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Penulis : Inayati Fitriyah Asrimawati, Eka Puteri Elyani, Elsa Rosalina

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2	Bukti Peer Review Round 1	30-5-2024
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4	Bukti pemberitahuan artikel yang sudah dipublikasi	17-10-2024

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#11580 Review

[SUMMARY](#) | [REVIEW](#) | [EDITING](#)

Submission

Authors	Inayati Fitriyah Asrimawati, Eka Puteri Elyani, Elsa Rosalina
Title	How Online Extensive Reading and Listening Program Enhances Students' Reading and Listening Comprehension: An Experimental Study
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ADDITIONAL MENU

- FOCUS AND SCOPE
- PUBLICATION ETHICS
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2. Peer Review Round 1

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Round 1

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joltt ikipmataram <joltt@undikma.ac.id>
to me

May 30, 2024, 9:42AM ☆ ↶ ⋮

Dear Authors

We are writing to extend our sincere gratitude for submitting your manuscript to our publication. We greatly appreciate your effort and dedication in producing this valuable contribution to the field. Your research has the potential to impact and advance the knowledge in the subject area significantly. Based on the review process, we have decided to ask the author/s to revise the manuscript with some revisions within 2-3 weeks.

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Noted: If the author can add one or more international authors with international affiliations, the manuscript will be prioritized for publication in the upcoming issue.

Best Regards

Reviewer A

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

Article Info	Abstract
Article History Received: Revised: Published:	<i>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. The OERL program served as the independent variable, while reading and listening comprehension were the dependent variables. Data collection involved administering reading and listening comprehension tests, and the SPSS 22 Program for Windows was employed for MANCOVA analysis. Results indicated a significant positive impact of the OERL program on enhancing students' reading and listening skills, specifically their comprehension of both spoken and written English texts. 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 skills, particularly in an engaging manner that enhanced comprehension.</i>
Keywords online extensive reading and listening; reading comprehension; listening comprehension; computer-assisted language learning; web-based learning;	
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Commented [A1]: Give a concise overview of the existing literature or previous research related to your topic before stating the research aims. Describe your methodology: Briefly outline the research design, data collection methods, and analytical techniques you employed.

Summarize key findings: Highlight the most significant results of your research. Use specific data and statistics to support your findings. However, avoid including excessive details or complex figures in the abstract.

INTRODUCTION

The 21st century has brought about significant changes in various aspects of life, particularly in communication methods. The widespread use of the Internet and technology has enabled global communication, allowing people to interact with individuals around the world.

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. However, 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.

However, English teachers face one of the constraints that exists in every EFL classroom, that is the constraint of time (Bui & Macalister, 2021). Unfortunately, English learning in Indonesian EFL classrooms faces time and place constraints. 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.

A well-balanced language course, as suggested by Newton & Nation (2009), 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.

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).

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Add your references

The introduction part should be written in an interesting writing showing the interesting main issues. I suggest the author compose the Introductory section logically to grab readers' attention. Also, I suggest the author concisely summarize the article's main points to support your claims in this part.

Highlight the novelty of the study

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, and 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 employed a quasi-experimental approach, a commonly utilized research method in educational studies. Due to the naturally formed intact groups of participants, randomization was not feasible in this research design. The investigation utilized a pretest-posttest design to assess the impact of the treatment on dependent variables, specifically students' reading and listening comprehension. This involved measuring these abilities before and after the treatment. Additionally, the researcher utilized pretest results to manage extraneous variables effectively.

Population and Sample

This study targeted all eleventh-grade students in a senior high school in Banjarbaru, South Kalimantan, Indonesia, as its population. Participants were selected using purposive sampling, focusing on specific criteria. The

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The sample size should be determined using statistical power analysis to ensure it is large enough to detect significant effects or relationships.

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' proficiency in specific domains. Two tests, focusing on reading and listening comprehension. The comprehension test were organized into the form of multiple choices that aligned 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 any treatment was administered. 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.

Data analysis

Descriptive statistics were employed to portray the data results without the intention of generalizing them. Specifically, these statistics were utilized 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. 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 assessments for normality and homogeneity.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

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

Table 2

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To
difference
Students'

Pairwise Comparison							
Dependent Variable	(I) TREATMEN T	(J) TREATMEN T	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

find out the
between
reading

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

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.

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 η^2
Treatment	Reading	524.861	1	524.861	16.622	.000	.211
	Listening	673.190	1	673.190	18.213	.000	.227

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 η^2
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 shows 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

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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 Pongsatornpiat (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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Commented [A10]: Ensure a balanced mix of seminal works and recent studies to provide a comprehensive view of the literature. Verify that all citations are appropriately formatted according to the journal's guidelines.

