

# The Effect of Online Extensive Reading Program on Indonesian EFL Senior Secondary School Students' Writing Performance

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## Abstract

This study aims at investigating the effect of online extensive reading program on Indonesian EFL senior secondary school students' writing performance. The researcher used non-randomized control group, pretest-posttest design. Two research groups were determined, which were experimental group who join the online ER program as the treatment and control group who do not join the program. The sample of the study consisted of 43 students, which were 22 students from the experimental group and 21 students from the control group. Data of the study was the score of students' writing performance that collected through the test as the instrument of the study. It was collected within two weeks program of online ER program, then analyzed using IBM SPSS Statistics 24. The result showed that surprisingly the Asymp. Sig. (2-tailed) of Mann-Whitney U Test (0,081) was higher than ,05. Thus, the null hypothesis was accepted. Besides, the result of Mann-Whitney Test Ranks showed that the experimental group score is lower than the control group (18,77 < 25,38). To conclude, based on the result of the hypothesis test in the Mann-Whitey, and since the effect refers to the significant difference between the mean score of the experimental group and the control group, the researcher avers that there is no effect of online ER program on Indonesian EFL senior secondary school students' writing performance.

**Keywords:** *Effect, Online ER Program, Writing Performance*

In EFL context, particularly, learning to write fluently and expressively is the most difficult of the macro skills for all language users (Nunan, 1989), because the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. It means that ability to write needs a special skill and process in organizing language material by using learners' own words and ideas and to be a good composition (Heaton, 1988). Furthermore, EFL learners sometimes face problems in writing because of their defective command of vocabulary and grammar with which they convey their ideas and opinions. They incline to struggle with fluent written expressions because of their limited vocabulary and insufficient knowledge of grammatical structures (Al-Meni, 2008). Therefore, many EFL educators have uninterruptedly sought beneficial ways to facilitate the writing process and improve

learners' writing performance, and using reading-writing connection may provide that.

The reading-writing connection has been given significant attention from theorists, practitioners, and researchers (Meyer, 1982; Tierney & Pearson, 1983; Shanahan, 1990). The connection between writing and reading has often been described in uncomplicated terms: those who read well write well (Al-Ghonaim, 2005). Moreover, Al-Ghonaim stated the idea of combining writing and reading has been set up early in L1. According to him, many researchers (e.g. Krashen, 1984; Carson, 1993; Eisterhold, 1990) asserted that writing competence stems from sustained reading. This belief was expanded by Krashen (1982) to L2 in his 'reading input hypothesis', which is straightly connected to his 'comprehensible input' hypothesis. Krashen's 'reading input hypothesis' suggests that comprehensive self-directed reading for pleasure in the target language will affect writing proficiency and improve the writing style (Flahive & Dailey, 1993). This hypothesis suggests that good readers have a powerful skill that can assist them in becoming good writers. Numerous studies also have shown that there is a connection between reading and writing (Ahmed, Wagner & Lopez, 2014; Olson, 2011; Zhang, 2018). Moreover, Hitosugi (in Bamford & Day, 2004) wrote that students feel more comfortable writing if they use words they were previously exposed to in their reading. However, although the reading-writing relationship includes the possibility that students write in order to read, this relationship is an area that has more typically focused on the writing side of the relationship (Grabe, 2003). That is, it is mostly discussed in terms of the impact of reading on writing. Additionally, Carson & Leki (1993) asserted that "reading can be the basis for writing."

Furthermore, learners will gain the knowledge through reading (Hedge, 2008). It will build schematic knowledge in order to interpret texts meaningfully; to develop awareness of the structure of written texts in English and to be able to make use of rhetorical structure, discourse features, and cohesive devices in comprehending texts, and to take a critical stance to the content of texts. Therefore, doing extensive reading is supposed as an activity to gain the goal in learning English in Indonesia.

