HOW ONLINE EXTENSIVE READING AND LISTENING PROGRAM ENHANCES STUDENTS' READING AND LISTENING COMPREHENSION: AN EXPERIMENTAL STUDY

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Article Info	Abstract
Article History Received: May 2024 Revised: July 2024 Published: October 2024 **Keywords** Online extensive reading and listening; Reading comprehension; Listening comprehension; Computer-assisted language learning; Web-based learning;	*Encouraging students to repeatedly read and listen to resources can be challenging for language teachers. Although students understand that reading and listening are essential for language acquisition, few spend their free time engaging in these activitiesStudents often remain passive and hesitant to read or listen to English texts on their own due to a lack of understanding of the additional benefits, insufficient guidance on choosing appropriate texts for their proficiency level, and ingrained habits. Therefore, this study aimed to explore the impact of the Online Extensive Reading and Listening (OERL) program on students' reading and listening comprehension. Additionally, it sought to assess the variations in students' performance following exposure to the OERL intervention. This quasi-experimental research utilized a pretest-posttest design, involving sixty eleventh-grade students from a senior high school in Banjarbaru, selected through purposive sampling. Data collection involved administering reading and listening comprehension tests, and MANCOVA test was employed for data analysis. Results indicated a significant positive impact of the OERL program on enhancing students' reading and listening comprehension. Furthermore, noteworthy differences were observed in the reading and listening achievements of students exposed to the OERL program compared to those receiving intensive reading and listening with teacher-selected texts, with a significance level of 0.000. In essence, the OERL program proved valuable in improving students' reading and listening comprehension.*

INTRODUCTION

Language serves as a crucial tool for communication, and English has evolved into a universal language taught worldwide as a second or foreign language. In Indonesia, English is considered as a foreign language where students use it specific situations. Students need frequent exposure to English to effectively convey their ideas by using English. Moreover, students are expected to develop both receptive and productive language skills to proficiently engage in contexts where English is used. Unfortunately, English learning in Indonesian EFL classrooms faces time and place constraints in which that exists in every EFL classroom (Bui & Macalister, 2021). The limited duration of English classes, especially in senior high school, scheduled only once a week for two hours, is inadequate considering the demands of life and education in the 21st century. This constraint results in disproportionate exposure to English for students.

Newton & Nation (2009) suggested a well-balanced language course should encompass meaning-focused input, meaning-focused output, language-focused learning, and

fluency development. However, English classrooms in Indonesia often neglect certain aspects, focusing more on language-focused learning and overlooking real-language application. As an extreme example, the language courses give more attention to language-focused learning strand but do not provide the opportunity for the students to use what they have learned to receive and produces real-language.

Although the spread of reading materials through the Internet is very potential in Indonesia, with 175.4 million internet users and 160.0 million social media users (Kemp, 2020), Indonesian students' reading habits are still low. Students are still reluctant to read, especially reading English texts for pleasure and academic purposes, which is proved by their low reading competence. Based on the result of PISA (Program for International Student Assessment) in 2018, Indonesian students' reading competence was below the average score of the OECD, which was around 371 (OECD, 2019). It has decreased compared to 2015, in which Indonesian students' reading average was 397 (OECD, 2015). It is in line with the EF EPI report (English Proficiency Index) in 2020, in which Indonesian students' English proficiency was categorized as low at rank 74 from 100 countries (EF EPI, 2020). Students' English proficiency result has decreased compared to 2018, in which Indonesia ranked at 51 from 88 countries (EF EPI, 2018). Thus, based on the report results, it may be the reason for Indonesian students' low English proficiency.

Like reading, listening is also the first step to acquire language input in the form of spoken words. However, it is different from reading that receives sufficient attention, listening skill requires more attention in foreign language learning because it is assumed as a difficult language skill for many non-English students. Adnan (as cited in Agustiana, 2019) states that listening skill in Indonesia is one of the English skills that is considered a difficult skill but neglected. Students have a crucial problem comprehending spoken English messages because schools pay more attention to teaching grammar, reading, and vocabulary. It is undoubtedly one of the problems students face to improve their listening skills since it is not easy to obtain information from spoken messages, particularly from native speakers.

Hermawan (as cited in Agustiana, 2019) points out two factors that become obstacles and affect students' listening comprehension process, such as internal (i.e., motivation, hearing problem, focus) and external (i.e., material, environment, learning aids, speech technique) factors. Chang (2009) adds that students' native language dominates most of their communication then make students usually withdraw the opportunities for sufficient input. Another external factor is teacher tend to assess listening skills rather than teaching listening, while the students tend to learn to listen rather than listening comprehensively (Hamouda, 2013, in (Agustiana, 2019).

