ENHANCING READING COMPREHENSION THROUGH EXTENSIVE READING PRACTICES

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Abstract: Numerous studies support extensive reading as beneficial for second language learners, enhancing vocabulary, grammar, writing, and overall English proficiency. However, there is still a small number of research on how this technique influences students' ability to answer reading comprehension questions. Extensive reading and reading comprehension have quite different reading goals. Extensive reading aims to make readers enjoy reading material and can choose reading materials according to the reader's level. Meanwhile, reading comprehension emphasizes students' level of understanding about the details of reading material. This research aims to look at the effect of extensive reading strategies on students' ability to answer reading comprehension questions. The method used in this research is experimental by using “One Group Pretest-Posttest Design”. This design requires to conduct pre-test before implementing the treatment then followed by conducting post-test once it’s done. The results of this study indicated that the extensive reading strategy applied to class A of Islamic Economics Study Program for 1 semester can significantly improve the quality of students' understanding in answering Reading Comprehension questions. This improvement can be seen from the results obtained in the pretest and post-test which have been conducted before and after treatment (Extensive Reading). By conducting the extensive reading it can bolster students' academic scores by cultivating a deep-seated comprehension, vocabulary breadth, and critical thinking skills. Through consistent exposure to diverse texts, students enhance their overall literacy, fostering a solid foundation for improving academic performance.

Keywords: Extensive Reading, Reading Comprehension, Reading Enhancement

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INTRODUCTION

Reading is a significant need for students, so many efforts are needed to encourage students to have the habit of reading, to comprehend the meaning of the text and to enjoy reading. According to Grabe, W. & Stoller, F. L. cited in Julianti et al (2020), reading with clear
comprehension enhances understanding and interpretation of text, allowing readers to speculate and derive meaning, emphasizing the vital link between comprehension and making sense of written information. The reality in the field is that many students still do not like reading for various reasons, which affects student learning outcomes. One is caused by a lack of motivation and ability to read, especially for reading comprehension.

In terms of reading comprehension, based on the statement from Clarke cited Riyani et al (2023), it is stated that when we read, understanding comes from how we interact with the text and what the text is saying. It's about both the words in the text and how we react to them. Reading comprehension is the process of reading to obtain information from reading material. Reading comprehension can be interpreted as a form of a person's ability to understand or comprehend something by seeing and knowing what they see and read. According to Munawaroh, Mahyono & Suwarti (2018), reading comprehension's main goal is gaining understanding. A person is said to understand reading well if he has the following abilities: a) The ability to grasp the meaning of words and expressions used by the author; b) Ability to capture explicit and implicit meanings and c) Ability to draw conclusions. Based on the goal of reading comprehension, there are many ways to measure someone's reading comprehension ability. Nurgiyantoro (2012) stated that there are two types of reading competency tests: reading competency tests by responding to answers and constructing answers. The form of the reading competency test by responding to answers aligns with Philips (2001), who states that there are at least six types of questions that can be used to measure a person's reading comprehension ability. These question types include: Main idea, which measures someone's understanding of finding the main idea of a text; Detailed/Stated, which measures the ability to master detailed and accurate information in the text; Unstated, which measures the ability to understand detailed information that is not explicitly mentioned in the text; Reference, which measures a person's ability to determine the reference word or pronoun in a sentence; Inference/Implied, which measures the ability to draw conclusions from statements in the text; and Vocabulary, which measures understanding of word meanings, particularly synonyms.

Each type of question above aims to measure a person's reading comprehension ability. Therefore, the reading to be tested must contain information demanding to be understood. The level of reading comprehension ability is also influenced by several other factors, such as mastery of English vocabulary, reading speed when a person is answering questions and also the level of discourse used as reading material. However, reading comprehension skills can be sharpened by creating a supportive atmosphere and reading techniques. Many ways or reading techniques can help improve a person's reading comprehension skills, one of them is by implementing extensive reading.

Extensive reading is a reading process done widely, in which the reading material used is varied and the time used is fast and short. According to Day and Bamford (2004), extensive reading is a reading technique where students can read a lot of reading materials depending on their level in the other language they are studying. Day and Bamford (2004) also claim that the extensive reading technique aims to build students' awareness of reading so that it becomes their habit.