By doing so, adding extensive reading (ER) into the classroom can effectively improve the writing abilities of EFL learner and a number of researchers have highlighted the role of extensive reading in language learning in general and writing

skill in particular. Studies convincingly show the benefits of ER in improving various aspects of ESL and EFL learning such as enriching vocabulary (e.g. Horst, 2005; Pitts, White, & Krashen, 1989), which vocabulary is one of the composition of writing, and also increasing writing proficiency as the main point (e.g. Hafiz & Tudor, 1989; Janopoulos, 1986; Kirin, 2015; Marmelstein, 2015; Mason & Krashen, 1997; and Tsang, 1996). Then, extensive reading builds background knowledge by engaging in the texts read also grammar knowledge by acquiring linguistic knowledge through reading. (Hedgcock & Ferris, 2009). Thus, it can be pointed that ER in foreign language learning and teaching improves writing as well.

To strengthen the relationship between extensive reading and students' writing, there are some previous studies that have been done by some researchers. Few case show that Al-Manshour and Ra'ed (2014) investigated the effect of an extensive reading program on the writing performance of the Saudi EFL university students, it was found that extensive reading program has positive effect on the Saudi EFL university students' performance in writing. In addition, Marmelstein (2015) also pointed out that ER is effective, and most likely enjoyable, alternative use of time spent both inside and outside the classroom to improve EFL learners' writing, which is towards university students. For the further previous studies, it can be seen on the next chapter.

Extensive reading (ER) refers to reading large amounts with the goal of "getting an overall understanding of the material" (Day & Bamford, 1998). ER was firstly introduced to foreign language teaching by Harold Palmer (Kelly, 1969 as cited in Day, 2015), who views ER as reading activities that students do for enjoyment and information. Stoller (2015) defines ER as "an approach to the teaching and learning of reading in which learners read large quantities of reading materials, in and out of class, that are easily understood, interesting, and enjoyable." Grabe and Stoller (in Waring & McLean, 2015) also concur with the definition. Day and Bamford (1998, 2002) introduced ten ER principles which, as Macalister (2010) claimed, have influenced ER practices since then.

In Indonesia context, the Indonesian government launched *Gerakan Literasi Nasional* (National Literacy Movement, henceforth GLN), a national movement established by the Ministry of Education in 2014. In 2016 which includes *Gerakan Literasi Sekolah* (School Literacy Movement, henceforth GLS), GLS was formed

because it was evident that school (teachers, school administrators, and librarians) plays an enormous role in increasing the children's literacy level (Anandari & Iswandari, 2015). Then, for students in Indonesian senior secondary school, they have been introduced to extensive reading in their first language that is Indonesian since senior secondary school as stated in the curriculum for Indonesian (Bahasa Indonesia) to support GLS (Delfi & Yamat, 2017). However, the extensive reading that they have done is only through the reading materials in their handbook; as a topic to be discussed in the learning materials (Tukan, 2007). In line with the Indonesian government's GLN, the Indonesian Extensive Reading Association (IERA) was established on October 21, 2016 with the help of Dr. Willy Renandya who is on the Executive Board of the Extensive Reading Foundation (ERF). IERA has become one of the seven global ERF affiliates. The main purpose of its establishment is to introduce the concept of English extensive reading to schools and universities as one effective way to help students build the joy of reading (Anandari & Iswandari, 2015). So that, some studies about implementing ER in Indonesia have been conducted, such as the study about the effectiveness of extensive reading on students' reading comprehension achievement and students' motivation at STAIN Curup, Indonesia (Edy, 2014) and the study about students' collaborative story writing project in an extensive reading program that was conducted in an undergraduate English teacher preparation program in Indonesia (Hadiyanto, 2019). Another study was a study conducted by Martini (2008) and Delfi & Diah (2007), while all of those previous studies were conducted towards university students and the focus is the effect of ER on students' reading ability, not on students' writing.

In other words, based on the previous studies have shown, the researcher found out that numerous studies were conducted and several extensive reading were applied to university students, while very few ones were carried out in the context of secondary school. There are some, however limited empirical studies have been carried out in this context and the focus of the research were not on its effect on students' writing. Then, an ER program which is implemented out of the class activity especially in senior secondary school that focuses on the effect on students' writing is not be implemented yet. It is in line with what have Jeon & Day (2016) been claimed that the effects of ER are bigger in adults compared to children or adolescent groups. Adults are deemed to be cognitively more able to start reading

extensively due to their experience, background knowledge and vocabulary. Moreover, low effects on adolescent may originate in the test-centered curriculum in the schools and in their low interest in Extensive Reading since it provides no direct impact on their grades.