Primary language input typically comes from teacher-selected texts, but these have limited impact on students' language skills. Additionally, such texts may not be suitable for all students, leading to decreased motivation due to perceived difficulty. In addition, learning to listening to English is often neglected by the teachers which is this skill is still considered as one of the most skill to master. It is a task for the teachers and educators how to provide the appropriate listening materials and tasks for students. Teachers have to create situations or learning environments that sufficient for the students to experience and engaged with tools and media to improve students' listening skills (Handayani & Izzah, 2020). In line, Schwenger (2019) suggested that the best teaching strategies should combine the experiences of the teachers and students' interests. Therefore, addressing this challenge requires language teachers to find ways for students to receive language input without constraints of time, place, or individual language levels and allow the students to get exposure to English individually wherever and whenever.

Extensive reading and listening (ER and EL) emerge as a potential solution, offering opportunities for students to access large amounts of comprehensible language input without

concerning time, place, and students language level (Waring, 2006; Newton & Nation, 2009; Ivone & Renandya, 2019; Bui & Macalister, 2021; Pongsatornpipat, 2022). These programs not only support fluency development and meaning-focused input but also balance language courses by incorporating language-focused learning and meaning-focused output (Robb, 2018; Nation, 2008; Newton & Nation, 2009; Ivone & Renandya, 2019; Wahyu & Mukti, 2022). Students can freely choose reading and listening materials, providing flexibility in content and catering to individual preferences (Bamford & Day, 1997; Harmer, 2007). In addition, online extensive reading and listening promotes positive reading attitude (Fithriani et al., 2020; Lekawael & Ferdinandus, 2021 ;Novita & Setiawan, 2020; Permatasari et al., 2020; Raunaq et al., 2021)*,* build up students' vocabulary knowledge (Anindita, 2020; Liu & Zhang, 2018), critical thinking (Faridah & Rukminingsih, 2021; Yunus & Ubaidillah, 2021), and the use of applications or features within the online extensive reading and listening improves students' reading and listening performances (Sitorus & Azir, 2021).

In the context of modern language learning, the internet-based extensive reading and listening (henceforth, OERL) program integrates traditional extensive methods with Internet technologies (Bamford & Day, 1997; Pino-Silva, 2006). This OERL program emerges as a response to the practical issues in implementing both extensive reading and extensive listening, as a tool that monitors students' progress (Brown, 2012), and provides a wide range of materials with various genres and different levels (Cote & Milliner, 2015). Moreover, the OERL program promotes the practical, flexibility, accessibility, portability, and affordances of online sources which support extensive reading and listening (Wahyu & Mukti, 2022).

Unlike traditional extensive reading, OERL employs digital formats, such as electronic books (e-books), which offer features like hyperlinks, text-to-speech, narration animation, word pronunciation, glossaries, and links to online dictionaries (Horney & Anderson-Inman, 1999; Huang, 2013; Lai & Chang, 2011).. These features enhance extensive listening activities, promote phonological awareness, and contribute to listening fluency and comprehension (Olson & Wise, 1992 in Moody, 2010; Smadi & Al-Zawahreh, 2013; Kartal & Simsek, 2017).

Accessing appropriate reading and listening resources is crucial for the success of extensive programs (Hedgcock & Ferris, 2009; Renandya & Jacobs, 2016). OERL simplifies this process, allowing teachers and students to choose easily accessible, interesting materials of varying difficulty levels on the internet without concerns about time and costs (Arnold, 2009; Day, 2015).

Numerous studies demonstrate the positive impact of internet-based extensive reading and listening programs on students' English proficiency. These programs enhance reading and listening comprehension, writing, vocabulary, and grammar skills (Pino-Silva, 2006; Arnold, 2009; Sun, 2003; Ciampa, 2012; Smadi & Al-Zawahreh, 2013; Handayani & Izzah, 2020; Maslikah et al., 2023). Furthermore, they boost students' attitudes and motivation (Cote & Milliner, 2015; Lin, 2014; Huang, 2013), contribute to fluency, confidence, an creativity (Waring & Takahashi, 2000; Chang & Millett, 2014; Wahyu & Mukti, 2022), and foster digital and technology skills essential for success in the 21st century (Sun, 2003; Moody, 2010; Kruk, 2014; Milliner & Cote, 2015). In addition, the implementation of the OERL in the EFL classroom supports autonomous learning Fatimah's (2019 in 7221.