Apart from that, the extensive reading technique has several differences when it is compared to other reading techniques such as intensive reading. As explained by Muchtar (2019), intensive reading is a reading activity to understand the entire content of the reading.
Meanwhile, extensive reading is done widely and in large quantities, which has the main aim to enjoy reading activities. In this way, students will get two different experiences from these two types of reading techniques.

Yulianti (2020) stated that there are various kinds of extensive reading, such as survey reading, skimming and shallow reading. Survey reading is a reading activity that aims to comprehend a general overview of the content and scope of the reading material you want. Meanwhile, skimming is a way of reading quickly to find and get information. Shallow reading is a reading activity to gain a shallow or not very deep understanding of the reading. Reading does not require seriousness; understanding the reading is not that important. The important thing in reading this type is to achieve the ultimate goal of reading, called pleasure. This aligns with the extensive reading theory that reading should be enjoyable (Day & Bamford, 2004).

Several studies that have been done regarding on how to improve the ability to understand English texts also prove that the skills of reading and understanding English texts are essential for every student to have. One effective and stimulating instructional approach to improve language proficiency is to use Extensive Reading (ER) (Komariah, 2021) which was pioneered by Day et al. (1998). According to Day et al. (1998) Extensive Reading is reading very large amounts in a foreign language. Meanwhile, Hornby (1995) states that 'extensive' means: (1) large in area, (2) large in amount or scale. In terms of being competent readers, a wide variety of strategies should be applied (Brown, 2001). When language learners use those strategies, they can cope with their reading experience, and they gain confidence in their ability to read the language. From these statements, it can be concluded that learning to read is very important and requires some practices and techniques or methods. Reading requires real training. This can be done by means of Extensive Reading. Through Extensive Reading, students have many choices of material and the type of reading that they want. They also have more time than intensive reading (Wahyuningsih, 2021).

Several research have been conducted to analyze and describe the effectiveness of Extensive Reading strategy in improving students' reading comprehension. One of them is from Wahyudi & Firmansyah (2023) where they have conducted an experimental research on the effectiveness of Extensive Reading strategy to improve students' reading comprehension. This research has been applied to one big class and divided into experimental and control groups. The difference of this research is that the research was conducted into two classes and divided into focused and controlled groups. These classes were taken from two different study programs with the same English level.

Another study came from Virgiyanti & Mahdiyah (2023) where they focused on improving students' reading comprehension using the Extensive Reading strategy. This study covers the difficulties in improving reading comprehension after implementing Extensive Reading strategy. The major difference with this research is that we focused on improving students' reading comprehension, especially in answering questions in the reading comprehension test.

The difference between this study and the one that conducted by Wahyudi & Firmansyah (2023) is that the methods used are not similar. In this study, we use Experimental with “One Group Pretest-Posttest Design”, while they use Experimental with focused and controlled groups which was applied to one big class. From the 2nd previous
research conducted by Virgiyanti & Mahdiyah (2023), they focused on how to solve the difficulties in reading comprehension after implementing the extensive reading strategy. In this research, we focused on how the extensive reading strategy can improve students’ reading comprehension, especially in academic performance. By looking at the differences between this research and two other researches, this research aims to see the application of Extensive Reading to increase the Reading Comprehension skills of students in the Islamic Economics and Sports Coaching Education study programs at Universitas Tanjungpura. It is hoped that the results of this research can be a guide for English lecturers in implementing Extensive Reading strategies to improve students' Reading Comprehension skills.

Based on the explanations and some previous research related to this topic, the researchers propose the following research questions focused on in this study. They investigate whether the application of the extensive reading method is effective in improving students’ reading comprehension skills and whether there is an increase between the pretest and post-test reading comprehension scores of Sports Coaching Education (SCE) students in the second semester of the 2022/2023 academic year.

METHOD
This part of the article consists of some aspects related to the research method conducted for this study, which are; research design, population and sample, research setting, research instrument, data collection, and data analysis.

Research design
This type of research is experimental research which is a method used to find the effect of specific treatments on others under controlled conditions (Sugiyono, 2016). The research design used in this research is "One Group Pretest-Posttest Design", which is a research design that contains a pretest before being given treatment and a post-test after being given treatment.

Population and Sample/ Participants of the Study
The population in this study comprised all students enrolled in the Islamic Economics and Sports Coaching Education programs in the second semester (even) of the academic year 2022/2023. The sample for this research consisted of 25 students from the class A of the Islamic Economics program and 38 students from the class A of the Sports Coaching Education program. The sampling technique employed in this study was saturation sampling, chosen due to the entirety of the samples representing the population. The sample of these two classes were selected due to the same level of English proficiency based on the average score of (Tanjungpura University Test of English Proficiency)TUTEP.