Concurrently, there is also important that nowadays an online learning activity is getting more preferred in terms of education. To begin with, studying online has many benefits to students such as it gives students more flexibility both of flexible schedule and environment, lower cost and debts, having to be more self-discipline and responsibility, more choice of topic of learning and others. Therefore, in terms of this research the researcher will conduct the ER program to the students by online.

In the term of research evidence and commenting on Jeon & Day's statement, which the majority of research concentrated more on the effect of ER towards university students' writing and the effects of ER are bigger in adults compared to children or adolescent groups, thereby the effect of ER towards senior secondary school students as adolescents especially in EFL context that is implemented out of the curriculum as an additional program and conducting as an online program is the gap among the previous studies. By doing so, this study aims to investigate the effect of online extensive reading program on the writing performance of Indonesian EFL senior secondary school students as an adolescents students. Therefore, this fact empowered the researcher to focus the attention of the study on the effect of online extensive reading program that implemented out of the class on the writing performance of Indonesian EFL senior secondary school students as the novelty of this research.

In addition, most of the previous studies were concentrated more on the effect of ER on students' narrative writing with novel or short story as the object of writing. While, in this study, the researcher conducted the research on students' recount which can be an additional novelty of this research, it is also supported by the curriculum that applied to the school where the sample of this research taken.

Based on the background of the study that has been stated, the statement of the problem of this study is: Is there any statistically significant difference on Indonesian EFL senior secondary school students' writing performance between students who join online ER program and those who do not join online ER program?

The research finding will be useful for the future researcher, teacher, school, and students itself to explore the benefits of extensive reading particularly its effect on writing performance. As a result, online extensive reading program can be implemented in school whether inside or outside the curriculum or class. Moreover, because the researcher uses a recount text as the object of students' writing performance, when the research finding shows that the effect of online ER can increasing the students' writing particularly in writing a recount text, it will help the teacher in the future to teach writing a recount text by applying writing and reading as an integrated teaching method.

## **Method**

In terms of answering the research question, the researcher took two classes as the sample of this research, from 156 students as the total amounts of the population of the tenth grade students in MAN 10 Jombang, the researcher conducted the research towards the students from the two classes, they are X MIPA 2 and X MIPA 3. Since it was impossible to randomly select students and put them into two new classes, the researcher then selected the two available classes out of the 19 classes as the sample of the study. Both of them are chosen based on the English teacher's suggestion because the school principal permit the researcher to use certain classes and the researcher does not have any chance to make a new class, this called nonprobability sampling which involves nonrandom procedures for selecting the member of the sample. After the English teacher and the school principal choose the two classes, the English teacher suggests to choose he students from X MIPA 2 becomes the experimental group (EG) that consists of 22 students and the students from X MIPA 3 becomes the control group (CG) that consists of 23 students. The total amount of the sample of this research is 45 students, they are the students in English teacher's own classroom. This called as convenience sampling which the researcher uses the available cases as the sample of the research (Ary, et al., 2010: 155).

To know the preliminary condition of the groups before being given treatment, a pretest was administered. The students' writing performances in the pretest were scored and analyzed by using independent samples t-test to know whether their prior skills in writing were different. Based on the result of pretest analysis, there is no

significant difference on the mean scores between experimental group and control group. In this way, it can be concluded that the prior skills of writing in both groups are considered to be homogeneous. Thus, the difference in prior condition of the two groups which could interfere the result of the post test does not exist.

The procedures of collecting the data of this study are: the researcher give a try out test to the students; the try out test will obtain the validity and reliability test. If the test showed valid and reliable, the test may to use as the test research. The researcher analyzed the data used SPSS version 24; choosing the experimental group (EG) and the control group (CG); the researcher give pretest to the EG and CG. Pretest will give to the students before the treatment; the researcher conduct the treatment to the EG; the researcher give post-test to the EG and CG. The researcher give the post-test after giving the treatment; and analyzing the data after conducting the research using SPSS program.

The instrument of this study is a writing test. The test of writing in this study are constructed for adolescent learners whose first language is not English. The study refers to writing a recount text which was taught to the students in this semester. Thus, the purposes of the test is to measure students' writing performance in the area of writing a recount text.

