, finding out information on whether ER principles implementation generate pleasure is significant to do. Adequate information about it will assist ER lecturers and teachers to conduct ER classes more consistently pleasurable. Thus, the research questions are formulated as follow:

1. To what extent are the lecturers' familiar with ER principles?
2. What pressure and pleasure are found in ER classes in which ER principles are implemented by the lecturers?

This research is expected that to reveal lecturers' familiarity with ER principles as well as to find out the pleasure and pressure existed in the ER classes in which ER principles were implemented lecturers and students.

RESEARCH METHOD

This research was conducted in an ELT study program in a university in Surabaya, Indonesia, with four ELT lecturers and their students (ELT students) as the respondents. As many as 80 ER students participated in this research. This university was chosen because in the preliminary observation, an issue on non-enthusiastic lecturers and students was revealed. It was then suspected that it occurred due to lecturers' confusion on what they should do in ER classes. Each lecturer participating in this research was in charge to teach one ER class. Thus, they were eligible to share their experiences and practices in implementing ER. These lecturers were interviewed deeply and given questions that can lead to the identification of Bamford and Day's ER principles implementation and the obstacles they encountered in teaching ER classes. To compare with the lecturers' answers, the students were asked to fill out a questionnaire about their ER classes. The students' answers could confirm their lecturers' answers or contradict the answers.

To fulfil the ethical aspect of the research, all respondents were asked whether they were willing to participate in the research and they were asked to fill out a consent form as a prove. They were also asked whether they were willing to be interviewed and/or to fill out the questionnaire on how ER principles were implemented in their ER classes. All data obtained from the respondents are kept confidential and used only for the research purposes. The lecturers were interviewed about what they knew about ER principles, what they did in their ER classes, and how they reflected their own teaching in their ER classes especially related to generating pleasure as one required condition exist in ER. Considering that the lecturers' experiences might be specific and unique, the interview was designed semi-structured so that the questions could be adjusted flexibly. The students were asked in the questionnaire about what they experienced in their ER classes, what instruction their lecturers gave, how the ER classes were conducted, and what they felt and thought about their ER classes.

After all data were gathered, the data were classified based on each research question. The open-ended answers were clustered based on their similarities. Then, irrelevant answers were cleansed. For the elaboration and discussion of the findings, the data of the interview and the questionnaire answers were checked to see the relevance of both data. Then, the result of the data analysis was presented to reveal lecturers' familiarity on ER principles and the ER principles implementation in the lecturers' ER classes including the lecturers and the students thought and feeling about their ER classes.

RESEARCH FINDINGS AND DISCUSSION

Lecturers' familiarity on ER principles

In responding the questions whether the lecturers knew and were familiar with ER principles, only one lecturer (L#4) was confident to say that she knew ER principles whereas

one other lecturer (L#1) was not too confident to say that they knew and were familiar with the principles, and the other two lecturers (L#2 and L#3) admitted that they were not familiar with ER principles at all. Their answers when they were asked to define ER in their own words were in line with their familiarity claim. The lecturers who claimed that they were familiar or quite familiar with ER principles could explain ER principles in detail. Although not all principles mentioned, her answers cover essential principles of ER. Lecturer #4 (who claimed that she knew ER principles) defined ER as follows:

“ER's sole purpose is supposed to be for pleasure. It should be done voluntarily, and at student's natural pace. There should be no pressure or target applied on students - there should be no scoring system, quizzes, or assessment involved. While improvement in students' reading performance is expected as a by-product of ER activities, it should be noted that this should not be the main intent of the program. Instead, the main reason why ER is implemented should be to introduce and motivate students to love reading activity.” (L#4)

Meanwhile, lecturer #1 who were not confident that she knew the ER principles well turned out to be able to define ER very well as follows:

“The main purpose of ER is for pleasure. ER should have easy materials because easy materials build speed, fluency, and understanding. ER materials should offer various topics, so the students can choose interesting topics they want to read and more. ER can be done individually in class and outside of class. ER teachers act as a facilitator who guide their students and a role model to show the joy of reading.” (L#1)

The respondents who claimed that they were not familiar with ER principles consistently did not give satisfactory answer when asked to define ER in their own words. R#2 did not provide any definition at all whereas R#3 did not supply a definition which represented ER principles. She defined ER as “ER helps students explore English more in any skills” (L#3). This answer did not mention “pleasure” as one main feature of ER.