By integrating extensive reading and listening with the internet and technologies, practical challenges such as cost, time, and material constraints in EFL classrooms can be addressed. The OERL program, with its diverse resources and digital features, facilitates autonomous learning, allowing students to choose their materials and control their progress (Sun, 2003; Macmillan Readers, 2014). The researchers aim to investigate the impact of the OERL program on students' reading and listening skills in the Indonesian EFL classroom,

addressing the lack of studies on web-based ERL implementation in this context. The study focuses on both receptive skills (reading and listening) and aims to provide a systematic solution to students' challenges in these areas through the OERL program. The research questions are formulated below:

1. Is there any significant effect of using the online extensive reading and listening (OERL) program to develop students' reading and listening skills?
2. Are there any significant differences in students' reading comprehension achievement between students treated by the online extensive reading and listening (OERL) program and those treated by intensive reading and listening?
3. Are there any significant differences in students' listening comprehension achievement between students treated by the online extensive reading and listening (OERL) program and those treated by intensive reading and listening?

RESEARCH METHOD
Research design
      This research adopted a quasi-experimental approach, a widely recognized method in educational studies, to examine the effects of a specific treatment on students' reading and listening abilities. The quasi-experimental design is particularly useful in educational settings, where participants often belong to pre-existing groups, making random assignment impractical. In this study, the design aimed to assess whether the treatment administered had a significant influence on the dependent variables, specifically students' reading and listening comprehension skills. By comparing students' performance before and after the treatment, the research sought to identify measurable improvements or changes attributable to the intervention.

      The study involved two distinct groups: an experimental group, which received the treatment, and a control group, which did not. These groups were treated differently to isolate the effects of the intervention and allow for a comparative analysis. The pretest-posttest design employed in this research enabled the researcher to evaluate the students' abilities at two points in time—before the treatment was administered and after it was completed. This design not only facilitated an understanding of the treatment's impact on reading and listening comprehension but also allowed for a systematic comparison between the experimental and control groups. Moreover, the pretest results served an additional purpose by helping the researcher control for potential extraneous variables. By analyzing the students' baseline performance, the researcher could account for factors that might influence the outcome of the study, thereby ensuring that any observed changes in the posttest results were more likely due to the treatment rather than external factors. This methodical approach enhanced the reliability of the findings and contributed to a clearer understanding of how the treatment affected the dependent variables in question. Overall, the quasi-experimental design, despite the lack of randomization, provided a robust framework for exploring the relationship between the treatment and students' reading and listening abilities in an educational context.

Population and Sample
      This study targeted all eleventh-grade students in one of senior high schools in Banjarbaru, South Kalimantan, Indonesia, as its population. Participants were selected using purposive sampling, focusing on specific criteria, such as they were from the same grade level, taught by the same teacher, had a similar level of English, and had the same average English score compared to other classes. The research sample consisted of two classes from the social department, chosen because students in this department faced more challenges in learning English compared to their counterparts in the science department. The selection of classes was based on preliminary information obtained from teachers, considering factors such as grade level, the instructor, English proficiency level, and average English scores.

Consequently, the researcher identified two classes, XI IPS 1 and XI IPS 2, which shared similar characteristics and met the established criteria.

Instrument

The researchers employed test as the instrument to gauge students' comprehension in specific domains. Two tests, focusing on reading and listening comprehension. The comprehension test were organized in the form of multiple choices that allligned with the syllabus used in the school. The tests were conducted on two occasions. First is pre-test which is aimed to determine the reading and listening scores and abilities of both groups before receiving the treatment. Subsequently, post-tests were administered at the end of the treatment to evaluate any notable differences in students' reading and listening skills following the interventions. Both the pre-tests and post-tests consisted of thirty multiple-choice items each.

Before distributing the instrument to the participants, the validity and reliability of the instrument were tested. In terms of validity, the researcher used content validity that focused on measuring the test items fairly represented the entire domain of the test. Each item of the test was designed carefully based on the English syllabus used in the school. The tests also met with the basic competence and standard competence of the 2013 curriculum for the eleventh grade in the first semester.

Meanwhile, the reliability test was administered to another class at different times to prevent the students from giving careless responses to the tests. The result of students' responses then analyzed by using Cronbach's Alpha to calculate the internal consistency of the tests. Based on the result of the reliability test, it was found that the value of the internal consistency of reading as a whole test was 0.65, and the internal consistency of listening test was 0.68. In other words, both reading and listening tests were reliable to measure students' reading and listening skills from both experimental and control groups.

