Digital Extensive Reading in Indonesia: A Critical Review

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Abstract

Several previous studies have revealed that extensive reading is essential for supporting the success of EFL students' language learning. Due to the advancement of technology that has entered the language classroom, the implementation of extensive reading programs in Indonesia has shifted to digital extensive reading, where both EFL students and teachers utilize digital materials or tools through various applications or online platforms. Hence, this paper aims to critically review digital extensive reading in Indonesia to provide an overview or information regarding the implementation of digital extensive reading in Indonesia. Following George's (2008) Literature Reviews model, twelve articles related to digital extensive reading in Indonesia that were published from 2019 to 2022 in reputable national journals were critically reviewed. It was revealed that the digital extensive reading in Indonesia was implemented variously through several digital or online platforms for extensive reading, such as Let's Read! application, Blogging, Mobile-Assisted, Xreading, Wattpad, Webtoon, and other various online platforms, such as WhatsApp, Zoom, and Google Classroom. Last but not least, it can be concluded that the implementation of digital extensive reading through those various digital or online platforms has been proven to be useful in supporting the success of EFL students' digital extensive reading activities as well as the success of EFL students' language learning.

Keywords*: Extensive reading, EFL students, Digital extensive reading*

1. INTRODUCTION

English as a Foreign Language (EFL), students are expected to be able to master the receptive skills in language learning, which are listening and reading, because those skills can contribute to the improvement of EFL students' productive skills, which are writing and speaking, so that they can be successful language learners (Sreena & Ilankumaran, 2018). As one of the receptive skills in language learning, reading has been revealed to be important to support the success of EFL students' language learning. Hence, several previous studies have shown the importance of reading. Knoester (2010) argued that reading can be a means for personal growth because it can shape the imagination and has a critical role that can enable a person to control the language (Knoester, 2010). In addition, it was also revealed that EFL students can get many advantages from reading by being aware that reading can increase the students' receptive skills in language learning as well as widen the students' experience and knowledge (Green & Hughes, 2006). Furthermore, EFL students who get used to reading are able to develop their speed of reading, the vocabulary of words, reading fluency, general insight, and academic achievement (Chettri & Rout, 2013). Therefore, it is crucial for EFL students to develop and increase their receptive skills through several reading activities since it can contribute to the success of their language acquisition breakthrough.

To make EFL students improve or master their reading skill as well as to support the success of their language learning, they have to like the reading activity or obtain the enjoyment of reading. Then, this is linked to the fact that EFL students can become skillful readers when they can read lots of reading materials which are easy for the students to comprehend, that refer to extensive reading (Renandya, 2017). Extensive reading is associated with the enjoyment of reading, because it refers to reading for general information (Renandya, 2017). In other words, extensive reading refers to a reading activity for the purpose of enjoyment (Damayanti, 2019). Furthermore, the reading materials for extensive reading tend to be longer, exciting, and often less demanding that can be just a little above or at the students' levels of language ability (Renandya, 2017). Hence, when EFL students perform extensive reading, they are mainly focused more on the message of the reading text and what it is saying (Waring, 2011). Besides, Delfi et al. (2018) argued that reading with enjoyment, that refers to extensive reading, can direct the students to obtain the essential information in the process of reading until they finish reading (Delfi et al., 2018). Thus, extensive reading is considered to be essential in supporting the success of EFL students' language learning.

Several previous studies have revealed that extensive reading is important for EFL students because it can offer many advantages or benefits for the success of their language learning. Extensive reading can enable EFL students to obtain several linguistic benefits such as the reading fluency that is improved (Huffman, 2014; McLean & Rouault, 2017; Nakanishi, 2015) and the acquisition in vocabulary (Suk, 2016; Webb & Chang, 2015). In addition, extensive reading can also help to improve students' better performance on writing (Mermelstein, 2015; Park, 2016). In addition, EFL students may also develop better insight about the world by reading extensively (Renandya, 2017). Besides, Delfi & Yamat (2017), in their study, also argued that the more the students read, the more they can acquire the language, and the more they can improve their language ability (Delfi & Yamat, 2017). In

other words, this process revealed how extensive reading can contribute to the improvement of EFL students' language ability (Delfi & Yamat, 2017). As a result, based on those facts, extensive reading can be utilized for English language teaching and learning as a means to enhance and support the success of EFL students' language acquisitions as well as to support the success of EFL students' language learning.