Research Setting
The research was conducted at Universitas Tanjungpura, specifically in the Faculty of Teacher Training and Education and the Faculty of Economics.

Research Instrument
Two distinct research instruments, such as tests and observation, were employed in this study to comprehensively gauge various aspects of the phenomenon being researched. The utilization of tests and observation facilitated a multifaceted exploration, allowing for a comprehensive assessment of the research variables.

Data Collection
In the data collection process, we concentrated on several data points pertinent to this study. These include data related to the learning outcomes of students before and after the implementation of the extensive reading in comprehending English texts within the Islamic Economics class. Additionally, there were also the data concerning the outcomes of the extensive reading in comprehending English texts through written tests administered at both the initial and final stages.

The initial test aims to assess the students' initial proficiency in understanding English texts through a reading comprehension test before the implementation of the extensive reading approach. On the other hand, the final test is conducted to ascertain the progress or influence.

Data Analysis
To analyze the data obtained from the research outcomes, descriptive and inferential statistical analyses will be employed. The collected data comprise pretest scores and posttest scores, which will be compared. The comparison between these two scores involves questioning whether there exists a difference between the values obtained from the pretest and post-test. The assessment of the difference in scores is solely focused on the means of both sets of values, employing a technique known as the t-test. Therefore, the steps for analyzing experimental data using the One Group Pretest Posttest Design experimental model are as follows: Normality, Final stage analysis, Hypothesis test, Activity data analysis, and Success indicators.

From the large number of studies related to the effectiveness of using extensive reading in improving the ability to read and understand the content of English reading texts, the researchers have conducted research with the title "Enhancing Reading Comprehension Through Extensive Reading Practices". This research was done using an experimental method with a control group of 38 people and an experimental group of 25 people. This research used a Pretest-Posttest Control Group experimental design where the control group and experimental group were given a pretest, treatment (for the experimental group), and post-test. The researchers used SPSS to analyze the data results.

The research formula using One Group Pretest-Posttest Design, according to Sugiyono (2016) is as follows:

\[ O_1 \times O_2 \]

Information:
1. \( O_1 \) means pre test
2. \( X \) means treatment
3. \( O_2 \) means post test

In this design, the test was conducted twice, which happened before and after being given experimental treatment. Tests was conducted before receiving treatment called pretests. The pretest was given to the experimental class (\( O_1 \)). After carrying out the pretest, the researchers provided treatment in the form of learning to identify elements of reading comprehension ability in the experimental group in answering reading comprehension questions in English (\( X \)), in the final stage the researchers gave a post-test (\( O_2 \)).

The population in this study were all students in the Islamic Economics and Sports Coaching Education study programs semester II (even) in the 2022/2023 academic year.
The sample in this research was 25 students in the Islamic Economics study program class A and 38 students in Sports Coaching Education study program class A. The sampling technique used in this research is saturated sampling. This technique was used because all samples were all of the population. These two classes from different study programs were selected due to the same average score in Tanjungpura University Test of English Proficiency (TUTEP). These classes are also the only class in each study program on batch 2022/2023 academic year.

<table>
<thead>
<tr>
<th>No</th>
<th>Sex</th>
<th>Total of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>12</td>
</tr>
<tr>
<td>2.</td>
<td>Female</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25 students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Sex</th>
<th>Total of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>26</td>
</tr>
<tr>
<td>2.</td>
<td>Female</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>38 students</td>
</tr>
</tbody>
</table>

There were three variables in this research, which were pretest (O1), treatment (X), and post test (O2). In this research, the variables were implemented sequentially. It meant that the processes were conducted one by one. The pretest (O1) was given as the first process to the respondents. Next, respondents were given treatment by implementing the Extensive Reading (X) strategy. After receiving treatment, respondents were given a post test (O2) as the final variable.

In data collection techniques, the researchers focused on several data related to this research, such as data related to student learning outcomes before and after implementing the extensive reading strategy in reading English texts in the Islamic Economics study program class A semester II (even) in English courses for the 2022/2023 academic year. Then there were also data about the results of the extensive reading method in reading English texts with written tests which were tested during the pre test and post test. The pre test was given to determine students' initial ability to understand English texts through a test of answering reading comprehension questions (reading comprehension test) before being given extensive reading treatment.