Based on the interviews with the lecturers, almost all of them knew 4 particular ER principles quite well. The most known was principle #3 about learners' freedom to decide what they are going to read. Principle #5 about the purpose of ER to create pleasure in reading was also known quite well by many lecturers. It indicates that most respondents understand that ER requires them to create a joyful atmosphere in which their ER students feel comfortable and amused. The lecturers' answers actually confirmed their understanding because they were asked to define it using their own words. Even when they claimed that were not sure that they knew, they were able to mention that ER is “reading activities for pleasure” (L#3) and “One of the purposes of ER is the students can enjoy reading and free to choose the book. Different from intensive reading.” (L#1).

Another known ER principle was principle #2 which is related to the availability of various topics. It was recognized by 3 lecturers. They defined principle #2 as

“Students read as many materials as they like and in a variety of topics they choose, not too challenging so that students enjoy reading, according to the student' self-paced/vocabulary size/ grade (graded readers)” (L#4)

“The main purpose of ER is for pleasure. ER should have easy materials because easy materials build speed, fluency, and understanding. ER materials should offer various topics, so the students can choose interesting topics they want to read and more. (L#1)

Principle #8 was recognized by 3 lecturers. Yet, none of the lecturers mentioned “silent” in their own-word definition. The word mentioned was “individual”.

It is surprising that principle #1 which states that *the material is easy* were only recognized by 2 lectures. The term “easy” in principle #1 is not always favored. The lecturers tended to use the term “graded” to provide materials which were relevant to students’ English proficiency.

“1) Students choose their own reading materials. 2) The reading materials are graded. 3) Students are encouraged to read any time they wish, even outside of classroom hours. 4) Students choose materials with a difficulty level that matches their proficiency.” (L#1)

“The reading materials are supposed to be not too hard but not too easy for the students since the purpose of ER is as a pleasure and for students to enjoy reading. Graded readers are good for students, leveling up their reading step by step.” (L#4)

Some ER principles were not known well by the lecturers. They were principle #6 about ER rewards, #7 about reading speed in ER, principle #9, and #10 about teacher’s role as a reading model. It indicates that these three principles get less attention from the respondents in managing their ER programs. Related to principle #10, most respondents in the interview were not able to give clear description on what they did to be good model of reading.

The least principle to be recognized and understood well is principle #9 about teacher task to guide students in ER. There were 2 lecturers who knew it well. They mention that “The teacher should act as a role model, a guide, an observer, and a facilitator.”(R#4) and “ER teachers act as a facilitator who guide their students and a role model to show the joy of reading.”(R#1). The other two did not know this principle and simply indicated that in ER students are free to do the reading the way they like at anytime and anywhere they want so that the lecturer task is simply to instruct the students to read the digital books available in Xreading (the platform they used).

The facts elaborated above indicated that not all 10 ER principles by Bamford and Days are known by the lecturers, especially principle #9 (Teachers orient and guide their students.) and principle #10 (The teacher is a role model of a reader.). The lecturers who knew principle #9 tended to misunderstand the principle because they think that instructing students to read and do the reading task representing the implementation of ER principle #9.

Deeper interview with the lecturers revealed that they believed that there are more than ten ER principles. For example, they thought “giving the students freedom to do the reading anyway they like” is a basic principle of ER. Based on this belief, they gave their students great opportunity to decide how they would like to do the reading. They thought that this is a principle of ER because they believed that freedom in doing the reading is essential to give the students happiness in doing the reading. Thus, pleasure as one purpose of ER is achieved.

