

Extensive Reading as a Gateway to Create Research Gap: Valuable Lessons from Indonesian Expert Authors

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Abstract:

Identifying research gaps from the extensive reading process is an inevitable choice for researchers in any field. This study aims to explore various approaches in identifying research gaps that have the potential to become elements of novelty. By using a grounded theory approach, the research reconstructs the cognitive experiences of a number of Indonesian expert authors in identifying research gaps. The results show that scientific journals as the primary source are accessed from the subscription data center; discuss and conduct knowledge sharing with expert groups; bibliography mapping by establishing a basic reference to avoid getting out of the focus of the research topic; state of the art and novelty elements will be seen from the extensive reading; using software to synthesize the literature review. It concludes that the research gap as the forerunner of the novelty element can only be done through an extensive reading process. Through extensive reading allows researchers or scientific writers to find many research gaps that can be explored.

Keywords: *extensive reading; extensive literature review, novelty, research gap; scientific journal*

1. INTRODUCTION

Many studies have recognized the benefits or impacts of extensive reading (ER). In recent publications, the benefits and impacts of ER, among others, on writing competence (Wafula, 2017; Heo, 2012; Seog, 2016; Ying-Chun, Chern, & Reynolds, 2018; Sun, 2020). ER is the process of reading lengthier, easier texts for a long period without losing comprehension, feeling overwhelmed, or needing to take breaks (William, 2012; Nakanishi, 2014; Bamford, 2004).

By reading text or phrases, messages will activate readers' prior knowledge (Delfi et al., 2018). The main objective of the ER language instruction method, which requires students to read a lot of material for general comprehension, is to enjoy the text (Linuwih, 2021). Additionally, significant reading requires language proficiency (Damayanti, 2019).

To implement ER in secondary schools, EFL learners need teachers' guidance, supervision, and encouragement (Sun, 2020; Seog 2016; Ying-Chun, Chern, & Reynolds, 2018). Through various assistance and facilitation from the teacher, it is possible for EFL learners to be enthusiastic in exploring new knowledge that was not previously obtained (Ramonda, 2017; Utku, & K ro lu, 2017; Heo, 2012). However, some researchers advocate the independence of EFL learners in exploring their own knowledge through ER so that they become independent individuals in gaining new knowledge (Heo, 2012; Ying-Chun, Chern, & Reynolds, 2018).

The primary prerequisites for academic success are reading comprehension and reading fluency (Milal et al., 2021). Additionally, studies demonstrate that reading a lot can speed up reading and improve comprehension (Permatasari et al., 2020). ER helps students improve their language proficiency by assisting them in learning vocabulary and grammar in addition to reading a lot (Delfi & Yamat, 2017).

However, not just students, but also academics and researchers frequently struggle to pinpoint the research gap in the literature in their various domains (Farooq, 2018). Therefore, one of the most difficult tasks for researchers, especially those at the basic stage, is exploring research gaps (Azeez, 2022). Early career researchers must acquire this crucial skill despite its challenges in order to conduct significant and influential research in their chosen fields (Paul et al., 2021).

Unquestionably, research and research gap have a strong relationship because they are addressed by one another: research is a methodical and disciplined method of inquiry that fills a gap in the literature's body of knowledge (Polit & Beck, 2021; Bermudez, 2021).

Every research endeavor, obviously, addresses or fills a knowledge gap; that is, research must provide an answer to a current topic that may or may not have originated from earlier study (Wyllie, 2019). If there is a knowledge gap, new evidence on the subject is required, therefore the project has novelty to it (Fandino, 2019). Therefore, it

is asserted that identifying a research gap is a key step in creating a specialty (Moghaddasi & Graves, 2017).

An inspiration for new research can come from the acknowledged gap between existing research knowledge and practice (Lopes et al., 2016). Knowing that there are gaps can help prioritize and carry out pertinent research to fill those gaps as well as translate those gaps into specific research demands (Paul et al., 2021). In order to better understand what research is accessible, continuing, and necessary, as well as what should be prioritized, the current body of information, including what is lacking, should be mapped (Nyanchoka et al., 2020).