Due to the advancement of technology that has entered language classroom, EFL teachers should follow the development of technology advancement and optimally make use of it as medium to support the success of language teaching and learning as well as the teaching innovations in this digital era (Suwartono & Aniuranti, 2018). This is, then, linked to the implementation of Extensive Reading programs that has to be tailored to the needs of EFL students in this current digital era (Khusniyah, 2021). Furthermore, digital materials and tools for language learning and teaching can also encourage and support the learning process and the success of EFL students' language learning (Pop, 2015). Hence, the implementation of extensive reading programs, recently, has started to shift from conventional, where EFL students read lots of printed books or printed materials, to digital extensive reading program, where both EFL students and teachers utilize digital materials or tools through various applications or online platforms in implementing the extensive reading program. Therefore, this paper aims to critically review digital extensive reading in Indonesia in order to provide an overview or information regarding the implementation of digital extensive reading in Indonesia.

2. LITERATURE REVIEW

There are mainly two methods of teaching and learning in the second language (L2) classroom; reading intensively and reading extensively. Renandya (2017) defines in-depth reading as reading detailed information, as education often involves a language that exceeds or exceeds a student's current proficiency level and tends to be short and dense in content and focus of the linguistic function. Besides, extensive reading allows reading general information and is, in many cases, associated with the pleasure of reading, as the material tends to be longer, more interesting, and generally less demanding or a little more than the students' level of language ability (Renandya, 2017). In addition, when EFL students perform extensive reading, they are primarily focused on the message of the reading text they read and what the text is saying, while intensive reading focuses more on developing EFL students' knowledge of the language and reading skills (Waring, 2011). Therefore, both intensive reading and extensive reading are essential and complementary in facilitating EFL students' reading development because intensive reading can introduce new items of language to the students, while extensive reading can make EFL students get more reading practice and get a deeper knowledge (Uden, 2013).

Extensive reading has several characteristics when it is utilized for EFL learning and teaching (Renandya, 2017). When performing extensive reading, EFL students are required to read a high quantity of materials or books. Since the purpose of extensive reading is to make EFL students become more fluent in reading or have a better reading comprehension rather than to make the students study the language, EFL students are required to read more materials, so that the focus is on the quantity. In addition, when performing extensive reading, EFL students are required to read the reading materials which are longer than the

reading materials for performing intensive reading. Besides, the reading materials for performing extensive reading should be less demanding. Hence, the levels of the language in the reading materials should be at or just a little above EFL students' levels of language ability. Then, these reading materials should be about what EFL students like or reading materials that are interesting for EFL students or around EFL students' interests. It is because extensive reading activities should be enjoyable reading activities so that EFL students can get lots of pleasure or enjoyment from the reading texts they read. Hence, when performing extensive reading, EFL students do not need dictionaries to assist them. In addition, because extensive reading activities tend to be not 'in-class' activities, EFL teachers should take part in improving or developing the students' motivation so that they can have a sustainable extensive reading practice. Therefore, when EFL students get more motivated to perform extensive reading, they are expected to get more advantages from extensive reading activities in EFL learning and teaching.