Data analysis

There were two kinds of data analysis techniques used in this research, descriptive and inferential statistics. Descriptive statistics was employed to portray the data results without the intention of generalizing them, specifically to illustrate the mean scores obtained from both groups' pre-test and post-test. Additionally, the calculation of mean scores was utilized to depict the improvement scores in reading and listening abilities that students achieved before and after the treatment. The comparison result of mean score of students' reading and listening abilities before and after receiving the treatments between two groups showed that there is a development in students' reading and listening score after receiving different treatments with the higher expansion was belong to the experiment class.

On the other hand, inferential statistics were utilized to draw inferences about a population based on the data acquired from the sample. Furthermore, this analysis aimed to test the research hypothesis through a one-way MANCOVA test, considering one independent variable's impact on two dependent variables in this study. However, prior to testing the research hypotheses, the researcher conducted prerequisite tests, such as normality and homogeneity tests. Based on the result of normality test through *Kolmogorov-Smirnov* (K-S) the data of pretest and posttest of reading and listening from both groups are normally distributed. In term of homogeneity by applying the Levene's test followed by Box M's test, it revealed that the data was homogenous. After completing all the pre-requirement tests, the researchers then applied M multivariate analysis (one-way MANCOVA test). This was used

to examine the effect of the OERL program on students' reading and listening skills and the significant differences in students' reading and listening achievement between two groups.

RESEARCH FINDINGS AND DISCUSSION
Research Findings
The Effects of the OERL Program on Students' Reading and Listening Skills

The initial research inquiry aimed to determine whether the OERL program had a noteworthy impact on enhancing students' reading and listening skills. Table 1, shows the result of MANCOVA test that presented a positive influence of the OERL program on students' reading and listening skills, reaching statistical significance at 0.00 ($p < 0.05$), with Wilks' $\Lambda = 0.661$ and partial $\eta^2 = 0.339$. Additionally, finding from pairwise comparison (see Table 2), indicated that students who underwent the OERL program exhibited superior performance in both reading and listening. This was evident in the significant mean differences, registering at 0.000. Specifically, when comparing the OERL program to the IRL (Intensive Reading and Listening) program for the reading variable, the positive mean difference was 6.024. Similarly, in the comparison with the IRL program for the listening variable, the positive mean difference was 6.822. In conclusion, students demonstrated enhanced performance in reading and listening when exposed to the OERL program, indicating a substantial positive effect.

Table 1
The result of Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial η^2
Treatment	Pillai's Trace	.339	15.653[b]	2.000	61.000	.000	.339
	Wilks' Lambda	.661	15.653[b]	2.000	61.000	.000	.339
	Hotelling's Trace	.513	15.653[b]	2.000	61.000	.000	.339
	Roy's Largest Root	.513	15.653[b]	2.000	61.000	.000	.339

The table displays the results of a multivariate test conducted to examine the effects of the treatment on the dependent variables. Four different statistical tests were used to assess the significance of the treatment: Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root. These tests are commonly employed in multivariate analysis to evaluate the overall effect of an independent variable on multiple dependent variables simultaneously. The Pillai's Trace value of 0.339, with an associated F-statistic of 15.653, suggests a significant effect of the treatment on the dependent variables, as indicated by a p-value (Sig.) of .000. This significance level indicates that the treatment had a statistically meaningful impact on the outcome variables. The partial eta squared (Partial η^2) value of 0.339 represents the effect size, suggesting that approximately 33.9% of the variance in the dependent variables can be attributed to the treatment.

Similarly, Wilks' Lambda value of 0.661, with the same F-statistic of 15.653 and p-value of .000, confirms the significant effect of the treatment. Hotelling's Trace and Roy's Largest Root also yield identical F-values, significance levels, and effect size, further supporting the conclusion that the treatment had a substantial influence on the dependent variables. Overall, these results strongly indicate that the treatment had a significant and measurable effect, as confirmed by all four multivariate test statistics, and the effect size is moderate, explaining around 33.9% of the variance.