The procedures of conducting this research were as follow:
- **1st week**: The pre-test was given to the students of Islamic Economics and Sport Coaching Education study programs.
- **2nd - 5th weeks**: The extensive reading strategy was implemented to the students of Islamic Economics as treatment
- **6th week**: The post-test was given to the students of Islamic Economics and Sport Coaching Education study programs.

Meanwhile, the post test was given to determine the level of progress or influence of the Extensive Reading method in improving the abilities of students in Islamic Economics study program class A semester II (even) in the 2022/2023 academic year in understanding the content of English reading texts using the same English proficiency test.

**RESULTS**
The collected data were analyzed using the Mann Withney U test to determine the distribution of pretest and post-test results for all respondents involved.

**Normality Test**

The significance value of the Pre Test and Post Test is in the Islamic Economics (IE) and Sports Coaching Education (SCE) classes. In the results of post test for the Sports Coaching Education class and the pre and post tests for the Islamic Economics class, the significance values were 0.052, 0.076 and 0.200, which meant >0.050, so it can be concluded that the data was normally distributed. Meanwhile, the significance value for the pretest for the Sports Coaching Education class was 0.026, which means it was <0.50, so it can be concluded that the data was not normally distributed.

<table>
<thead>
<tr>
<th>Class</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Pre test (EI)</td>
<td>.165</td>
<td>25</td>
</tr>
<tr>
<td>Post test (EI)</td>
<td>.107</td>
<td>25</td>
</tr>
<tr>
<td>Pre test (SCE)</td>
<td>.152</td>
<td>38</td>
</tr>
<tr>
<td>Post test</td>
<td>.142</td>
<td>38</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In the data analysis process conducted based on the table presented, it can be seen that the significance values of the Pre and Post Test tests in two classes, which were Islamic Economics and Sports Coaching Education, have been analyzed. The test results showed that in the post test of the Sports Coaching class as well as the pre and post test of the Islamic Economics class, significance values were found to be 0.052, 0.076 and 0.200 respectively. These values exceeded the general significance limit, which was 0.050. Therefore, it can be concluded that the data from these two classes have a normal distribution. This indicated that the data did not experience significant changes in its distribution pattern after undergoing treatment or learning.

However, there were different results in the Sports Coaching Education class pretest, where the significance value was 0.026, which was smaller than the general significance threshold of 0.050. In this context, it can be concluded that the data in the pretest for the Sports Coaching Education class did not follow a normal distribution. This indicated that the data in this class might not follow a normal distribution pattern before treatment or learning. This conclusion has significant relevance in interpreting the data analysis results and making decisions related to the data.

**Hypothesis Test (Mann Whitney U)**

The significance value of Sig. 2 tailed is 0.000 or lower than <0.05, which meant that there was a significant difference of the students’ scores in the Islamic Economics class between before and after the implementation of Extensive Reading.

The table reflected the results of important statistical analysis in the context of research regarding Islamic Economics class students before and after implementing the Extensive Reading strategy. The main focus of this table was the Sig Significance value. 2 tailed which was 0.000 or lower than 0.05, where the significance threshold commonly used in statistics. This value showed that there was a significant difference of the students’ scores in Islamic
Economics class before and after applying the Extensive Reading strategy. In this context, a low significance value (less than 0.05) indicated that the observed differences are not the result of chance, but are indeed a significant effect of applying the method. This meant that the Extensive Reading method has a significant positive impact on increasing the grades of Islamic Economics class students in their studies.

Table 4. Differences in Reading Comprehension Material Test Results Based on Pretest and Post Test Results for Islamic Economics Class (EI)

<table>
<thead>
<tr>
<th>Test Statistics</th>
<th>Result_EI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann-Whitney U</td>
<td>119.000</td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>444.000</td>
</tr>
<tr>
<td>Z</td>
<td>-3.762</td>
</tr>
<tr>
<td>Asymp.Sig. (2 tailed)</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Grouping Variable: Class_EI

These results are important in an educational context because they show that the Extensive Reading strategy may be an effective tool in improving the quality of learning and academic achievement of students in the Islamic Economics study program. In addition, these findings provide a basis for the development of more efficient and results-oriented learning methods for similar subject matter or perhaps even other study programs. Thus, the table provides strong evidence to support a broader learning approach using Extensive Reading in various educational contexts.