Regarding to the scoring, the researcher arranged the blueprint for the tests (pretest and post-test), the test itself, and the scoring rubric. After developing the blueprint, the tests, and the scoring rubric, the validating process was carried on. This is to guarantee that the data collected are accurate and consistent, the validity and reliability of the data need to be ensured. Thus, the conclusion of the results can be drawn convincingly. The validity in this study was determined from two kinds of validity: content validity and construct validity. Two experts were involved in the content and construct validation process to check whether the purposes of the instruments match the tasks required to do. The two experts in this study validated the pretest, post-test, and the scoring rubric.

A tryout was conducted to the student from another class but in the same level and grade. The tryout was to ensure that the students could understand the instruction and the direction in the writing skill tests was clear. Observing the administration process in the tryout, it was noticed that the learners did not find any difficulties in understanding the instructions. Further, it was also done to find out the consistency of

the raters in rating/scoring the students' performances by using the scoring rubric. Moreover, the tryout test for pretest and post-test were conducted also for getting the student's score as the data of this research that was going to be scored by the raters. The raters in this study were the EFL teacher in Indonesian secondary school that have a teaching experience in more than five years. They scored the students' works in both pretest and post-test following the scoring rubric. The scoring rubric in this study was used for both pretest and post-test. Then, in order to get the data of this research that is in the kind of students' score as a valid and reliable data, it needs a training for the raters before they scored the students' works in the real pretest and post-test. Thus, the student's works in the tryout of pretest and post-test were scored by the two raters for the need of validity and reliability analysis.

Further, a validity analysis by using Pearson Product Moment Correlation was done for each part of the test. Being rated by two raters, the scores from the raters were inputted into SPSS program for the need of analysis. Since the scoring system in pretest and post-test were same, the validity analysis was done in the same time. The validity analysis was done using the Pearson Correlation with the help of IBM SPSS Statistics 24. The results of the validity analysis in correlations Table showed that the  $r$  values of the two raters were all above the  $r$  table. Respectively, the  $r$  values of rater 1 was ,997 while rater 2's  $r$  values was ,997. Additionally, all the Sig. (2-tailed) values were ,000. which was below the alpha value ,05. These indicate that the scores of the two raters were valid and that the training of the raters was accomplished.

A reliability analysis was conducted following the validity analysis. It aimed to reveal the consistency of the scores among the two raters. An Intra-Class Correlation (ICC) was used in the reliability analysis as it used raters in giving scores. Employing IBM SPSS Statistics 24, the result of the analysis showed the ICC coefficient of average measures was ,997 which included in very high reliability. Regarding the results of the validity and reliability analyses, the tests of writing performance were ready to be used in data collection in both pretest and post-test.

For the need of analysis the data obtained in this study were in the form of students' scores in writing performance tests. The data analysis of obtained data from the instruments are intended to answer the research problems while controlling the covariate which is assumed to affect the students' writing performance after the



treatment. There were two steps involved in the data analysis. The first step was concerned with the test of fulfillment of assumptions required for running a parametric test prior to the main data analysis. The second step dealt with the hypotheses testing.

Regarding the intention of the data analysis is to answer the research problems, in the first step, two statistical assumptions should be fulfilled. The assumptions are concerned with normality and homogeneity. Those requirements should be satisfactorily met in order for the results of data analysis are meaningfully interpreted. The normality testing is used to see whether the students' scores of writing, as the dependent variable, have normal distribution for each combination of the groups of the two independent variables. This test involved Saphiro-Wilk test. The assumption of homogeneity was tested by using Levene's test to see whether the variance of writing performance in the experimental and control groups are the same.

The second step of data analysis was hypotheses testing. It was done by employing Non-parametric Mann Whitney U Test. The Non-parametric Mann Whitney U Test is conducted to compare the mean scores of experimental group receiving an online ER program with the mean score of control group who do not join online ER program. When the output of the data analysis shows that the Asymp. Sig. (2-tailed) is less than .05, it means that the mean scores of experimental group and control group are different significantly and. In contrast, when the output of the data analysis shows that the Asymp. Sig. (2-tailed) is more than .05, it means that the mean scores of experimental group and control group are not different significantly. Thus, further hypotheses testing is conducted. As in the prior hypotheses testing, these statistical analyses are done to accept or reject the null hypotheses at the significance level .05 or 95% of confidence level.

