EFL Teacher Experiences in Developing Writing Proficiency for Scientific Journal Publication Through Extensive Reading

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Abstract: This research investigated how EFL teachers become more engaged with extensive reading when developing their writing proficiency. This research used a narrative inquiry method to collect data on individuals who have and have not engaged in extensive reading. An initial questionnaire was sent to EFL teachers through Google-form. Fifteen EFL high school teachers responded to the questionnaire, most female and 33 years old. Afterward, one chosen EFL teacher was interviewed to discuss how they use extensive reading to improve their writing skills. The results found that the keys to improving scientific article writing as a hobby are that English teachers read articles from various sources to gain more information and understand different perspectives. Besides, they set a reading target of 15 minutes per day for them, leading to 20 books per year, or at least they can start practicing extensive reading since university. Also, reading fairytales, comics, folktales, magazines, novels, and short stories as extensive reading materials could increase their writing proficiency. In brief, extensive reading improves vocabulary mastery, reading fluency, and English proficiency, helping teachers better convey ideas and thoughts through written language. The implication was also discussed here.

Abstrak: Penelitian ini menyelidiki bagaimana guru EFL menjadi lebih terlibat dengan membaca ekstensif ketika mengembangkan kemampuan menulis mereka. Penelitian ini menggunakan metode inkuiri naratif untuk mengumpulkan data individu yang pernah dan belum pernah melakukan membaca ekstensif. Kuesioner awal dikirim ke guru bahasa Inggris melalui Google-form. Lima belas guru bahasa Inggris sekolah menengah menanggapi kuesioner; kebanyakan dari mereka adalah perempuan dan berusia 33 tahun. Setelah itu, seorang guru EFL terpilih diwawancarai untuk membahas bagaimana mereka menggunakan membaca ekstensif untuk meningkatkan keterampilan menulis mereka. Hasil penelitian menemukan bahwa kunci untuk meningkatkan hobi menulis artikel ilmiah adalah guru bahasa Inggris membaca artikel dari berbagai sumber untuk mendapatkan lebih banyak informasi dan memahami perspektif yang berbeda. Selain itu, mereka menetapkan target membaca 15 menit per hari bagi mereka yang dapat menggarah pada membaca 20 buku per tahun, atau setidaknya mereka dapat mulai berlatih membaca ekstensif sejak kuliah. Selain itu, membaca dongeng, komik, cerita rakyat, majalah, novel, dan cerpen sebagai bahan bacaan yang ekstensif juga dapat meningkatkan kemampuan menulis mereka. Singkatnya, membaca ekstensif meningkatkan penguasaan...
INTRODUCTION

There have been studies on the teachers’ experiences in developing English proficiency through extensive listening. The results showed that EL helps teachers acquire vocabulary and develop other language skills by listening to compelling materials (Pamuji et al., 2019). However, a few studies have examined EFL teachers’ experiences developing article journal proficiency through extensive reading.

One of the criteria for success in learning a language, particularly English as a foreign language, is the ability to write. Writing an advanced-level extended text involves more than just the language system (Bacha, 2002). With the development of science and technology, written media has become one of the most effective forms of communicating ideas to the public through print or electronic media (Cunha et al., 2014). Writing is frequently viewed as a challenge for educating researchers. First, there is a new sense of urgency in calls for writing as a response strategy to policy-driven imperatives stemming from global, long-term changes in advanced higher education (Aitchison & Lee, 2006). And the aim of this study is to enable the learner to use the target language correctly and communicate effectively (Thi et al., 2018). Lopez explained that writing is more than creating accurate and truthful phrases and sentences (Lopez, 2017). And in this case, writing has generally been seen as a crucial aspect of language learning. All compositions are unavoidably made up of lexical and grammatical words (Habók et al., 2019). Writing skills, several of the four basic skills in language teaching, are the most difficult for both students and teachers (Habók et al., 2019). Because the reader will not tolerate any errors produced by the author on the consequences of his writing, since the inaccuracy will be immediately apparent and disrupt the reader's ability to comprehend the meaning (Shchemeleva, 2021).