There are several ways that EFL teachers can utilize extensive reading programs for EFL students. First, EFL students read a high quantity of materials. This is one of the main features that differentiate reading extensively and intensively. In the extensive reading class, EFL teachers are working to create a great reading environment, where students read a large quantity of reading materials. In other words, the focus is on the number of books that the students read. This program can only be most profitable and work well if students stick to reading extensively or develop a sustainable habit of reading extensively. Second, EFL students often choose what they want to read. For EFL students who have high motivation, this trait can be easier for them to achieve. Meanwhile, for EFL students who have lower motivation, the availability of the materials that they want to read can make a big difference. To be absorbed in reading, the teachers need access to the great books and other resources that the teachers want to read. Unfortunately, the types of the materials the students may receive (e.g. ghost stories, cartoons, etc.) may or may not exist in the library. Third, the reading material varies by subject and genre. EFL students need to be exposed to different types of materials, familiarize them with different types of genres, and get used to reading books in different ways and for different purposes. Younger students may prefer novels, while adult students may read simple resources on topics such as law, business, technology, and medical that are much harder to find. Fourth, EFL students read materials that correspond to their level of understanding. Unlike intensive reading, which often exceeds the students' language level of competence, extensive reading requires materials that are close to or below the current level. The general rule here is that if the teachers want EFL students to start a program, it is better to read simple texts than the difficult ones. As a result, if EFL students are highly motivated to read extensively through the extensive reading program in EFL teaching and learning, they are going to obtain lots of benefits or opportunities, so that it can support the success of their language learning.

3. RESEARCH METHODS

This present study employed a literature review method to critically review digital extensive reading in Indonesia. Ramdhani et al. (2014) argued that a literature review provides or describes published information in a particular topic or subject area, and

sometimes information in a particular topic or subject area within a certain period of time (Ramdhani et al., 2014). Furthermore, Newman & Gough (2020) stated that a literature review was a scholarly paper or article that could provide an overview of current knowledge about a particular topic which included substantive findings, theoretical, as well as methodological contributions to a particular subject area or topic (Newman & Gough, 2020). Then, this present study was designed as a critical literature review that focused on critically reviewing digital extensive reading in Indonesia. Besides, the critical literature review in this study meant the researchers critically or carefully reviewed the implementation of digital extensive reading in Indonesia through several resources related to the topic of this study. Hence, the research question in this study can be formulated as follows: How is digital extensive reading in Indonesia implemented?. As a result, the critical literature review in this study was conducted by critically reading, analyzing, as well as summarizing findings of related topics of research that was employed by Citrawati et al. (2021) adapted from Ariantini et al. (2021) that followed George's (2008) model.

The first step of doing a critical literature review for this study was identifying the topic, which is digital extensive reading in Indonesia. The next step was identifying the review question or the purpose of this study, which is how digital extensive reading in Indonesia is implemented. The third step was determining references or resources used for answering the review question or the purpose of this study, which are several previous studies related to digital extensive reading in Indonesia in order to provide an overview or information regarding the topic in this study. In this step, the researchers selected several articles related to digital extensive reading in Indonesia that were published from 2019 to 2022 in reputable national journals, so that the information gathered can be updated and relevant to the topic in this study, which is digital extensive reading in Indonesia. The databases for retrieving the articles for this study were Connected Papers and Google Scholars by entering keywords "extensive reading", "extensive reading in Indonesia", "digital extensive reading", and "digital extensive reading in Indonesia". Therefore, through this process, twelve articles were chosen; the details are displayed below.

Table: 1 Articles Used as Resources and Indexes of the Journals

No.	Resources	Indexing
1	Ermerawati (2019)	SINTA 2, Google Scholar, ERIC
2	Fatimah, Kardijan, & Sulastri (2020)	SINTA 3, Google Scholar, GARUDA
3	Ni'mah & Umamah (2020)	SINTA 4, Google Scholar, GARUDA
4	Sartika (2020)	Google Scholar
5	Permatasari, Wijayanto, & Kristina (2020)	GARUDA, Google Scholar
6	Gaffar, Fernanda, & Hidayat (2021)	SINTA 4, GARUDA, Google Scholar
7	Istiqlal, Utami, & Kartini (2021)	GARUDA, Google Scholar
8	Prasetya, Utari, Anggia, & Rini (2021)	GARUDA, Google Scholar
9	Asmara (2021)	Google Scholar
10	Harimurti, Suryati, & Astuti (2021)	GARUDA, Google Scholar
11	Prihartono, Miftakh, & Rachmawati (2021)	SINTA 4, Google Scholar, GARUDA
12	Fatimah, Marlina, & Dewi (2022)	SINTA 2, GARUDA, Google Scholar