Finding a gap in the literature is advised to be done by looking at the discussion section of published studies, particularly the limits and suggestions for further research (Bermudez, 2021). An essential component of academic research is a literature review because new knowledge must be founded on previously published works (Xiao & Watson, 2019). Therefore, prior to beginning a research project, it is crucial to understand what has been examined and the progress made in a certain field (Susanti et al., 2022).

As a result, the researcher must narrow his field of interest in order to discover the research gap because doing so necessitates reading and analyzing a lot of information from diverse literatures (Azeez, 2022). Research gap are particularly helpful for the development of scientifically based fertility treatments as a whole (Kupolati, 2022). According to Nyanchoka et al. (2020), by giving extra background information on the body of evidence in a particular issue area, identifying research gaps can help guide the design and conduct of health research.

According to Chen & Li (2019) and Hempel et al. (2019), research gap strategies can draw attention to a study's novelty and significance. According to Baako et al. (2022), a research gap is a piece of information or knowledge about a topic of interest that hasn't been fully examined or isn't being fully investigated in the research literature. Finding research gaps and coming up with research questions is frequently the first crucial step in coming up with ideas for a research funding proposal or paper (Tomaszewski, 2019; Ali, 2022).

Despite the term "research gap" being frequently used in scientific literature, nothing is written on how to actually detect a "research gap" (Nyanchoka et al., 2020). Research gaps appear to be an instance of "in the eye of the beholder" because most disagreements on them are dependent on perception (Miles, 2017).

There are several types of research gap, they are: (1) Evidence gap: evidence is missing from a body of research on a particular topic (Miles, 2017). (2) Knowledge gap: knowledge might not exist in the actual field on theories and literature (Miles, 2017). Practical-knowledge gap: actual behavior of practitioners is different from their advocated behavior in research (Miles, 2017). (3) Methodological gap: a variation in research methodology methods required to generate new insights or avoid distortions

in findings (Miles, 2017). (4) Empirical gap: research findings need to be empirically verified (Miles, 2017). (5) Application of theory: to research is lacking (Miles, 2017). (6) Population gap: research on a population is inadequately represented (Robinson et al., 2011a). (7) Conceptual gap: difference in theory and conceptual views (Jacquet & van der Does, 2020). (8) Theory application gap: theory must be applied to research to generate new insights (Miles, 2017).

Research gap strategies were examined by Lim (2018) in Arianto & Basthomi (2021), who discovered four types of research gap strategies, including emphasizing the absence, highlighting the paucity of research, disclosing restrictions, and contrasting conflicting prior research findings. Researchers might use citation overviews, systematic analysis, the methods section of research articles, and ultimately the discussions and future research directions to find research gaps (Munn et al., 2018; Nyanchoka et al., 2019b; Rayees, 2017; Xiao & Watson, 2019).

There are some procedures to identify research gap: (1) Scoping reviews: research synthesis to map the literature on a particular topic or research area and provide an opportunity to identify key concepts (Nyanchoka et al., 2019). (2) Systematic reviews: researcher reviews selected literature over a period of time (Munn et al., 2018; Nyanchoka et al., 2019; Rayees, 2017; Xiao & Watson, 2019). (3) Forward and backward referencing: Identifying and examining references of works cited in an article and also locating follow-up research on the topic (Rayees, 2017). (4) Future research and limitations: compilation of future research and limitations of different articles to systematically analyze (Rayees, 2017). (5) Problematization: identifying and challenging the assumptions underlying existing theories (Sandberg & Alvesson, 2011). (6) Content analysis: interpreting texts, images, and documents to make inferences (Rayees, 2017). (7) Citation analysis: citations of publications are analyzed for patterns of use (Rayees, 2017). (8). Meta-analysis: integrating the findings of previous studies through statistical analysis of literature (Rayees, 2017).

The studies on extensive reading and research gap above provide a complete picture of state of the art research on this topic. However, it is still relatively rare for studies that have concern about how to identify research gaps from extensive reading activities. Because of that, I studied this subject with the hope that it will provide great benefits and raise awareness for researchers to do a lot of extensive reading.