Developing one's writing skills through reading is an efficient method for learning a foreign language. Reading and writing are significant text interactions (Rahimi & Farjadi, 2019) because reading is the collaborative cognitive and psychomotor process of getting meaning from written symbols (Habók et al., 2019). And then, as a writing process, the process of teaching writing can be measured. It has a significant impact on the primary purpose of the task and the end result and is primarily concerned with the production of meaning (Özdemir & Ayd, 2015). Using reading comprehension skills connections as a teaching strategy for writing is one of the methods employed. Numerous studies have demonstrated a close connection between reading and writing activities (Bal, 2018). Reading, discussing, and assessing the text of mentors has a good effect on the writing quality of an independent child, according to a study (Alvarez, 2012). According to the research, reading activity aided promote English Language Learning as a second language through stimulus, structure, vocabulary, and prior experience (Buddhima Karunarathna, 2020).

What and how reading activities contribute to developing writing skills are detailed here (Hayati & Jaya, 2018). Based on their research, the reader can not only look for information inside the reading but also identify the writing style and comprehend how the author creates a tale or piece of writing (Thi et al., 2018). Numerous studies have demonstrated a close connection between reading and writing activities (Bal, 2018). Students’ reluctance to write can be caused by their perceptions and attitudes, which predict academic achievement in an EFL environment (Bonyadi, 2014). Writing poses significant challenges to our cognitive
systems regarding memory and thinking. Indeed, writers can apply almost everything they have learned and stored in long-term memory (T. Kellogg, 2018). Therefore, understanding how an author writes will enable one to write effectively (Alvarez, 2012). Reading should be intentional, and students should be exposed to reading activities before writing to understand how an issue should be developed and how to organize their ideas based on a certain writing pattern (Thi et al., 2018). Therefore, connecting reading and writing is an effective strategy to help pupils improve their writing (Celik, 2019).

Hayati & Jaya (2018) explained that writing instruction should be interwoven with reading activities. It indicates that students should participate in the teaching and learning process that merges these two activities, as it will allow them to improve their writing. In addition (Hayati & Jaya, 2018) claim that exploration activities are one of the means. Exploration activities are those in which the reader examines the author's use of storylines, characters, settings, themes, and points of view. In other words, exploratory activities help students understand an author's mind by enhancing their comprehension of the story-writing process and what should be developed or observed. Activities such as reading, listening, discussing, reviewing, and picturing are incorporated into exploration tasks. This exploratory activity consists mostly of two activities: reading and writing. Reading and writing activities are essential because, during the reading process, the reader will discover how the author employs particular structures and comprehend their significance (Hayati & Jaya, 2018). This means that, in reading-writing activities, the reading process focuses not only on information-seeking activities but also on recognizing the structure of writing and identifying the writer's development of ideas or concepts. Thus, readers are expected to comprehend the framework of scientific writing and witness how an author develops a concept. In other words, it is intended that the reader would be able to identify the process of how an author develops concepts in writing a scientific work so that he or she can apply it to his or her own writing process after examining the reading materials (Hayati & Jaya, 2018).

English developing as the language of international research, especially in writing proficiency. The past decade has witnessed a rapidly rising interest in investigating the scholarly life of academics who use English as an additional language (Sepora & Mahadi, 2018). In a broad sense, the modern trend of globalization in academia has significant consequences for scientific publication in English vs. the local language. This trend is exemplified by global initiatives to internationalize higher education, marketize the academy, and prioritize elite research universities (Husna, n.d.). In addition to distributing research and analysis in local languages, research universities play a crucial role in supporting and advancing local languages (Celik, 2019). And English is becoming the main language for scientific publication (Fry et al., 2019).

Since more than two decades ago, the publication of research articles in English as a foreign language has been intensively studied (Husna, n.d.). Many studies have been undertaken in many countries and circumstances on the academic writing practices of multilingual scholars (Bal, 2018). Although they had different aims, these studies share many similarities. They describe government and institution-level programs that attempt to increase the number of articles in high-impact journals (Buddhima Karunarathna, 2020). Since then, institutions have become more competitive, particularly for success in worldwide university rankings. This indicates that the pressure on scholars worldwide to publish in high-ranking English journals has increased (Thi et al., 2018).