Those twelve articles were, then, summarized into a table in order to record the title of the articles, authors, year of the articles published, background of the study, purpose of the

study, and findings or the results. Then, the selected articles were critically reviewed, criticized, analyzed, and evaluated based on how digital extensive reading is implemented. The next step, the researchers synthesized the articles based on the purpose of this study, which is how digital extensive reading in Indonesia is implemented. Last but not least, the researchers wrote the review, as well as provided the supporting theory and opinions based on the syntheses of the findings or the results.

4. FINDINGS

Based on the ten reviewed articles or reviewed literature, the following session will discuss the implementation of digital extensive reading in Indonesia. Extensive reading program in Indonesia has been revealed to be implemented variously through several digital or online platforms, such as Let's Read! application, Blogging, Mobile-Assisted, Xreading, Wattpad, Webtoon, and other various online platforms, such as WhatsApp, Zoom, and Google Classroom. The following diagram illustrates the mapping of the implementation of digital extensive reading in Indonesia as summarized from the twelve reviewed articles.
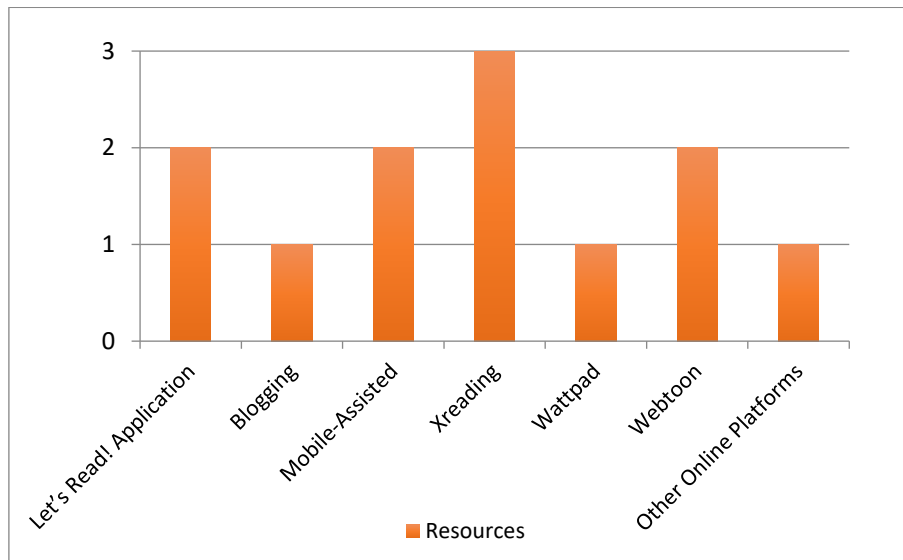

Figure: 1 The Implementation of Digital Extensive Reading in Indonesia

Figure 1 shows the implementation of digital extensive reading in Indonesia. Digital extensive reading in Indonesia has been revealed to be implemented variously through several digital or online platforms to support the success of the extensive reading program in Indonesia. First, the digital extensive reading program was implemented by utilizing Let's Read! application through the collections of graded reading materials (Ermerawati, 2019) that can be selected by the students themselves (Prihartono et al., 2021). Furthermore, the digital extensive reading program was also implemented through blogging or through the use of a blog as a platform for extensive reading (Fatimah et al., 2020). In addition, the digital extensive reading program could also be implemented by using Mobile-Assisted through the

collections of e-books for extensive reading (Ni'mah & Umamah, 2020). Besides, Xreading was mostly utilized for digital extensive reading since it can support the success of extensive reading programs in Indonesia (Sartika, 2020; Prasetya et al., 2021; Harimurti et al., 2021). Then, the digital extensive reading program was implemented by utilizing Wattpad through the collections of reading materials (Permatasari et al., 2020). Furthermore, Webtoon was also used as the learning media for performing digital extensive reading (Asmara, 2021) with a reading log strategy (Istiqlal et al., 2021). Last but not least, the digital extensive reading program could also be implemented through online platforms such as blogs, WhatsApp, Zoom, and Google Classroom to support the students' enjoyment and engagement in the extensive reading program (Fatimah et al., 2022). The details of the implementation of digital extensive reading in Indonesia presented in those twelve articles are further elaborated in the discussion below.