Another thing which was thought as ER principle is reading is “not conducted in the classroom”. This is believed by most lecturers. They stated that in ER “students are encouraged to read any time they wish, even outside of classroom hours.” (L#1). They also said that

“the students' must choose the reading based on their interest and grade, be able to enjoy the readings, be able to do it outside the classroom, be able to read as much as they want, not forced (having their own pace and choices).” (L#4)

It seems that this practice was thought to belong to ER principles by most lecturers because it is related to ER principle #8 which states that the reading is done silently and individually. These lecturers believed that students could apply silent and solitude reading properly when they are not in the classroom because there will be no disturbances from classmates. Individuality also triggers students to choose their favorite spot either at campus or anywhere else which meet their interest, visual, and aural needs. If they like music, they can

read while listening to music, too. If they avoid noise, they could read in their own quiet bedroom.

Additionally, the lecturers also thought that teacher should not put any particular target. They believed it to be an ER principle. Yet, they also admitted that they themselves were unsure whether setting no target is a wise strategy in ER. Yet, they thought that as the goal of ER is to induce pleasure, setting a target is considered to take away the students from enjoyment. Eventually, any action that could result in the achievement of pleasure was seen as an ER principle.

It can be concluded that did not have complete understanding on ER principles. Their lack of acquaintance with (especially) Bamford and Day's ten ER principles is implied by their inability to confidently mention all ten of them and their propensity to mention other items that they believe to be ER principles. Luckily, the lecturers' answers indicate that they were aware of the importance of enjoyment in ER.

The pressure and pleasure found in ER classes in which ER principles are implemented by the lecturers

From the findings elaborated previously, it is known that not all ER principles were understood by the lecturers. In terms of implementation, when the students were asked about what they experienced in their ER classes, as many as 92.5% students admitted that they were given authorities to choose the books they want to read. The big percentage showed that students were given great opportunity to choose the books they like themselves. According to Arai (2022), opportunity to choose their own books will generate students' pleasure. 82.5% students admitted that they were told to achieve minimally 6,000 words as their reading target. 62.6% admitted that their lecturers asked them to read a lot and enjoy ER activities. 85.1% students admitted that the books they read in Xreading was suitable with their reading level. 60% students considered their ER lecturers managed the ER class in a way that reading was for pleasure. 51.3% students agreed that their lecturers oriented and guided them in doing ER. 41.3% students admitted that their lecturers set him/herself to be a role model of a reader.

Xreading, the platform which was used, is basically integrated with ER principles #1, #2, #3, and #4. The books that are offered in in Xreading are clustered into 14 levels. Prior to the start of ER lessons, the students took a test to find out their levels so that they may select suitable books. According to 83.3% students, Xreading is a user-friendly platform. There are as many as 68.8% of total 80 students admitted that their ER class using Xreading was fun. As many as 62.5% students agreed that Xreading is a useful platform. Related to the available books in that platform, 60% students considered the books were easy and 78.8% considered them interesting, yet, 52.5% students considered that the books were challenging. This statement similar with the finding in previous research that students showed positive responses when they had extensive reading class using Let's Read which is known as a digital reading website (Putri & Savitri, 2022).

Once the students knew their level, they were then instructed to read the books at or below their reading levels by the lecturers. According to the lecturers, reading the materials at the appropriate level will give the impression that they are simple for the readers. It was therefore recommended that the students not use any materials that belonged to levels higher than their own.

The students were also instructed by their lecturers to read as much content as they could from Xreading. Xreading offered a wide range of books covering a wide range of subjects and genres. Because of this, the lecturers believed that the books in Xreading alone would be adequate for the reading exercises. They believed that the book collection in Xreading is sufficient to fulfill the students' needs. In the actual practice, some students complain that the books in Xreading did not meet their passion and they could not find more available books in

the genres they keened on. Most of the students' answers related to Xreading were positive answers which indicated that the students had no constraint with this digital platform and they could have fun in the ER classes using this platform. This finding indicates that online platforms contribute to students' engagement and pleasure (Fatimah, A.S., Marlina, N., Dewi, 2022)