As a few English teachers publish scientific journal articles as their hobby, exploring and describing EFL teachers’ experience in writing journal articles is necessary after they are exposed to extensive reading. The objectives of the study are to investigate how EFL teachers become more engaged with extensive reading when
developing their writing proficiency, how EFL teachers implement the practice of extensive reading in their daily routine, what kinds of reading materials and resources they mostly employ when practicing extensive reading and what gains they are likely to get from practicing extensive reading from their perspectives.

METHOD

This research uses a narrative inquiry method. An additional user must be sent to international groups of EFL teachers to strengthen their writing skills for Internet publication. Both open-ended and closed-ended questions were used to collect data on individuals who have and have not engaged in extensive reading. After analyzing the responses, each participant was invited to an in-depth interview to discuss how they use extensive reading to improve their writing skills. Using a narrative inquiry (Clandinin & Connelly, 2000), EFL teachers were interviewed about their personal experiences with extensive reading. Quantitative and qualitative data were analyzed to describe the EFL teachers' experiences of becoming engaged with extensive reading practice, their way of practicing extensive reading in their daily routine, their preferences for reading materials and resources, and their perspectives on what they gain from practicing EL to improve their writing. An initial questionnaire was sent to international groups of EFL teachers through the use of Google-form via a workshop on journal article writing. Both open and closed-ended questions were used to get the base data of those who have and have not done extensive reading.

In their most recent book, Clandinin and Connelly did not seek to define narrative inquiry but rather to demonstrate it, what it is, and how to do it. They underline that they are addressing the story as "both phenomena under investigation and method of study" (p. 4): as the researcher analyzes the narratives of participants, he or she must also think narratively and notice and reflect on the personal narratives that influence research interests and behavior.

According to Clandinin and Connelly, the story is the primary method for the social sciences since it is the means by which experience is performed. The practice of narrative inquiry is a type of narrative experience. Consequently, the educational experience should be analyzed narratively (p. 19). This argument fails if one disagrees that experience "occurs narratively"1; nevertheless, one may accept that the narratives of study participants’ experiences can provide valuable insight into a research issue. According to Clandinin and Connelly, "the contribution of a narrative inquiry is more frequently intended to be the creation of a new sense of meaning and significance concerning the research topic than it is to yield a set of knowledge claims that might incrementally add to the field's knowledge" (p. 42). In addition to enhancing understanding of the research topic, and perhaps equally important for the authors, narrative inquiry allows participants and the researcher personal and social development through the reflective and creative process of co-constructing narrative experience as told, learned, and written (p. 85). Accordingly, narrative inquiry is predominately relational; as the authors write, "connection is at the core of narrative thought" (p. 189). However, the question remains about how narrative inquiry differs from other qualitative research methods if one does not share the authors' view that humans are "embodiments of lived tales" (p. 43). On pages 127 and 128, the authors argue that it is counterproductive to differentiate narrative inquiry from other qualitative research methods, a pitfall into which many narrative inquiry novices fall. Perhaps I have slipped into this trap, as I am not completely convinced by the ontological status the writers assign to the narrative. Perhaps a less esoteric and more concrete solution can be found in a brief statement near the book's opening: "Narrative inquiry is lived and told stories" (p. 20).
Data Collection

This research uses a narrative inquiry method. An additional user must be sent to international EFL teachers to strengthen their writing skills for Internet publication. Both open-ended and closed-ended questions were used to collect data on individuals who have and have not engaged in extensive reading. After analyzing the responses, each participant was invited to an in-depth interview to discuss how they use extensive reading to improve their writing skills. Using a narrative inquiry, EFL teachers were interviewed about their personal experiences with extensive reading. Quantitative and qualitative data were analyzed to describe the EFL teachers' experiences of engaging with extensive reading practice, their way of practicing extensive reading in their daily routine, their preferences for reading materials and resources, and their perspectives on what they gain from practicing EL to improve their writing.

RESULTS AND DISCUSSION

Results

Engagement of EFL teachers with extensive reading

A participant explained several topics she did not understand while writing a paper. However, she had to include all of these topics. Therefore, she read as many articles as possible from various sources. She thought that writing from the understanding of various authors' perspectives is very significant to improve a manuscript. She said that “So, I attempt to gain as much information as possible by reading articles from various sources. This is how I become more engaged to extensive reading. I think it is also important to understand different perspectives from various authors so that I can craft my writing well.”