Table 2
Pairwise Comparison

Dependent Variable	(I) TREATMENT	(J) TREATMENT	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b] Lower Bound	Upper Bound
Reading	OERL PROGRAM	IRL PROGRAM	6.024*	1.478	.000	3.070	8.977
	IRL PROGRAM	OERL PROGRAM	-6.024*	1.478	.000	-8.977	-3.070
Listening	OERL PROGRAM	IRL PROGRAM	6.822*	1.599	.000	3.627	10.018
	IRL PROGRAM	OERL PROGRAM	-6.822*	1.599	.000	-10.018	-3.627

Based on estimated marginal means
*. The mean difference is significant at the ,05 level.
b. Adjustment for multiple comparisons: Bonferroni.

The Difference between Students' Reading Comprehension Achievement Treated by the OERL Program and the IRL Program

To find out the difference between Students' reading comprehension achievement that received different treatment, the test of between-subject effects was conducted. The result (Table 3) revealed a significance value of 0.000 for students' reading achievement, which was lower than 0.05 ($p < 0.05$). This suggests a significant difference in reading comprehension achievement between students exposed to the OERL program and those subjected to the conventional approach (IRL program). Post-reading tests from both groups indicated improvement, with students in the OERL program outperforming their counterparts not exposed to this extensive program. This significant difference arises due to the different treatments received by both groups, despite undergoing the same reading courses. In the experimental class, the OERL program served as supplementary reading and listening activities to the existing course. The OERL program aligned with the school's aims and objectives, and students in the experimental group were actively encouraged to engage in extensive reading both inside and outside the classroom as presented in Table 3.

Table 3
The Result of Tests of Between-Subjects Effects

Source	Dependent Variable(s)	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial η2
Treatment	Reading	524.861	1	524.861	16.622	.000	.211
	Listening	673.190	1	673.190	18.213	.000	.227

The Difference between Students' Reading Comprehension Achievement Treated by the OERL Program and the IRL Program

The result of test of between-subjects effects below indicated a significance difference in students' listening comprehension achievement between the two groups exposed to the OERL program and the IRL program, with a significant value of 0.000 *($p < 0.005$)*. This distinction was further supported by the mean scores, revealing that students treated with the OERL program demonstrated greater improvements in listening scores compared to those subjected to the conventional listening approach.

Table 4
The result of Tests of Between-Subjects Effects

Source	Dependent Variable(s)	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial η2
Treatment	Reading	524.861	1	524.861	16.622	.000	.211
	Listening	673.190	1	673.190	18.213	.000	.227

Discussion

This research aimed to determine there was a significance difference in students' achievement in both reading and listening comprehension after received different treatments. The research result of the MANCOVA test revealed that the OERL program positively affected students' reading and listening skills with a significant level of 0.00 ($p < 0.05$). It is shown that students who were treated by using the OERL program showed greater performance in reading and listening. These findings offer statistical support for the assertions that students' reading and listening skill, specifically their reading and listening comprehension, are affected to some extent after receiving treatment of the OERL program inside and outside the classroom.

Smadi & Al-Zawahreh (2013) and Sitorus & Azir (2021) discovered a similar outcome, indicating that students who underwent the OER program showed substantial enhancements in vocabulary, reading and listening comprehension, as well as improved writing and speaking skills. The program also supports creative and efficient learning for EFL learners. In alignment with this, Pino-Silva (2006) and Pongsatornpipat (2022) demonstrated that adult EFL learners significantly expanded their vocabularies through online reading, enabling a better understanding of the texts and were able to identify the main idea of the texts. Chen et al. (2013) and Zhou & Day (2021) also observed that students engaged in online reading showed a positive attitude toward reading, improved reading comprehension, and enhanced vocabulary compared to those not participating in any extensive reading program.

In the design of extensive reading and listening program, it is crucial to offer a diverse range of easily accessible and interesting online spoken and written English materials. Consideration should be given to varying difficulty levels of texts to accommodate students with different reading and listening proficiency levels. Allowing students to choose materials aligned with their interests is advantageous for fostering engagement and comprehension, in line with Ciampa's (2012) findings that provide various reading choices and allows the students to select their online resources positively impact reading engagement and listening comprehension.

Despite potential technical issues or slow internet access students may encounter during online reading and listening, it is recommended to integrate the OERL program or internet-based ER/EL into the EFL classroom. This encourages students to independently manage their reading and listening processes. Online reading and listening also contribute to students' awareness of strategies and boost motivation and self-confidence through digital scaffolding (Arnold, 2009). Furthermore, monitoring and supporting students' progress becomes more efficient for teachers and schools through the OERL program's integrated systems (Brown, 2012).