Table 5. Differences in Reading Comprehension Material Test Results Based on Pretest and Post-Test Results for Sports Coaching Education (PKO) Class

<table>
<thead>
<tr>
<th>Test Statistics</th>
<th>Result_SCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann-Whitney U</td>
<td>485.000</td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>1226.000</td>
</tr>
<tr>
<td>Z</td>
<td>-2.472</td>
</tr>
<tr>
<td>Asymp.Sig. (2 tailed)</td>
<td>.013</td>
</tr>
</tbody>
</table>

a. Grouping Variable: Class_SCE

Based on the table above, it can be seen that the significance value of Sig. 2 tailed was 0.013 or lower than <0.05, which meant that there was a significant difference in the students' scores in the Sports Coaching Education class during one semester. This happened without any treatment in the form of the Extensive Reading strategy.

The table above revealed significant findings in the context of research regarding students who took part in the Sports Coaching Education study program for one semester, without involving intervention or application of the Extensive Reading strategy. The main focus in this table was the Sig Significance value. 2 tailed, which reached 0.013. This value has great relevance because it was below the general significance threshold usually used in statistical analysis, which was 0.05. This meant that these results indicated a significant difference in students' academic achievement in the Sports Coaching Education class during one semester, even when there was no special treatment or additional strategy such as Extensive Reading was applied. In other words, other factors, such as learning environment conditions or student characteristics, may significantly influence this variation in achievement.
In the educational environment, these findings emphasized on the importance of understanding and identifying other factors that may influence student academic achievement during one semester. Although in this case, the Extensive Reading strategy was not used, these results provide valuable insight for educational stakeholders to evaluate the learning environment and adopt a more comprehensive approach as an effort to improve student academic achievement. These findings also highlight the need to pay attention to variation in academic outcomes and the potential to investigate other factors that may influence differences in achievement between students in a semester in Sports Coaching Education study program.

Table 6. Differences in Reading Comprehension Material Test Results Based on Pretest and Post-Test Results for Sports Coaching Education (PKO) Class

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std.Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreTest_IE</td>
<td>25</td>
<td>9</td>
<td>35</td>
<td>16.80</td>
<td>5.424</td>
</tr>
<tr>
<td>PostTest_IE</td>
<td>25</td>
<td>7</td>
<td>33</td>
<td>23.88</td>
<td>6.882</td>
</tr>
<tr>
<td>PreTest_SCE</td>
<td>38</td>
<td>9</td>
<td>39</td>
<td>18.11</td>
<td>6.111</td>
</tr>
<tr>
<td>PostTest_SCE</td>
<td>38</td>
<td>8</td>
<td>26</td>
<td>14.63</td>
<td>4.617</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that there were differences in the average scores of students in each class. For the Islamic Economics class, the average pretest score was 16.80 and post-test was 23.88, so it can be concluded that there was an increase in scores after receiving Extensive Reading treatment. Meanwhile, in the Sports Coaching Education class, the average pretest score was 18.11 and post-test 14.63, so it can be concluded that there was a decrease in scores in the given time period (did not receive treatment/Extensive Reading method).

The table presented above provided important information regarding the difference in average scores between the two classes observed: the Islamic Economics class and the Sports Coaching Education class. In the Islamic Economics class context, the average pretest score was 16.80, while the average post-test score increased to 23.88. These findings indicated a significant increase in students' scores after receiving treatment through the Extensive Reading strategy. This increase can be interpreted as an indication that the strategy is effective in improving students' understanding and academic achievement in Islamic Economics class.

Meanwhile, the average pretest score in the Sports Coaching Education class was 18.11, but the average post-test score decreased to 14.63. These results illustrated a significant decline in student scores after a certain period of time, which in this context did not involve treatment or application of the Extensive Reading strategy. This decline reflected that other factors might have played a role in the decline in students' academic performances in Sports Coaching Education class. These findings described the importance of identifying and examining additional factors that may influence various changes in academic performance and providing a more holistic view in designing appropriate learning strategies to achieve desired educational outcomes in the context of Sports Coaching Education class.