Regarding the participants, 15 EFL high school teachers responded to the questionnaire. Those teachers are from the public (8) and private schools (7) in Indonesia (Figure 1). Most of them are female teachers (11 while others are male (4). Most teachers are 33 years old or older (14 while only one teacher is 23-27 years old. More than half of the teachers (11) have been teaching English for more than 10 years, while others have been teaching for 6-10 years (4) and 1-5 years (1).
The majority of them have taken English proficiency tests and identified their level of English as advanced (4), intermediate (2), and upper intermediate (9). Half of the teachers have heard the term “extensive reading” a lot but do not actually know much about it (8), while others know it very well (7). All of the teachers have experienced extensive reading with different intensities.

**Implementation of EFL teachers in the practice of extensive reading in their daily routine**

One of the participants stressed the importance of reading setting every day. She preferred reading at least 15 minutes every day to reading many hours daily. She thought that reading 15 minutes every day could lead to reading 20 books every year. She added, "On a normal day, I set a reading target for myself, such as reading at least 15 minutes daily. This helps me achieve my biggest target such as reading 20 books per year."

Half of them started practicing extensive reading at university (8). In contrast, others started it in high school (4), since elementary school (2), since becoming an English teacher (1), and since junior high school (1).
Kinds of reading materials and resources for EFL teachers

One of the participants read many kinds of book genres, such as classic literature, children’s books, detective stories, and personal development books. She said, “Mostly, I read novels from various genres, such as classic literature, children’s books, detective stories, and I also read personal development books. Now, I also add academic papers to my extensive reading routine.” However, most participants enjoy reading fairytales as extensive reading materials in their free time.

Most of them prefer fairytales as extensive reading materials in their activities (20%), while others prefer comics (9%), folktales (6%), magazines (13%), newspapers (15%), novels (17%), scientific journals (7%), and short stories (19%).

Almost half of the teachers have been addicted to extensive reading activities for more than 10 years (5), while others have been addicted to them for 1-5 years (3), 6-10 years (4), and less than one year (3).

Gains of EFL teachers from practicing extensive reading

One of the participants improved her vocabulary mastery and reading fluency through extensive reading. In general, her English proficiency improved well. Due to their understanding of many different writing styles, she had been skillful at conveying...
ideas and thoughts in written texts. Through extensive reading as well, she can improve her ability at her job as an English teacher. She said, “For example, I become better at conveying my ideas and thoughts through written language because I am more familiar with different styles of writing. Extensive reading also improves my ability to concentrate and it helps me become more focus in completing my job.”

Almost half of the teachers have ever written scientific journal articles (7), while others have never written scientific journal articles (8).

Figure 5
*Teachers that have ever written or never written scientific journal articles*

<table>
<thead>
<tr>
<th>Teachers have ever written scientific journal articles</th>
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<tbody>
<tr>
<td>Yes: 53%</td>
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<tr>
<td>No: 47%</td>
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Looking at Stories and Experience

Based on the initial data, one English teacher was selected for further inquiries by investigating deeper into their experiences of writing scientific journal articles through practicing extensive reading. Teacher A was an EFL teacher, who has been teaching English for more than 10 years, has taken most English proficiency tests, and identified her level of English as advanced. She is 33 years old or more. She had already heard the term “extensive reading”. She knew it very well and experienced an extensive reading with different intensities. Besides, she started practicing extensive reading such as novels, magazines, scientific journals, and short stories since university for 6 – 10 years. Besides, she had already written scientific journal articles.

She preferred writing about teacher identity in online learning, using photovoice to explore students’ writing experience, and using short plays in English language learning. The research methods varied, from qualitative by using interview and quantitative research with the use of questionnaire.”