2. RESEARCH METHODOLOGY

The purpose of this study was to identify research gaps in academic writing using a grounded theory methodology. The three steps of analysis used in this study were open coding, axial coding, selective coding, and producing theory (Corbin & Strauss, 2008; Charmaz, 2006; Birks & Mills, 2015; Hadley, 2017). Open coding is done in the first phase. Researchers categorize data obtained from interview and document analysis to construct the first categories of the phenomenon of cognitive processes. The categories could change as a result of the inclusion of the data gathered, and some or all of the

categories would also gain attributes (sub-sub categories), i.e., information that supports the categories that are already in place (Corbin & Strauss, 2008).

Indonesian scientists were chosen as the informants for three reasons: (1) they published academic articles frequently in journals with a Scopus index; (2) they were easy to get in touch with for in-depth interviews and to obtain the required written materials; and (3) they were purposefully diverse in informants and resources from different knowledge groups to see if there were variations in cognitive processes as reflected in the in-depth interviews.

Axial coding, the following stage, entails selecting one of the preexisting categories and positioning it in the heart of the phenomenon being studied. According to the correlation, the core of this phenomenon is connected to all other categories, including causal factors, strategies, impactful and contextual conditions. This involves creating a diagram known as the "coding paradigm" that shows how analogous causes, tactics, influencing circumstances, and effects are (Corbin & Strauss, 2008; Birks & Mills, 2015; Hadley).

A writing flow that links and selects the complete category through a private memo about theoretical notions is the selective coding method of theory unification and refining. Researchers may see distinct factors' effects on the phenomenon that employs particular tactics and yields specific outcomes as they write. Due to the degree of open coding dropping to the category of categories, as shown by the quantity of completed coding assignments, the class category has moved into the axial coding phase (Corbin & Strauss, 2008).

The last step is the formation of theory, which requires simultaneously collecting, encoding, and analyzing data. From data collection to theory development, every step of the process was fully explained to us. The analytical process includes frequent comparisons of words, sentences, paragraphs, codes, and categories. The third step's goal is to identify data similarities and disparities. The process is repeated till the research report writing is complete.

3. RESULTS AND DISCUSSION

The cognitive experience of the informants revealed that extensive reading plays a very important role in the cognitive process of the birth of a scientific work. Their ways of course are quite varied. Several important findings were revealed regarding the identification of research gaps in the extensive reading process, namely: (1) Scientific journals as primary sources accessed from the subscribed data center; (2) Discuss and conduct academic friendship with expert groups; (3) Mapping the bibliography by establishing a basic to avoid getting out of the focus of the research topic; (4) state of the art and novelty elements will be seen from the library review activity; (5) Using software to synthesize the literature review.

3.1 Scientific journals as primary sources accessed from the subscription data center

The primary sources of reputable international journals are the main choice in the process of selecting, compiling and determining the bibliography relevant to the research topic. This is what happened to all the informants. Currently, accessing journal data is much easier because it is in online form, not in the form of a physical journal, making it easier for the process of selecting, collecting and determining the bibliography. Scientific journals that are presented online also make it easier for readers to check for plagiarism. To subscribe now, there are conveniences to access quality journals provided by the Ministry of Research, Technology and Higher Education.

The following are the views of the informants on the subscription data center as a source of scientific information in identifying research gaps:

“I like to look for references from journals. Currently everything is online based. Even some are free. Eventhough there are paid ones. You don't have to worry because the institution where we work is already subscribed. So, now there is no difficulty for students to access scientific journals. This is very important so that the study in the journal is not repeated and avoids plagiarism.” (Expert author #1)

“Most credible articles must be journals, because they have two advantages: specificity or depth and analytics. In contrast to books that are more narrative, if the book is not complete, it only provides information. Looking for various sources is now not a problem. Journals and books must be related to the topic. For doctoral students, it is very emphasized.” (Expert author #2).

“We can fill in at points that have not been researched by others. Now nothing is completely original. There must be parts that others haven't researched. That's where novelty is. In international journals, novelty is important. Novelty and usefulness.” (Expert author#3).

3.2 Brainstorming and Knowledge Sharing with Expertise Groups

Apart from the literature accessed from the Kemenristekdikti Subscription Data Center, the informants admitted that they often held discussions and academic friendships (knowledge sharing) with expert groups. This expert group was formally established by an institution that is very helpful in mapping research topics that are becoming a global trend.