5. DISCUSSION

5.1 Digital Extensive Reading through Let's Read! Application

Some previous studies revealed that digital extensive reading can be utilized through Let's Read! application. A study conducted by Ermerawati (2019) revealed that, to support the implementation of digital extensive reading, Let's Read! application could provide meaningful reading opportunities, so that EFL students may adjust their reading levels as well as explore the stories through the collections of online books in Let's Read! application for extensive reading activities, especially for EFL students' digital extensive reading (Ermerawati, 2019). This finding is in harmony with a study conducted by Putri & Savitri (2022) who revealed that Let's Read! application was considered effective as one of the ways for digital reading activities because the application could provide online books with many useful features, such as book levels, themes, translation, languages, and audio (Putri & Savitri, 2022). Furthermore, it was also revealed that reading practice using Let's Read! application might assist EFL students in their digital reading activities, so that EFL students might develop a better reading practice and be motivated to read more digital books through Let's Read! application (Putri & Savitri, 2022). Therefore, it can be concluded that utilizing Let's Read! application for digital extensive reading has been proven to be useful in supporting the success of EFL students' digital reading activities or digital reading practices through its collections of online books as well as its various features.

Another previous study conducted by Prihartono et al. (2021) also found out that the implementation of digital extensive reading through Let's Read! application could improve EFL students' reading engagement because they showed positive attitude in the process of extensive reading activities, especially during the implementation of digital extensive reading (Prihartono et al., 2021). In addition, it was also revealed that digital extensive reading through Lets Read! application had a positive response in EFL students' online classrooms since it could improve EFL students' knowledge about new vocabularies, measure EFL students' reading comprehension or understanding, and build EFL students' reading habits (Prihartono et al., 2021). This finding is in line with a similar study conducted by Sari et al. (2022) who found out that Lets Read! application could be utilized to overcome the problem of low students' interest in reading. In other words, digital reading practices using Let's Read! application could increase the students' interest in reading, especially

lower grade students' interest in reading (D. D. Sari et al., 2022). Thus, from those explanations, it can be seen that digital reading practices using Let's Read! application has been revealed to be beneficial in supporting the effectiveness and the efficiency of the students' language learning process.

5.2 Digital Extensive Reading through Blogging

To support the implementation of digital extensive reading, blogging can be used to facilitate EFL students' extensive reading. Fatimah et al. (2020) found out that blogs could be utilized as a tool for EFL students to look for various reading materials that could be adjusted according to their level of language ability and interest (Fatimah et al., 2020). Furthermore, EFL teachers could also include links that contain reading resources as references of the materials, so that EFL students could develop their digital extensive reading activities through blogging (Fatimah et al., 2020). The result of this study is in harmony with the result of a previous study conducted by Chew & Lee (2013) who found out that EFL university students in Malaysia revealed a positive attitude towards the use of blogs for reading beyond classroom practice (Chew & Lee, 2013). In addition, the finding of this study also indicated that blogs could be one of the suitable tools for facilitating EFL students' digital extensive reading (Chew & Lee, 2013). Besides, another previous study conducted by Lee (2014) also revealed that digital extensive reading through blogging could enrich EFL Taiwan university students' interactions between readers, texts, and peers in the extensive reading class (Lee, 2014). In addition, these findings were also believed to be the useful factors that could support the efficiency of EFL students' digital extensive reading (Lee, 2014). Thus, it can be concluded that digital extensive reading through blogging has been revealed to be useful in developing EFL students' reading habits, especially in supporting the implementation of EFL students' digital extensive reading.