Her favorite book is Jane Eyre by Charlotte Bronte. Jane Eyre is a young orphan being raised by her cruel aunt. A servant named Bessie gives Jane some of the few kindnesses she receives. One day, as punishment for fighting with her bullying cousin John Reed, Jane's aunt imprisons her in the red room. She spends eight more years at Lowood, six as a student and two as a teacher. A typhus epidemic sweeps Lowood and kills many of the school's residents. After two years as a teacher, Jane accepts a governess position at a manor called Thornfield. She saves Rochester from a fire, which he claims was started by a drunken servant. Jane sinks into despondency when Rochester brings home a beautiful but vicious woman. The voice of Mr. Mason interrupts the wedding ceremony of Jane and Mr. Rochester. Jane flees Thornfield, fearing she cannot be with Rochester any longer. Three siblings who live in a manor house take her in, and she quickly becomes friends with them. Jane decides to share her inheritance equally.
with her newfound relatives. Jane Eyre's cousin St. John decides to travel to India as a missionary, and he urges Jane to accompany him. Jane agrees to go to India but refuses to marry her cousin because she does not love him. One night she hears Rochester's voice calling her name over the moors. After two years of blindness, he regains his sight with a prosthetic eye.

She likes Jane Eyre because the story is romantic yet tragic and interesting at the same time. The plot is very good and cannot be forgotten easily. She likes a character who has integrity and is intelligent, although from an unfortunate background. “My favourite book is Jane Eyre by Charlotte Bronte. The story is romantic, yet tragic at the same time. However, I somehow think that this is what makes it interesting. The story plot is very strong, cannot be forgotten that easily. I also like the character of the heroine which is portrayed as a young woman with integrity and is intelligent even though she comes from an unfortunate background.”. Besides, she prefers Jane Eyre to other characters as she is independent, smart, and integrated, although she is an orphan. She thought that all women should be strong and outspoken. Besides, they should have dignity and self-respect. “I think Jane Eyre. She is independent, smart and has integrity, though she is an orphan. I always think that woman should be like Jane Eyre. They should be strong and outspoken. And what is more important is that women should possess dignity and know her self-worth. I think this why I fall in love with Jane Eyre in the first place.”.

Her favorite author is Sir Arthur Conan Doyle. Sir Arthur Ignatius Conan Doyle (1859 - July 7, 1930) was a Scottish writer best known for creating the detective Sherlock Holmes. Conan Doyle's interest in scientifically supportable evidence and certain paranormal phenomena exemplified the diametrically opposing beliefs he struggled with throughout his life. He was knighted in 1902 for his work with a field hospital in South Africa and other services during the Boer War. His most important efforts were his campaign in support of spiritualism and psychic research. He faced opposition for his conviction from the magician Harry Houdini and Joseph McCabe. On July 13, 1930, thousands of people filled London's Royal Albert Hall for a séance.

She enjoyed reading the stories of Sherlock Holmes due to the plot and mystery of the stories. She fell in love with the character of Sherlock Holmes. “I love Sir Arthur Conan Doyle. I enjoy reading all his work-Sherlock Holmes, and even fall in love with the fictional character, the mystery, as well as the plot of the stories. A story of detective is really my thing.”.

Her favorite genre of extensive reading are mystery, detective, science fiction, children’s books, self-help books, and classic and modern literature. However, she prefers self-help books to other genre books. These books helped her understand herself, people, and the world around her to improve her personal growth. “I am really into self-help books recently. It helps me understand myself, the people and the world around me. It improves my personal growth to be honest.”.

She likes reading books as she has already read more than 100 books. She used to read more than 20 hours every week for reading books as an avid reader. However, now she only reads 2-3 books a month. “I used to be an avid reader. I could read more than 20 hours per week. But I don't read that much anymore now. I only read 2-3 books a month.”. She sometimes reads books based on recommendation because it is necessary to read the synopsis of a book before reading it to ensure that the book is worthy, and she does not waste her time reading a not-worthy book. “Sometimes it is very important to know the synopsis of a book before I actually read it. I need to make sure that it is worthy and not just a waste of time.”. She likes to read the synopsis of the book and the reviews from other readers on the internet to decide her to read it or not. “I read the synopsis of the book and the review from other readers on the internet. And then if it interests me, I will find the digital book.”. In other words, when choosing a book to read, reviews are important for her.
Besides, she likes to recommend other people to read self-help books such as the power of habit, mindset, grit, and The Sapiens trilogy. Nevertheless, she does not have plans to write a story such as detectives and short stories for the time being. Recently she has liked writing scientific articles instead. “I am not sure about this at the moment. Recently, I have been writing more scientific articles.”