We discussed which ones we could research and also looked at the trends, especially if the research is funded by sponsoring institutions, of course there are some kinds of topics that are trending or something that is considered new. Do not let the research be repeated. Discussed with colleagues and after that it was poured directly into the research proposal (Expert author#1).

Topics related to social media, there are hoaxes and so on. There are 5 themes, if I'm not mistaken, which theme will we be? What we can do according to our expertise, then we review the journals and then discuss them. External research grants are different, depending on their vision and mission, programs and targets. There is Dikti research, LPDP is different from abroad it is different again. We also have to be able to adjust of course. Including topics from multidisciplinary research grants. Because now it has to be multidisciplinary (Expert author#2)

The informants acknowledged the importance of cross-disciplinary research to photograph a phenomenon so as to produce multiple and comprehensive perspectives. Currently, the Indonesian Ministry of Research, Technology and Higher Education is pushing for research grant schemes not only for one department or one faculty in a university, but also for different faculties and even different universities. Diagrammatically, the cognitive process in selecting, collecting and determining the relevant bibliography to the research topic is through expertise discussion activities.

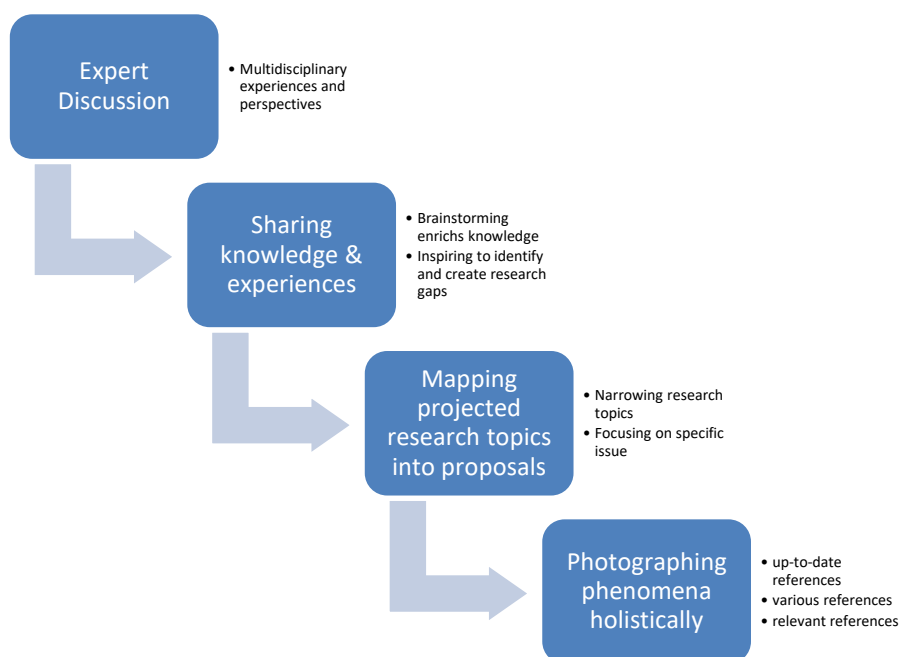


Figure 1: The cognitive flow of the process of selecting, collecting and determining the bibliography that is relevant to the research topic through expertise discussion activities

3.3 Basic Reference Mapping

Based on the cognitive experience of the informants, mapping of basic references must be carried out to build a theoretical background to avoid getting out of focus on the research topic. In order to maintain the novelty aspect, expert author#1 always tries to identify and collect literature from the last 10 years to keep it up to date.

...if you want to put forward the aspect of novelty, then the references are not too out of date. That's why there are certain journals, if possible, for less than ten years, or a period of 10 years and so on. But sometimes there are old inventions, what year was it discovered and what year was it. It can't be forced either. As I said earlier, the theory was 1940. After that, there were no more publications. So looking for references to a literature review isn't too complicated for me (Interview with expert author#1, 1 June 2020).

Expert author#1 admits that a literature review is not only in terms of its substance or novelty, but also reviews the methods used by a researcher on a particular topic issue. In addition, expert author#1 tries to study the context of a particular topic so that it fully understands the academic debates that are taking place. Academic debate among scientific communities in the same field can occur in the area of substance of findings, it can also occur in the area of methodology.