5.3 Digital Extensive Reading through Mobile-Assisted

Digital extensive reading can also be implemented through mobile-assisted extensive reading. Ni'mah & Umamah (2020) argued that mobile-assisted on extensive reading offered EFL students various opportunities to read due to its practicality, flexibility, portability, affordances, and accessibility, so that EFL students could practice digital extensive reading successfully (Ni'mah & Umamah, 2020). In addition, the reading log helped EFL students to record their last reading progress, memorize new items of vocabularies, as well as develop their writing and speaking skills (Ni'mah & Umamah, 2020). The finding of this study also confirms the result of a study conducted by Li (2022) who revealed that utilizing Mobile-Assisted Language Learning (MALL) for EFL students' reading comprehension is effective (Li, 2022). In other words, EFL students' reading comprehension can be significantly improved through the implementation of Mobile-Assisted Language Learning (Li, 2022). In conclusion, it can be seen that the implementation of mobile-assisted digital extensive reading has been revealed to be effective for EFL students' extensive reading as well as for improving EFL students' reading comprehension.

Another previous study conducted by Gaffar et al. (2021) also revealed that the implementation of mobile-assisted extensive reading for EFL senior high school students

was a fun reading activity because the students did not get bored, so that the students could improve their reading interest (Gaffar et al., 2021). Furthermore, the students also gave positive perceptions regarding mobile-assisted on extensive reading as they felt very pleased as well as gave positive responses, such as fun, motivated, and interesting about the implementation of digital extensive reading through mobile-assisted extensive reading (Gaffar et al., 2021). The result of this study is in line with another similar study conducted by Hendriwanto & Kurniati (2019) who revealed that mobile-assisted extensive reading could improve EFL students' reading fluency (Hendriwanto & Kurniati, 2019). Furthermore, this study also suggested that mobile-assisted extensive reading could potentially be used not only for improving EFL students' reading comprehension, but also for developing EFL students' digital extensive reading (Hendriwanto & Kurniati, 2019). As a result, from those explanations, it can be concluded that digital extensive reading through mobile-assisted extensive reading has been revealed to be useful as it gives many benefits for EFL students' reading improvement.

5.4 Digital Extensive Reading through Xreading

Several previous studies revealed that Xreading was mostly used for digital extensive reading. Extensive reading program at the English department of a state university in Surabaya had shifted from paper-based extensive reading to online-based extensive reading program using Xreading to facilitate both EFL students and teachers to get suitable reading materials and an accessible learning platform for digital extensive reading (Sartika, 2020). Furthermore, the result of this study also revealed that the students gave positive perceptions regarding the use of Xreading as the platform to conduct extensive reading because they can develop their English competence in several aspects through the activities that they performed at Xreading (Sartika, 2020). This finding is in harmony with a similar study conducted by Hidayah & Trisusana (2021) who found out that EFL students gave positive attitudes toward their experiences in performing extensive reading through Xreading (Hidayah & Trisusana, 2021). In addition, EFL students' positive attitudes were also supported by their claims that they could feel several improvements in their reading competence after performing extensive reading through Xreading, such as reading speed, grammatical competence, vocabulary mastery, and general understanding (Hidayah & Trisusana, 2021). Thus, it can be concluded that Xreading could be a suitable platform for EFL students' digital extensive reading as well as for the improvement of EFL students' language competence.

Digital extensive reading using Xreading was also implemented at the English Education program of a private university in Lampung (Prasetya et al., 2021). This study revealed that Xreading was a good website and suitable for EFL beginner students for learning English since Xreading could provide various topics for the students to read (Prasetya et al., 2021). In addition, it was also revealed that the digital extensive reading through Xreading could give many benefits for the improvement of EFL students' language learning (Prasetya et al., 2021). However, a study conducted by Ekasari (2021) that investigated the correlation between EFL students' reading speed and reading comprehension while using Xreading for performing digital extensive reading had a different result. This study revealed that there was no correlation between EFL students' reading

speed and reading comprehension while using Xreading for performing digital extensive reading (Ekasari, 2021). As a result, it can be seen that Xreading could be a good platform for EFL students' digital extensive reading because it could give many benefits for EFL students' language learning process although it was also found that there was no correlation between EFL students' reading speed and reading comprehension while using Xreading.