She does not like going to the library in her remote hometown now as it does not provide books she can enjoy. “The library in my hometown doesn’t really have the books that I enjoy.”. She quite often reads online books now on her laptop. “I mostly read books in my kindle and on my laptop.”. She does not enjoy reading books at school as it is too noisy. She likes reading books before going to bed at night or early in the morning as it is very quiet and it helps her to concentrate more easily. “I rarely read at school, it is too noisy. I love reading books before bed at night. It is very quiet so it helps me concentrate more easily. I also read very early in the morning for the same reason.”. In other words, she reads books very early in the morning, between 4 to 6 am, and at night or after 10 pm. “Very early in the morning (between 4:00 and 6:00 am) and at night (after 10:00 pm)”.

She read several books, such as Jane Eyre, Pride and Prejudice, more than once. “I do read several books more than once, for example Jane Eyre, Pride and Prejudice. I read it for 2-3 times, not more than that.”. Her latest book that she read was Becoming by Michelle Obama. Michelle Obama is a smart, determined girl with little tolerance for disorder. She is less sociable than her older brother, Craig, a gifted basketball player. Michelle's life takes a turn when she is asked to help mentor a male summer associate. Her friend Suzanne dies of cancer; her father dies from MS after decades of fighting to live a normal life. Couples therapy helps the couple make some useful adjustments to their burgeoning family and careers. The transition between the Bush and Obama administrations is smooth and efficient. As First Lady, Michelle must be engaged and productive without overstepping her bounds. Her early work focuses on childhood obesity through the Let’s Move! Initiative. Michelle is appalled by Donald Trump’s past and present behavior and takes comfort in everything she and Barack have accomplished.

Her experience writing journal articles begins with her habit of reading extensive reading materials. She often reads journal articles only when she needs to find references for her papers. “Only when I need to find reference for my own paper”. She enjoys reading articles on teaching reading and teacher professional development because of her research interest in getting new ideas for teaching English in the classrooms. “About teaching reading and teacher professional development. I enjoy reading them because these are actually my research interests. I hope to get new ideas for teaching as well.”.

She is interested in publishing her research in journals because she wants to have a record of her works as a portfolio for her career later on. “I want to have a permanent record of my work. I can use this as my portfolio which is very beneficial in my career aspiration.”. To achieve those goals, she joined several online workshops on academic writing. After that, she read research papers to understand more about research. After understanding the topic, she started to write an article. She believed that the more she wrote, the more she understood to write scientific papers. “I joined several online workshops about writing academic papers. Then, I started to read research papers in order to understand more about this. After I gained a better understanding of the topic, I did a research and tried to write the article. I think experience is the best teacher. I need to put the newly acquired knowledge and skills into real practice. And I was correct, the more I write, the more I understand about how to write academic papers.”.

She collaborated on writing manuscripts with her colleague at school in one research to help him understand more about research in the TESOL field. She worked with him because they worked in the same school. “I
collaborated with a colleague at school in one research. I was sure it would be easier if I worked together with another researcher. I also wanted to help him understand more about research in the area of TESOL. I chose him because we work at the same school, thus being easy to communicate.”.

To help increase her writing competence, she joined several workshops conducted by Prof Handoyo Puji Widodo on academic writing, mostly about research methods and paper writing for reputable journals. “I have joined several workshops on academic writing, mostly about research methods and how to write research paper of reputable journal with Professor Handoyo Puji Widodo.” she usually reads 15-30 journal articles before writing a manuscript. Her favorite research types are descriptive and qualitative research because she likes to get a deeper understanding of her research topics, to find the reasons behind a certain phenomenon and to understand the topic thoroughly. “I like to dive deeper on my research topics, finding the rational or reasons behind certain phenomena or context. It also allows me to have deeper understanding of experiences. Well, in general, I love to try to understand the topic thoroughly.”.