For example, a literature review could be about reviewing the methods, right? How many methods have been established related to methods for synthesizing one substance with another. So looking for a literature review, usually the material for a literature review will usually really depend on the research theme we are taking. As previously, we want to make a film team that has this kind of conductivity, if we look for a literature review. I will elaborate in such a way, what is the film team's elaboration. Then what is the method, right? (Interview with expert author#1, 1 June 2020).

Based on their cognitive experience, expert author#1 usually makes mapping related to literature review which technically can be widened or narrowed in scope. However, because the literature review also requires a synthesis process, it must cover areas that are the focus of research. This focus will limit itself, how broad and in the material that will be outlined in the literature review section.

The presentation in the literature review should contain comparisons and synthesis of studies that have been conducted on one research topic. Expert author#1 explained his cognitive experience that it was important for him or other researchers to make some kinds of summary, illustration or extract from the works of other people who wrote about the same topic.

"...how deep the material we have to describe in a literature review. But whatever points I have to issue, I usually solve them. For example, that was the data we were looking for. Earlier one of them had to be a synthesis, that was to limit the subjectivity of the researcher. Because if there is no comparison, we are stuck in one book. It should be a comparison, an illustration, of what people have done, that's better. Well, sometimes the problem is, if I read the thesis here, sometimes almost half of the literature review comes from one book. It should be fairly compared, extracted, and written in our own language as a summary form of our understanding of it (Interview with expert author#1, 1 June 2020).

Expert author#1 observes many scientific works in the form of theses or dissertations which in their literature review only include the opinions or findings of a number of authors without any process of synthesis and extracts from the references used.

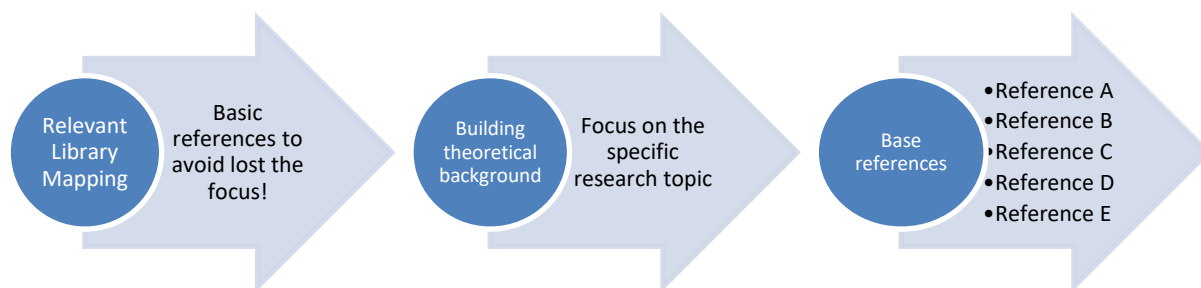
Sometimes there are those who only write quotations. According to this, this, according to this, this. So, the conclusion is not known, until I asked: "You process the data to analyze your research using whose basic reference?" I asked so. "Oh, if there are many references ma'am, there are according to Sendur, there are according to this, according to that." "Yeah, which one do you believe in? So you process the data with A, B, C or D." (Interview with expert author#1, 1 June 2020).

To the best of expert author#1's knowledge, a literature review has become a kind of guide for him not to be separated from the research focus. Literature review is a kind

of guide so that researchers are not out of context or separated from the focus of research issues.

But in my opinion, it's a guidance for researchers so they don't lose the focus. So that we don't lose the focus from what we are doing. For example, in a thesis, literature review is only on one topic. People can be deep, can be wide. People can only just introduce it. What should be covered in the literature review, which determines the breadth and depth of the literature review. I thought it was in the research focus, I said it was important to map it so, sometimes I often find it even at the Masters level (Interview with expert author#1, 1 June 2020).