## **Finding**

The research was conducted in the tenth grade students of MAN 10 Jombang with the total samples is 43 students, they are 22 students from the experimental group and 21 students from the control group. This study involved Indonesian EFL senior secondary school students' writing performance as the dependent variable. Further, regarding that the data of this study is the students' score, the researcher analyses the data from both the EG and CG statistically using IBM SPSS Statistics 24.

Prior to the data analysis, assumption, assumption of normality and homogeneity were done with the following results.

**Table 4.1 Tests of Normality**

Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Control	0.204	21	0.022	0.890	21	0.022
Experimental	0.185	22	0.048	0.931	22	0.128

a. Lilliefors Significance Correction

According to the Table 4.1, the  $\rho$  value of the control group in Shapiro-Wilk is ,022 (N=21) which is lower than the  $\alpha$  value ( $,022 < .05$ ). While, the  $\rho$  value of EG in Shapiro-Wilk is ,128 (N=22) which is greater than the  $\alpha$  value ( $,128 > .05$ ). Thus, it indicates that the data in EG was distributed normally but the data distribution in CG is not normal. In conclusion, the assumption of normality in this study was not fulfilled.

**Table 4.2 Test of Homogeneity of Variances**

Score				
Levene Statistic	df1	df2	Sig.	
6.591	1	41	0.014	

Based on the information presented in Table 4.2, the Sig. value of Levene's statistic is ,014 which is lower than the  $\alpha$  value ( $,014 < .05$ ) which indicates that the data was not homogeneous. It can be conclude that the assumption of homogeneity of this study was also not fulfilled.

Relating to the results on the data displays, all of the assumptions required to conduct the hypothesis testing were not fulfilled. Since one of the assumptions or all of the assumptions required are not fulfilled, the hypothesis test of this study was conducted by Non-parametric Mann Whitney U Test. The Mann-Whitney U test is used to compare differences between two independent groups when the dependent variable is either ordinal or continuous, but not normally distributed. The Mann-Whitney U test is often considered the nonparametric alternative to the independent t-test although this is not always the case ("Mann-Whitney U Test in SPSS Statistics," 2020) For the further analysis of Non-parametric Mann Whitney U Test.

Further, the results of the hypothesis testing of this study that employed Non-parametric Mann Whitney U Test are presented in Table 4.3 and 4.4.

**Table 4.3 Mann-Whitney Test Ranks**

Group	Ranks			
		N	Mean Rank	Sum of Ranks
Score	Control	21	25.38	533.00
	Experimental	22	18.77	413.00
	Total	43		

Consulting Table 4.3 Mann-Whitney Test Ranks, it shows that the mean rank score for the control group is 25,38 while the experimental group is 18,77. Thus, it can be interpreted that the mean rank of the control group is higher than the experimental group by difference 6,61. Following the result of Mann Whitney Test Rank, the result of test statistic is presented in the Table 4.4 Test Statistic.

**Table 4.4 Test Statistics**

Test Statistics <sup>a</sup>	
	Score
Mann-Whitney U	160.000
Wilcoxon W	413.000
Z	-1.743
Asymp. Sig. (2-tailed)	0.081

a. Grouping Variable: Group

Based on the Table 4.4 Test Statistic above, the result of the Test Statistic shows that the Asymp. Sig. (2-tailed) is ,081. Then, the Asymp. Sig (2-tailed) was compared with the significance level (,05). It shows that the Asymp. Sig. (2-tailed) is higher than the significance level (,081 > ,05). Thus, the null hypothesis (H0) is accepted. In conclusion, there is no statistically significant difference on Indonesian EFL senior secondary school students' writing performance between students who join online ER program and those who do not join online ER program.