Despite the complaint above, in terms of ER purpose to get pleasure in reading, as many as 24% lecturers stated confidently that they 'always' managed their ER classes in a way that made their students felt the joy of reading and 33% stated that they 'often' made their ER class pleasurable. As many as 33% respondents were not sure that their ER classes was joyful. The rest admitted that their ER classes was less joyful. Compared to the lecturer acknowledgement of ER principle #5 related to students' pleasure which was 86%, the percentage of lecturers who were confident that their ER classes had pleasure element was considered low. It indicated that although the lecturers knew that "pleasure" was a requirement in ER classes, they did not always practice it. Although their ER classes did not require students to be scored, students' pleasure was not the main goal. Not all ER lecturers chose to always conduct their classes in pleasurable way. There was only one lecturer who claimed that she always emphasized pleasure in ER, 1 lecturer put pleasure as their goal frequently, and 2 lecturers rarely considered pleasure in conducting their ER classes. L#2 and L#3 admitted that their insufficient knowledge of ER took away their awareness on the importance of students get pleasure in ER.

Despite the imperfect ER principles understanding and implementation in their ER classes, the lecturers admitted that they had tried some efforts to make their students felt happy in ER. The first effort mentioned was letting the students read based on their passion and pace. The second one was selecting materials in the students' level. The third was encouraging them to keep track of their progress and share with the class, for example by making a simple book review poster. The fourth was asking them to write in reading journal. The fifth was appreciating their progress. The next one was giving no assignment. Another one was motivating and being a role model for students. The last one was giving awards for best readers. Those all efforts were said to be done to make the students in the ER classes happy.

Although the list of efforts above implied the implementation of some ER principles, there is no evidence that these efforts actually made the students happy with their reading activity. Besides, not all lecturers agree with all type of efforts above. L#4, for example, criticized giving awards for best readers because in her opinion it could generate students' anxiety and decrease the pleasure in ER. This statement is actually in line with the purpose of ER to make students establish reading habit by making them enjoy reading. Such competition might be loved by some students, but not all students. When they are judged as students who are not best readers, uncomfortable feeling might come up. The students felt uneasy in doing ER because they felt insecure when campus announced best readers of the month. This research revealed that the lecturers found their students opinion that they felt insecure to know their friends who were able to finish more books and addressed as best readers. Students who still learned to love reading and generate reading habit felt that the announcement was threatening them. They also felt that they were less appreciated although they have tried to force themselves to read. Hence, pleasure turns out to change to be pressure for the students. When the students feel it more as a pressure, the purpose of ER to create reading habit will automatically fail because the students will try to stay away from reading.

When the lecturers were asked how they knew that their students get the pleasure, they answered that they got it from the students' direct answers, from feedback in the reading journal, and from evaluation form. It was explained that when the students felt happy, they gave no complain and they requested to do more. However, the lecturers could not assure that their students got pleasure in their ER classes. As long as the students did not give any complaints about their ER class, the lecturers felt that it was good already. On the other hand, when the students were asked about their ER classes, 73.8% students thought that their ER class was

interesting. 50% students admitted that their ER class was challenging. There were 11.3% students who admitted that their ER class was stressful. There were 6.3% students felt that their ER class was exhausting.

The joy in ER was said to be able to be identified also from students' positive engagement when the students were motivated to make posters and share what they read with their peers.

“Some students mentioned that they benefited from the program, not necessarily happy. But I think they enjoyed it. Some of them also had good progress of reading in terms of the books read.”(L#1)

However, it is a fact that active students were not automatically happy students. To check whether the students get the pleasure or not, lecturers could ask students to do self-reflection and shared feelings toward what they have read. The result did not indicate that the students were unhappy in their ER class. One example of it was mentioned by L#2 as follow

“It turned out that the students did not feel burdened with the assignments they were given, instead they thought that the assignment was like a guide for them. So they know what to do while reading, or after reading.” (L#2)