In line with expert author#1's cognitive experience, expert author#2 requires a synthesis of the relevant literature so that comparisons occur and the strengths and weaknesses are drawn from what has been studied by others around the world. Regarding the phenomenon of the speakers' efforts not to get out of the focus of the research. Diagrammatically, the flow of mapping the relevant literatures to build a theoretical background so that they can stay focused on the research topic can be described as follows:



Figur 2. Cognitive flow of the process of mapping the latest basic literatures that is relevant to the research topic

3.4 State of the art research and elements of novelty through literature review

Extensive reading activities hold a central position in research. Through a library review, the state of the art of a research topic can be described. From the state of the art, there will be research gaps (gaps) that can be identified. This gap then becomes an element of novelty in a study. By conducting a thorough, extensive and in-depth review of the literature on a research topic, it has provided great benefits for the interviewees/authors in determining their research position. Revealing the state of the art and research gaps is very helpful in determining one's research position. The research topic is very likely not completely new or has been done by other people, but there are other parts that have not been researched by other people.

Such conditions distinguish a research that is being and will be carried out (present study) from previous studies. The expert author#2 explained that the literature review also serves to determine the position of his research.

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To support our research and to determine where our research position is. Yes, the state of the art is still important. In previous studies, both research by other people and research that we have done, including the road map. So that our research is useful. There is novelty not repeating the research (Interview with expert author#2, 5 April 2020).

According to expert author#2, generally students do not understand the function of literature review. The presentation of the references in the literature review tends to present definitions of a particular term, and does not map the landscape of the latest knowledge achieved by scientists on a particular topic, or in the world of research it is known as the state of the art.

Yes, so that's where it was, so it's not quoting a definition, for example a character is this. Well it's not like that in the literature review. But it is precisely the results of research from other people. In general, students still have many definitions. Because there is still a lot from the book it seems (Interview with expert author#2, 5 April 2020).

In the literature review activity, researchers try to compare and synthesize, so that it is easy to identify research gaps. From that research gap, novelty will emerge. Although admitted by expert author#2, during his time as a researcher for around 20 years of research, 24 proposals or research topics, he felt this novelty problem was rather difficult, especially in the social sciences. There is hardly an area that has not been researched by others. In Indonesia, there may be a perception that people haven't researched it yet, but if we look at the literature review more thoroughly, the same topic has been researched by many people in other parts of the world.

...that's the importance of literature review. I'm still having trouble with this novelty. Automotive world can produce a completely new technology. For example electric cars, water cars for example. Social science has multiple paradigms, especially in sociology. So sometimes a problem is photographed from various angles. Actually it's not really new, just photographed from various angles. One subject was photographed from various angles (Interview with expert author#2, 5 April 2020).

Expert author#2 admits that research topics often arise after he conducts a literature review or examines the literature that become his area of expertise. However, it often happens that research topics emerge from global trends. Global issues that are becoming hot topics inspire him to be the focus of research.

If I could have both. Sometimes determining a new topic, studying literature or looking at literature becomes inspiring. Sometimes the topic is based on the trend, not based on the previous literature. Or we can also look at literature, for example in the field of media what is trending abroad which might later be implemented in Indonesia (Interview with expert author#1, 5 April 2020).

Diagrammatically, the relationship between state of the art, elements of novelty and extensive reading can be described as follows:

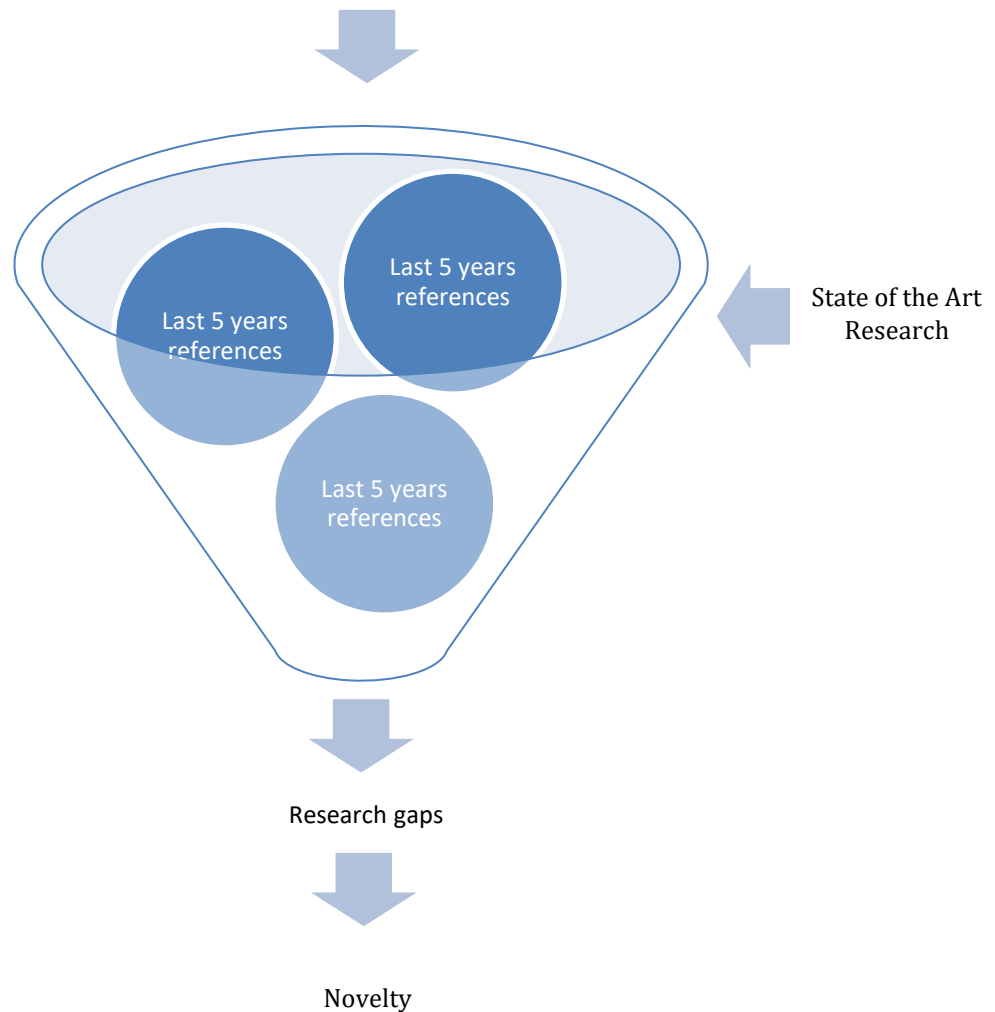


Figure 3: Relationship between extensive reading, up-to-date references, state of the art, research gaps and novelty

Meanwhile, in the legal research tradition, the element of novelty lies in the skill and strength of the researcher's analysis and interpretation in explaining research questions. Expert author#1 explained that in the tradition of research in the field of law, elements of novelty could be in the form of theories, new approaches or new propositions.

In law it can take the form of a theory or a new approach, it can also produce new arguments. That's why it's different from, if it's exact, there are lots of hypotheses. In law, such a hypothesis is rarely made, it is more a research question. So the novelty lies in how the researcher answers the research question, because every thing a research question makes is something for which there is no answer yet. That's the novelty there, a question or research question whose answer is impossible to answer without research. That's why the novelty is inherent in the research question. Because if you already have an answer, you don't need to do research (Interview with expert author#3, 7 June 2020).

3.5 Software for Synthesis of References

In the process of searching for library information, it is necessary to have the ability to efficiently scan references, using manual or computerized methods, to identify a set of useful articles and books. Based on his cognitive experience, expert author#1 utilizes applications or software in synthesizing library information. Besides facilitating library management, it also avoids plagiarism. The automatic scanner is very useful so that such a large library information can be properly managed.

...oh, right now there are lots of tools like e-notes. If you want to be systematic, there is software. Actually the importance of software to synthesize it, to avoid plagiarism. Sometimes we forget to quote a statement. But we forget where this source comes from. And we don't want to do plagiarism, but because we forget or enter this statement incorrectly. But for now it's very easy. Just use the software, want the e-note or something else. It's easier to organize us too. Then the others regarding publication are like this bro, if we already have the automatic scanner, each journal has its own style, to write down the reference (Interview with expert author#1, 1 June 2020).