## Discussion

First of all, the finding of this study was not in line with the research findings of the previous studies particularly with the studies conducted by Almansour and Alshorman (2014), Mermelstein (2015), and Hadiyanto (2019). When comparing the current study with their study, it appears that their study created an effect of the

extensive reading activity. Almansour and Alshorman (2014) proved that the Sig. Value in hypothesis testing was ,000 which indicates that there is an effect of ER program on the writing performance of Saudi EFL university students. Mermelstein (2015) also proved that all of the Sig. value of the six categories of writing measurements after the treatment was ,000 which indicates significant differences in gain all of subscales favoring the treatment group. Also, Hadiyanto (2019) proved that the quality of university students' collaborative story writing project in an ER program was perceived to be significantly influenced by the students' reading. However, this was most likely due to the fact that the ER in their study was conducted to university students as adult group. It is also interesting to notice that the implementation of ER of their study was as offline ER. A much more general comparison can also be made between this study and other ER studies in Asia, thanks to Krashen (2007). He did a meta-analysis of 19 previously reported ER studies that had been published in professional journals or conference proceedings. Of the 19 studies, 12 of them were situated in Asia. Krashen also stated that the most obvious finding of the studies was that ER is consistently effective. However, Krashen also noted five factors which he believed played a role in the findings. These include the duration of the ER program, the length of time and frequency of the reading sessions, the extent of comprehension checking, whether or not the reading activity was encouraged, and whether or not the learners are under academic pressure. Therefore, it seems logical that there is no effect of ER on the present study since it was conducted as an online program and out of the curriculum towards the Indonesian EFL senior secondary school students which are categorized into adolescent groups that applied two weeks program as the duration of the program.

Furthermore, the significant difference did not exist between the groups in the present study may be attributed to many other reasons. First, it comes from the length of treatment, which the natural expectation that the long program would have greater impact on ER than short program. Thus, this also becomes the weakness of this study.

Second, it comes from the participants of the program in the present study, an adolescent students. Comparing to the previous studies which adult students as the participants of the ER program, this may cause that there is no effect of the ER program on students' writing performance.

However, this current study is in line with the previous study that conducted by Jeon and Day (2016), they have been claimed that the effects of ER are bigger in adults compared to children or adolescent groups. Adults are deemed to be cognitively more able to start reading extensively due to their experience, background knowledge and vocabulary. Moreover, low effects on adolescent may originate in the test-centered curriculum in the schools and in their low interest in Extensive Reading since it provides no direct impact on their grades.

Regarding to the finding of the present study, the researcher reveals that there is no effect of online ER program on Indonesian EFL senior secondary school students' writing performance. It is showed on the result of the post-test which was interpreted by SPSS 24. The Asymp. Sig. (2-tailed) of Mann-Whitney U Test (0,081) was higher than ,05. Thus, the null hypothesis was accepted. Besides, the result of Mann-Whitney Test Ranks showed that the experimental group score is lower than the control group ( $18,77 < 25,38$ ). To conclude, based on the result of the hypothesis test in the Mann-Whitey, and since the effect refers to the significant difference between the mean score of the experimental group and the control group, the researcher strongly believe and avers that there is no effect of online ER program on Indonesian EFL senior secondary school students' writing performance.

## **Conclusion**

Regarding to the problem statement of the study, the current study's purpose is to investigate the effect of online ER program on Indonesian EFL senior secondary school students' writing performance. Further, in light of the finding of the study, it can be concluded that there is no effect of online ER program on Indonesian EFL senior secondary school students' writing performance. It is showed on the result of the post-test which was interpreted by SPSS 24. The Asymp. Sig. (2-tailed) of Mann-Whitney U Test (0,081) was higher than ,05. Thus, the null hypothesis was accepted. Besides, the result of Mann-Whitney Test Ranks showed that the experimental group score is lower than the control group ( $18,77 < 25,38$ ). To conclude, based on the result of the hypothesis test in the Mann-Whitey, and since the effect refers to the significant difference between the mean score of the experimental group and the control group, the researcher avers that there is no effect

of online ER program on Indonesian EFL senior secondary school students' writing performance.

In addition, the researcher suggest that the teachers in Indonesian EFL senior secondary school might apply the online ER program for supporting their students in increasing student's skill in English. However, the teachers should always guide and become the real role model of a reader in order to get the maximum benefits of extensive reading activity. The researcher also suggest to Indonesian EFL senior secondary school students to do the extensive reading activity whether as online or offline even in or out of the curriculum or class to increase their skill in English for both receptive skills and productive skills.

The researcher also suggests to the future researcher when conducting research with the same area to add the period of time in applying the online ER program, while in this current study it becomes the weakness of the study since the school principal only allows the researcher to conduct the program during the time that have been mentioned. In addition, further studies might conduct to investigate the effect of the program on the learning of other language skills such as reading and oral skills

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