Digital extensive reading through Xreading was also utilized at the English department of a state university in Malang (Harimurti et al., 2021). Harimurti et al. (2021), in their study, found out that Xreading was an appropriate platform for the extensive reading program because Xreading could motivate EFL students to read as much as possible (Harimurti et al., 2021). Furthermore, Xreading could also provide various types of reading materials for EFL students that could be adjusted based on the students' preferences and levels of language abilities, so that it could support the success of EFL students' language learning (Harimurti et al., 2021). The result of this study confirms another similar study conducted by Hidayah & Trisusana (2021) who revealed that EFL students' reading comprehension in several aspects was improved after they utilized Xreading for their extensive reading program (Hidayah & Trisusana, 2021). These aspects were EFL students' reading speed, grammatical competence, vocabulary mastery, and general understanding (Hidayah & Trisusana, 2021). Thus, from those explanations, it can be concluded that Xreading was an effective platform that could be utilized for EFL students' digital extensive reading as well as for supporting the success of EFL students' language learning although it was also found that there was no correlation between EFL students' reading speed and reading comprehension while using Xreading.

5.5 Digital Extensive Reading through Wattpad

For supporting the implementation of digital extensive reading, Wattpad can also be used to facilitate EFL students' extensive reading. Permatasari et al. (2020) found out that Wattpad was a good platform for performing extensive reading activities as it had various reading sources with various genres that could support EFL students' extensive reading activities, especially EFL students' digital extensive reading (Permatasari et al., 2020). Besides, this study also revealed the weaknesses of using Wattpad for performing extensive reading based on the students' perceptions, which were similarities in the reading materials that sometimes make them boring to read, tired eyes, distractions from the other notifications, and battery power-draining (Permatasari et al., 2020). Besides, a previous study conducted by Başoğul (2021) revealed that Turkish secondary school students enjoyed spending their time on Wattpad because they argued that Wattpad could develop their reading and writing habits as well as give comments and criticize books/articles with their peers, so that they liked digital reading through Wattpad (Başoğul, 2021). However, this study also revealed that the teachers argued that the students had to utilize Wattpad carefully for digital reading because it might include violence, sexuality, and other inappropriate contents (Başoğul, 2021). Besides, another similar study conducted by Sari (2022) revealed that many students believed that Wattpad could be used as a useful digital media because the students could read the collections of the digital stories through Wattpad (Sari, 2022). In addition, the students could also feel that the learning process through Wattpad as the digital

learning media were improved and more enjoyable (Sari, 2022). As a result, from those explanations, it can be concluded that Wattpad can be utilized for EFL students' digital extensive reading as well as for supporting the success of students' learning process even though there were also some weaknesses found.

5.6 Digital Extensive Reading through Webtoon

Some previous studies revealed that Webtoon was also implemented for digital extensive reading. Istiqlal et al. (2021), in their study, argued that reading log strategy through Webtoon had been proven to be helpful for EFL students to deliver their opinions toward the texts that they read in the digital extensive reading program (Istiqlal et al., 2021). Furthermore, the use of reading log strategy through Webtoon as the learning media for digital extensive reading had also been proven to be helpful for EFL students to discover and understand new vocabularies when performing extensive reading activity (Istiqlal et al., 2021). The result of this study confirms a study conducted by Ziska (2021) who revealed that using Webtoon to teach EFL junior high school students could effectively improve their reading comprehension (Ziska, 2021). In addition, it was revealed that Webtoon had collections of vocabularies that were easier for the students to understand, so that they could happily read (Ziska, 2021). Then, another similar study conducted by Wulandari et al. (2019) also revealed that using Webtoon as a tool or learning media could effectively increase EFL university students' interest in learning vocabulary because the students got more motivated by using Webtoon when learning vocabulary in the class (Wulandari et al., 2019). Therefore, it can be concluded that Webtoon can be effectively used for EFL students' digital extensive reading as well as for increasing EFL students' interest and motivation in language learning.