Managing manually bibliographical information would be inconvenient for writers when faced with situations, for example having to submit their articles to other journals because they were rejected by previous journals that used a certain citation format. Meanwhile, other journals have an in-house style that is different from the journal that initially rejected our article. Regarding this technical matter, expert author#1 emphasizes the importance of this automated software to make it easier for writers in library management.

The first name is written down first, then the second name, the second name is abbreviated, just now, some have to use titles, some don't. Imagine doing it manually. There was one problem, maybe I forgot. Second, maybe the manual is also okay, fine, finished, but when for example, one paper is submitted, it turns out to be rejected, I want to move to another paper, the literature review is different. Some use numbering, some use name and year (Interview with expert author#1, 1 June 2020).

By using this automated software, authors can choose the model or format as desired by the author or specified by a particular journal. Expert author#1 recommends this convenience to writers so that their research work can run effectively.

What model do you want? All that's left is the clicks change completely, the time is faster on the other hand, this helps the author to avoid mistakes, for example, he forgot to include the citation. But, in the context of writing articles, it's more efficient to use software like that. And that really helps you. I also have a directory whichever paper is used, when we need to confirm it just clicks right out. It really helps writers to be more efficient (Interview with expert author#1, 1 June 2020).

The ease of use of this automated software is also felt and experienced by other authors. Expert author#2 for example, feels the effective use of this software in library information management.

For now, I am more computerized, of course I use a computer. It's rare with the manual, and using computer assistance is easier that way. Including of course choosing articles with keywords. But which one is more relevant, I like to read in the abstract formerly. So if there are 100, of course we won't use 100. We only read the abstract, not all. Oh, it turns out that out of

100 there are 15 that are very relevant to our research. So the abstract is really important. If you are not satisfied with the abstract, read the conclusion (Interview with expert author#2, 5 April 2020).

3.6 Extensive reading uncovers research gaps

To ensure that research gaps in a particular research topic area have not been studied by other researchers around the world, extensive reading is the answer. The expert author#2 said from his cognitive experience that research gaps would be revealed after reading references in the form of scientific journals rather than books. Through journals, he claims to be able to see research topics that have been researched by people and those that have not.

Based on the source of information from the reading, we can determine whether this is not yet or has been. Regarding social studies learning resources, through *wayang golek* research, this research already exists but how *wayang golek* is used as a social studies learning resource does not yet exist. If there is research on *wayang golek*, including in terms of art, meaning, values contained in its story, it already exists. But how *wayang golek* is used as a learning resource in social studies does not yet exist. Oh, it means that this is local wisdom or local culture which can be used as a source of learning in social studies (Interview with expert author#2, 5 April 2020).

The expert author#2 provides instructions on how to identify research gaps. He gave an example: (1) How can a historical event be used as a source for learning history? (2) How can the results of the historian's research be used as a source of learning? How to compile history textbooks based on multiculturalism? The gap in his research, according to him, is how to develop history textbooks, but on a multicultural basis. There are quite a lot of studies on multiculturalism, while there are also many studies on textbooks, but people have not done much research in this field.

From the explanation above, we are scientifically convinced that extensive reading activities are very useful for researchers to identify research gaps. Without extensive reading activities, it is unlikely that a researcher will be able to find research gaps easily. Therefore, "flying hours" in extensive reading will determine one's research and publication productivity. The cognitive experiences of Indonesian expert writers can be learned from and can be a way for other researchers to identify research gaps without many obstacles.

4. CONCLUSION

The cognitive process in selecting, collecting and determining the bibliography that is relevant to the research topic shows that it is important to conduct a extensive reading or search before research by tracing scientific findings carried out by scientists around the world on a particular research topic. Identifying scientific findings and analyzing the findings are noble works so that a researcher can find out the latest knowledge achievements of scientists while at the same time being able to identify research gaps that can be conducted as a further research project. Identification of research gaps will become the embryo of the element of novelty.

This extensive reading is very useful for determining research positions and knowing the dialectical process that takes place on a particular issue in a scientific discipline. This dialectical process generally takes place in scientific journals as a vehicle for the socialization and dissemination of scientific findings as well as an arena for the intellectual struggles of experts in the same field. This extensive reading is also very helpful for scientific writers to find out what literature sources are commonly used by experts in building arguments, developing research questions and determining appropriate research methodologies.

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