Finally, she is also interested in publishing her research in Scopus-indexed journals. However, she feels that it would be too hard to work it alone. As a teacher, she has a very tight schedule now, which is 30 hours of teaching every week. Moreover, she was also in charge of maintaining the language lab and helping students for English competitions and meetings. “But, I think it would be too hard if I do it alone. As a teacher, I have a very tight schedule now (30 hours of teaching per week). Not to mention additional responsibilities such as maintaining the language club, helping students to prepare for English competition, meetings, etc. But, I will keep the possibilities open.”.

She might need a proofreader before submitting her manuscript to a Scopus-indexed journal. She feels it is very hard to answer reviewers’ comments to ensure whether she addressed the comments correctly or not. A proofreader might help her. “I am not sure about this. Maybe on the first submission I can be quite confident with the writing, but after receiving feedback from reviewers, maybe I will need one. Sometimes it is very hard to answer reviewers' comments. I mean I am not sure whether I address the comments correctly or not. So, in this case, a proofreader would be very helpful.”.

Discussion
Our current research focused on the English teachers’ experience in writing journal articles through extensive reading. However, Pamuji et al. (2019) focused on English teachers’ experience developing English proficiency through extensive listening. The current research found that one of the participants explained that there were several topics she did not understand while writing a paper. However, she had to include all of these topics. Therefore, she reads as many articles as possible from various sources. She thought that writing from the understanding of various authors’ perspectives is very significant to improve a manuscript. However, Pamuji et al. (2019) found that Teacher A has practiced Extensive Listening since the fourth grade of elementary school but did not have a partner to interact with to practice her English. Through listening to radio news and cassettes, she became Teacher B became addicted to Extensive Listening because of the interesting stories available on the radio.

The current study found that the value of daily setting reading was emphasized by one participant. A daily reading commitment of 15 minutes was much more appealing to her than a commitment of several hours. She reasoned that if she read for just 15 minutes a day, she could finish 20 books in a year. Aside from reading classics, children's books, mysteries, and self-help, one of the participants is a voracious reader of a wide variety of other book types. However, Pamuji et al. (2019) found that Teacher A listens a lot to programs such as Discovery Channel, National Geographic, Animal World, news,
and movies and obtains lots of information from them. In addition, she listens to songs for entertainment and to get something that can be implemented in her teaching. On the other hand, teacher B prefers watching TV over listening to audiobooks for his EL practice.

Our current study found that one participant’s reading comprehension and vocabulary size increased due to her reading more. Her English skills grew considerably over time. She had mastered the art of putting across her ideas and thoughts in writing because she was familiar with many approaches to the craft. The more she reads, the better she will be at her job as an English teacher. However, Pamuji et al. (2019) found that for teacher A, EL contributes greatly to her English (L2) proficiency. She also finds that EL makes her better at listening to English materials. EL has meant a lot to her, and she felt that routinely practicing EL to improve her English proficiency has benefited her study. For teacher A, his biggest gain from practicing EL is mainly his vocabulary acquisition. The increasing number of Japanese words he has mastered gradually made him more fluent when listening to various Japanese materials. Teacher B, he felt that EL also led him to become more aware of various Japanese dialects and accents. Regarding the implications, the next researchers should be EFL lecturers on developing their writing skills for journal publication through extensive reading.

CONCLUSIONS
First, there are 15 EFL high school teachers who responded to the questionnaire. Most of them are female (11), and more than half have taught English for over 10 years. Only one teacher is 23-27 years old, while most are 33 or older. The majority of them have taken English proficiency tests and identified their level of English as advanced (4), intermediate (2), and upper intermediate (9). Second, half of them started practicing extensive reading at university (8), while others started it in high school (4).

Extensive reading serves as a vehicle to assist teachers in writing scientific articles. From the research results, the benefits of extensive reading do not appear instantly. However, after a considerable amount of time, it appears to help teachers to write academic writing. Their experience writing journal articles could begin from her habit of reading extensive reading materials. By reading several journal articles, teachers could start writing a manuscript. They should collaborate in writing manuscripts with their colleagues at school in one research so it would be easier to finish them. By joining several workshops on academic writing, mostly about research methods and paper writing for reputable journals, teachers would have a better understanding and expertise to work on a manuscript. Besides, a proofreader is quite needed before submitting the manuscript to a reputable journal.

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