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Reviewer B

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

Reviewer's Comments

Part of article	Comments
Title	The title should indicate the reserch topics discussed in the body of the manuscript.
Abstract	State research background briefly, research aims, research method, research findings, discussion, conclusion, and implication of the study.
Introduction	Demonstrating your awareness of the existing literature establishes the credibility of your research. Identifying gaps or inconsistencies in previous studies underscores the necessity of your research, showing how it will contribute new knowledge or insights.
Research Method	I suggest the author clearly state the overall approach (quantitative). This sets the foundation for understanding the nature of the data you collected and the methods you employed. If you used any unconventional or less common methods, provide background information to help readers understand your choices. Explain why these methods were appropriate for your study and how they contribute to the depth and validity of your research. Make sure the author provides elaboration of the research design, research participants, research instruments, data collection technique, and data analysis.
Research Findings	I suggest the author provide the research results/findings in line with the research problems. The author just describes what the researcher(s) found when they analyzed their data. The researcher provided the research data but no clear elaboration. The data from the research findings is used to answer the research question(s) posed in the introduction, even if the findings challenge the thesis/hypothesis.
Discussion	Provide a more detailed interpretation of the findings. Explain what the results mean in the context of the research questions and the broader field. Avoid simply restating the results; instead, focus on their implications and significance. Discuss any unexpected findings and provide possible explanations for these results. This can demonstrate a deep understanding of the subject matter and a critical approach to data analysis.
Conclusion	In this part, the author should provide a final statement and end your research conclusion with a concise and impactful statement that summarizes the key takeaways from the study.
References	The references cited are relevant and current, supporting the research well. The lastest 5 years references The references hould be more than 30 references Articles from reputable journals are suggested.

Article History	<i>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. The OERL program served as the independent variable, while reading and listening comprehension were the dependent variables. Data collection involved administering reading and listening comprehension tests, and the SPSS 22 Program for Windows was employed for MANCOVA analysis. Results indicated a significant positive impact of the OERL program on enhancing students' reading and listening skills, specifically their comprehension of both spoken and written English texts. 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 skills, particularly in an engaging manner that enhanced comprehension.</i>
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Keywords	
online extensive reading and listening; reading comprehension; listening comprehension; computer-assisted language learning; web-based learning;	
How to cite: Last name (2024). How Online Extensive Reading and Listening Program Enhances Students' Reading and Listening Comprehension: An Experimental Study. <i>JOLLT Journal of Languages and Language Teaching</i> , volume (issue), page, DOI: (empty)	

INTRODUCTION

The 21st century has brought about significant changes in various aspects of life, particularly in communication methods. The widespread use of the Internet and technology has enabled global communication, allowing people to interact with individuals around the world.

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. However, 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.

However, English teachers face one of the constraints that exists in every EFL classroom, that is the constraint of time (Bui & Macalister, 2021). Unfortunately, English learning in Indonesian EFL classrooms faces time and place constraints. 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.

A well-balanced language course, as suggested by Newton & Nation (2009), 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.

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; Pongsatornpiat, 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:

4. Is there any significant effect of using the online extensive reading and listening (OERL) program to develop students' reading and listening skills?

5. 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?
6. 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 employed a quasi-experimental approach, a commonly utilized research method in educational studies. Due to the naturally formed intact groups of participants, randomization was not feasible in this research design. The investigation utilized a pretest-posttest design to assess the impact of the treatment on dependent variables, specifically students' reading and listening comprehension. This involved measuring these abilities before and after the treatment. Additionally, the researcher utilized pretest results to manage extraneous variables effectively.

Population and Sample

This study targeted all eleventh-grade students in a senior high school in Banjarbaru, South Kalimantan, Indonesia, as its population. Participants were selected using purposive sampling, focusing on specific criteria. 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' proficiency in specific domains. Two tests, focusing on reading and listening comprehension. The comprehension test were organized in the form of multiple choices that aligned 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 any treatment was administered. 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.

Data analysis

Descriptive statistics were employed to portray the data results without the intention of generalizing them. Specifically, these statistics were utilized 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. 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 assessments for normality and homogeneity.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

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

Table 2
Pairwise Comparison

Dependent Variable	(I) TREATMEN T	(J) TREATMEN T	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.

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.

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 η^2
Treatment	Reading	524.861	1	524.861	16.622	.000	.211

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Listening	673.190	1	673.190	18.213	.000	.227
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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 η^2
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 shows 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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