The lecturers admitted that they actually had greater opportunity to make their students to get pleasure in ER classes because they did not have to take scores from their students. Thus, what they needed to do was actually making sure that what they did in their ER classes was actually ER not IR because fundamentally ER is different from IR. The focus of IR is more on developing ability to do reading comprehension in details while the focus of ER is to enjoy reading and develop reading habit. Therefore, the lecturer supposed to make sure that their ER classes were enjoyable classes. Yet, it was not an easy task because the use of Xreading required the students to do the provided quiz after reading the material they chose. Their reading activities were not recorded by Xreading system when they did not finish the quiz. Related to the Xreading quiz, 55% students admitted that it was challenging and 15% students felt that the quiz was frightening. Yet, 60% students admitted that it was effective and 46.3% students felt that the quiz was helpful. The quiz and test did not make many students happy. These answers correspond one of the lecturer's statements that quiz as an unavoidable task in Xreading *could turn to be a pressure that threaten the students and eliminate the pleasure in ER classes* (L#4). the lecturers admitted that they did not give tests for this reason. However, there were still 34.2% students testified that their lecturers assessed their reading comprehension and progress in ER and 15.1% students admitted that their lecturers tested the students' understanding toward their reading. It indicated that in reality, the test was still conducted although the classes were conducting ER which basically required the existence joyful atmosphere.

It was also found that most of the lecturers misunderstood what so called guiding the students in ER. L#1, L#2, and L#3 shared the same thought that guiding is telling the students what to do. What they did was instructing the students to read a lot and do the quizzes. They did not really give guidance to the students. Yet, they considered it as guiding. When giving instruction, the lecturers tended to forget pleasure as an essential component of ER.

Most lecturers also admitted that they did not really act as reading role models. Only one of them i.e. L#4 who had tried to perform this role. The role was skipped by the other mostly because they did not realize that it is one of the ER principles. They did not know that in doing ER students, lecturers should be able to show their students that they are genuine and enthusiastic readers. When the lecturers succeeded to showcase themselves as enthusiastic readers who got many benefits from having reading habit, the students would see reading as an interesting activity. They might also develop motivation to read regularly and develop reading

habits, too. The joy of reading which becomes habit is found to generate language (Ovilia & Asfina, 2022). This principle is fundamental in ER. Once the lecturer shows that reading is pleasurable, the possibility for their students to get inspired and eventually agree with it is also bigger. Vice versa, when the lecturers share the vibe that reading is a pressure, the students will get the message and confirm it instantly. Thus, pleasure and pressure are in the lecturers' hands. They themselves who determine whether their ER classes and the students will have the atmosphere of pleasure or not.

CONCLUSION

It can be concluded that the lecturers have tried to managed their ER classes based on ER principles they knew. Unfortunately, not all of them knew nor understood ER principles well whereas they were demanded to manage ER properly. This condition prevented them to perform their best in their ER class. Luckily, all lecturers shared similar understanding that ER should be pleasurable. Making students get the pleasure is an ER principle which is closely related to the other ER principles. The violation of other ER principles is likely to trigger the elimination of pleasure in ER implementation. However, pleasure was hard to achieve because what the lecturers did somehow caused more pressure than pleasure for both lecturers and students. For the lecturers, the pressure occurred because the lecturers did not know for sure how to conduct ER classes properly and pleurably. For the students, the pressure occurred when they were challenged to achieve the targeted word count and get the reward. This is something beyond expectation because the rewards (to be best readers or students with the biggest word count) were given to elevate students' motivation to read more and read happily. Therefore, it is suggested that lecturers or teachers as ER practitioners understand the ER principles and know well what they have to do with their ER classes before they are assigned to handle any ER classes. Knowing ER principles and previous best ER practices could improve the lecturers' confidence in teaching their ER classes as well as the possibility to generate pleasure for the students and the teachers themselves. The better the lecturers' understanding on ER principles, the greater possibility for them to conduct pleasurable ER classes. Yet, all familiarities on ER principles will not yield pleasure when the lecturers themselves do not genuinely feel the pleasure of reading. It will be hard for lecturer who are not fond of reading to lead enjoyable ER class. Action inevitably reflects thought and feeling.

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