DISCUSSION
The significance values derived from the Pre and Post Tests in the Islamic Economics (IE) and Sports Coaching Education (SCE) classes were examined, revealing notable insights. Specifically, the Post Test results for the Sports Coaching Education class and the pre and
post tests for Islamic Economics yielded significance values of 0.052, 0.076, and 0.200 respectively, surpassing the significance limit of 0.050. This affirmed a normal distribution of data in these instances, indicating minimal alteration in distribution following treatment or learning. Conversely, the Sports Coaching Education class's pretest displayed a significance value of 0.026, below the accepted significance limit, signifying non-normal data distribution before learning commenced. This distinction in distributions beared significance in comprehending the data analysis outcomes and influencing subsequent decisions tied to the data's interpretation.

The significance value of 0.000, lower than the commonly used significance limit of 0.05, indicated a substantial disparity in students' scores in the Islamic Economics class before and after employing the Extensive Reading strategy. This signified that the method significantly enhanced the academic performance of students. This result is in line with the research conducted by Desy (2023) which claimed that after implementing extensive reading treatment, the results significantly affected students' reading comprehension by reviewing the increased average score of students on the pre-test and the post-test. The researcher concluded that extensive reading has a good effect and effectively improves students' reading skills and academic performance. Discussing about how extensive reading strategy improve academic performance and reading comprehension, Rasmin (2020) on his experimental research found out that by using extensive reading strategy, students improved their reading comprehension in terms of literal, inferential, and critical comprehension.

The mentioned data above showed that extensive reading strategy was showcasing its potential as an effective tool for improving learning quality within the Islamic Economics study program and potentially serving as a model for other subjects or study programs, substantiating the efficacy of Extensive Reading in diverse educational settings. This result is in line with the research conducted by Bakhtiar (2022) which revealed that extensive reading strategy improved learning quality by having better understanding on reading materials such as the vocabulary, coherence, quantity, and to a certain extent, bilingual texts. Meanwhile, the significance value of 0.013, below the significance limit of 0.05, highlighted a notable difference in the academic performance of students in the Sports Coaching Education class over a semester, despite the absence of interventions like the Extensive Reading method. This underscored the significance of recognizing various factors beyond specific strategies, such as learning environment conditions or student characteristics, which might significantly impact academic achievement, urging educational stakeholders to consider a comprehensive approach to enhance student outcomes in the Sports Coaching Education study program.

The data showcased distinct average score differences between the Islamic Economics and Sports Coaching Education classes. In the Islamic Economics class, a substantial increase from an average pretest score of 16.80 to a post-test score of 23.88 highlighted the efficacy of the Extensive Reading strategy in bolstering academic achievement. Conversely, the Sports Coaching Education class showed a decline from an average pretest score of 18.11 to a post-test score of 14.63, signaling factors beyond the Extensive Reading method influencing the decrease in academic performance. This emphasizes the need to consider diverse factors when designing effective learning strategies for the Sports Coaching Education context to achieve desired educational outcomes.
CONCLUSION

Based on the results of this research by using experimental method with a group of Islamic Economics students as treatment recipients and a group of Sports Coaching Education (PKO) students as comparisons, several relevant conclusions can be drawn. First, analysis of the data distribution from the pretest results showed differences between the two groups, with Islamic Economics students showing a data distribution that was close to 'normal', while Sports Coaching Education students showed 'not normal' data distribution. This indicated baseline differences in the two groups that need to be considered in interpreting the results.

Furthermore, the research results showed significant differences in pretest and post-test scores for Islamic Economics students who received treatment using the Extensive Reading strategy. This confirms that this method effectively improves their reading comprehension and can be used to improve academic achievement in such contexts. Meanwhile, for Sports Coaching Education students who did not receive treatment, there were no significant differences in pretest and post-test scores, there were even some students whose scores were also decreased.

Lastly, applying the Extensive Reading strategy is believed to positively impact the reading comprehension abilities of Islamic Economics students, which can also increase students' overall vocabulary mastery and interest in reading. This shows that this strategy can be an alternative for improving students' literacy skills.

Suggestions that can be given based on the findings in this research are the need for further research to understand more deeply the factors that influence differences in student responses to the Extensive Reading strategy, especially in the context of different study programs. In addition, a more comprehensive evaluation needs to be conducted regarding the impact of this method on other aspects of education, such as students' learning motivation and critical thinking abilities. With a deeper understanding of these factors, educational stakeholders can design more effective learning strategies that are appropriate to student needs in various educational contexts.

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