Besides, a study conducted by Asmara (2021) found out that digital extensive reading through Webtoon has been revealed to be helpful for EFL students in enhancing their reading comprehension, especially in understanding narrative texts (Asmara, 2021). Furthermore, this study also revealed that reading with pictures when performing digital extensive reading through Webtoon could help the students in understanding the context of the story quickly (Asmara, 2021). The finding of this study is in harmony with a similar study conducted by Pujiastuti (2019) who revealed that digital comics in Webtoon were helpful and effective to be applied for teaching EFL students' reading, especially reading narrative texts (Pujiastuti, 2019). In addition, it was also revealed that Webtoon could significantly improve EFL students' reading comprehension, especially in comprehending narrative texts (Pujiastuti, 2019). In conclusion, from those explanations, it can be seen that reading through Webtoon has been proven to be beneficial for EFL students in performing digital extensive reading as well as for improving EFL students' reading comprehension.

5.7 Digital Extensive Reading through other Online Platforms

Digital extensive reading can also be implemented through other online platforms for extensive reading, such as WhatsApp, Zoom, and Google Classroom. A study conducted by Fatimah et al. (2022) revealed that extensive reading through online platforms such as Zoom, WhatsApp, and Google Classroom could support the implementation of digital extensive reading because EFL students could have discussion on WhatsApp group, conduct poster presentation, and create video presentation for extensive reading activities (Fatimah et al.,

2022). Furthermore, it was also revealed that extensive reading through online platforms could improve EFL students' engagement and effortlessly create interactive online classroom situations and give benefits for the success of EFL students' language learning progress (Fatimah et al., 2022). This finding is in line with a study conducted by Widyastuti & Hidayati (2022) who found out that online platforms like Google Classroom, WhatsApp, Zoom, and others could be used as learning media because these online platforms could be helpful for EFL students, especially for improving their language acquisition (Widyastuti & Hidayati, 2022). In addition, these online platforms could also be helpful for English language learning and teaching because it could improve EFL students' English skills, such as for speaking, listening, writing, and reading (Widyastuti & Hidayati, 2022). Furthermore, another similar previous study conducted by Napratilora et al. (2020) also revealed that WhatsApp could also be utilized as a learning media for teachers and students to communicate as well as to discuss reading materials, so that it can help teachers in improving the students' reading comprehension (Napratilora et al., 2020). As a result, from those explanations, it can be concluded that online platforms such as Zoom, WhatsApp, and Google Classroom could be utilized for supporting EFL students' digital extensive reading as well as for supporting the success of EFL students' language learning.

6. CONCLUSION

The present study critically reviewed twelve articles related to digital extensive reading in Indonesia. Two of these articles revealed that digital extensive reading could be implemented through Let's Read! application. Then, one of these articles argued that digital extensive reading could be implemented through Blogging. Furthermore, two of these articles claimed that digital extensive reading could be implemented through Mobile-Assisted for extensive reading. In addition, three of these articles revealed that the digital extensive reading could be implemented through Xreading. Then, one of these articles revealed that the digital extensive reading could be implemented through Wattpad. In addition, two of these articles claimed digital extensive reading could be implemented through Webtoon. Besides, one of these articles argued that digital extensive reading could be implemented through other various online platforms, such as WhatsApp, Zoom, and Google Classroom. Hence, from these twelve articles reviewed, it can be seen that the implementation of digital extensive reading in Indonesia through those various digital or online platforms has been proven to be useful in supporting the success of EFL students' digital extensive reading activities as well as the success of EFL students' language learning. Last but not least, understanding that this is a literature review, future studies can focus on exactly how these digital extensive readings are implemented, such as by conducting classroom observations and collecting data directly to substantiate the most effective ways to implement digital extensive reading, so that the results can possibly reveal more various results.

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