The implementation of the OERL program alleviates concerns for teachers and schools regarding cost, time, and materials. The internet offers an abundant supply of spoken and written English materials suitable for EFL learning at different proficiency levels. Designing a web-based ERL emerges as a cost-effective alternative to purchasing printed

books or CDs. Moreover, access to the internet (Wi-Fi) facilitates the seamless integration of the OERL program into the EFL classroom.

The second finding was analyzed from the result of test of between-subject effects. This test was conducted to find out the difference between students' reading comprehension achievement treated by the OERL Program and the IRL Program. The finding revealed that there was a significant difference in reading comprehension achievement between students who were exposed to the OERL program and those subjected to the IRL program. Moreover, the implementation of the OERL program is aligned with the school's aims and objectives and encouraged students to be more active in participating in extensive program.

Smadi and Al-Zawahreh's study (2013) supports the finding of this research, indicating that students' reading comprehension improved favorably with the OER program compared to conventional methods. This aligns with Edy's (2014) research in the Indonesian EFL context, confirming that integrating extensive reading as an in-class activity enhances students' reading comprehension and expands their reading achievements compared to conventional methods. Establishing a dedicated course for extensive reading has the potential to cultivate positive reading habits and improve reading skills.

Meanwhile, in the out-of-class OERL program, students were encouraged to explore various written English texts at their discretion, selecting materials aligned with their interests and appropriate to their proficiency levels. Consequently, engaging in pleasurable reading through the OERL program can positively impact students' reading skills, particularly in reading comprehension, and foster reading fluency by providing diverse written English texts that are both accessible and interesting at different proficiency levels. This aligns with Arnold's study (2009), demonstrating that implementing online reading programs achieves pedagogical objectives, such as enhancing reading abilities, motivation, confidence, and encouraging leisure reading beyond the classroom.

Finally, based on the results of test of between-subjects effects, indicated a significance difference in students' listening comprehension achievement between the two groups exposed to the OERL program and the IRL program. The finding revealed that students treated by the OERL program outperformed in listening scores compared to those subjected to conventional listening approach.

A similar result was also found by Smadi and Al-Zawahreh (2013) and Ciampa (2012), both highlighting enhanced listening comprehension following extensive online listening practice. The utilization of e-books accompanied by audio/narration (audiobooks) proved highly beneficial, allowing students to engage with written and spoken English simultaneously. In line with the previous studies, Handayani & Izzah (2020) and Nabilou et al., (2021) revealed that the use of mobile assisted listening app improved students' listening comprehension and shows better understanding than those who do not employ the English listening app.

Kartal & Simsek (2017) reported comparable findings, stating that the use of audiobooks for extensive listening contributed to the development of students' listening comprehension and fostered a positive attitude. Integrating audiobooks into regular classroom practice as supportive learning materials is recommended due to their accuracy in pronunciation, delivered by professional narrators (Walson, 2008).

Podcasts, another form of online extensive listening material, were investigated by Saputra (2014), who found that students extensively exposed to podcasts outperformed their counterparts in listening comprehension. Saputra argued that the enjoyable environment fostered by podcasts contributed to improved listening comprehension. This aligns with Yeh's (2014) assertion that the success of podcasts as listening materials in English language practice can be attributed to three factors: freedom of choice, meaningful practice, and close integration with the syllabus.

CONCLUSION

This study demonstrated that the OERL program significantly contributes to the improvement of students' reading and listening skills. The program offers students the opportunity to independently choose materials that align with their proficiency levels, allowing them to engage with a diverse range of materials at their own pace during their leisure time. Granting students the freedom to explore materials of personal interest fosters motivation, enriches their vocabulary, and cultivates word recognition skills, ultimately enhancing their fluency and comprehension of English texts.

Additionally, the study unveiled those students exposed to the OERL program achieved higher levels of reading and listening comprehension compared to those not participating in any extensive reading and listening activities. This implies that involving students in extensive reading and listening to a wealth of English resources contributes to the enhancement of their comprehension skills and the development of background knowledge (schemata). With the support of the internet and technologies, the OERL program encourages autonomous learning, empowering students to control their reading and listening experiences. It also facilitates teachers in monitoring students' progress and providing timely feedback.

However, this study only focused on the effect of the OERL program on students' receptive skills, therefore, it is suggested to further researchers to investigate the effect of the OERL program on other language skills, for example, students' productive skills. In addition, this study focused on investigating the effect of the OERL on students' cognitive perspective. Therefore, further researchers are suggested to explore students' attitudes toward the implementation of the OERL program.

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