

## The Effectiveness of Using Extensive Reading Approach Combined with Literature Circle Strategy Toward Students' Reading Ability

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### Abstract

The use of media and strategies have an important role in teaching reading. There are many media and strategies that can be used to teach reading comprehension, including Extensive Reading Approach and Literature Circle Strategy. This study aimed to investigate the impact of combining the Extensive Reading Approach with the Literature Circle Strategy on students' reading ability. A Quantitative Approach with Quasi-Experimental Design was employed for the research. The population consisted of students from the English Education Study Program at UINFAS Bengkulu for the academic years 2022/2023, and a sample of 40 students was selected using purposive sampling. The experimental class (6A) received the intervention, while the control class (6C) did not. The reading comprehension test was used for data collection, and the t-test formula was applied for data analysis. The results indicated that the Sig. (2-tailed) value was  $0.000 < 0.05$ , and the t-count value was 4.260, with the t table's  $df = n - 2 = 40 - 2$ , which was 38 ( $t_{0.025, 2.024}$ ). Consequently,  $H_0$  (null hypothesis) was rejected, and  $H_a$  (alternative hypothesis) was accepted, demonstrating that there was a significant effect of combining the Extensive Reading Approach with the Literature Circle Strategy on students' reading ability. In conclusion, this study provided evidence that the integration of the Extensive Reading Approach and Literature Circle Strategy positively influenced students' reading skills. These findings have implications for language educators in devising effective teaching strategies to enhance students' reading abilities.

**Keywords:** reading Ability, extensive reading approach, literature circle strategy

### Introduction

Reading is an essential skill required for acquiring proficiency in the English language. As the age-old adage suggests, "Books are windows to the world," reading

opens up a plethora of opportunities for learning and gaining knowledge about various subjects and cultures without the need for physical travel. It serves as a gateway to explore distant lands, experience diverse perspectives, and delve into the depths of history, science, literature, and much more. Engaging in regular reading practices contributes significantly to the enhancement of reading comprehension skills. When we immerse ourselves in the pages of a book, we encounter new vocabulary, sentence structures, and ideas. This exposure to varied language patterns and contexts helps us develop a deeper understanding of the language's nuances and improves our ability to grasp the meaning and essence of written texts.

However, according to data from the 2018 PISA—Program for International Student Assessment—data on reading proficiency among Indonesian students, reading scores in 2018 were very precarious a very precarious situation. Additionally, it has never attained the average country score set by the Organization for Economic Co-operation and Development (OECD). The PISA survey results for 2018 put Indonesia in position 74, or sixth from the bottom. Indonesian students reading proficiency ranks 74th with a score of 371 (Kemdikbud, 2019).

In addition based on the interviews with students of the English education study program, they said that the reading method used by the lecturer was really boring and students still had problems with reading ability, especially. The lecturer uses the GTM method in the learning process and the reading material is not suitable for the reading level and also reading pleasure of students. (Siti Nurfatimah, July 20th, 2022). And another student explained that because the course was held through an online system so the course process was not efficient. The material for reading was from a PDF file and because the system was online the lecture could not explain all the material well. They held the learning process through group presentation, discussion, and answering some questions. Furthermore as a result of this problem, students lack the desire and motivation to read, and when they do, they mispronounce words or employ unfamiliar words in the reading material. (Rinta Zahra, December 6, 2022). Students may tire of conventional instructional strategies and seek out a novel set to maintain their interest in improving their reading abilities.

Due to teachers' or lecturers' use of deep reading—reading that involves engaging with and comprehending the message of a book or other reading material—students have lost interest in reading. Due to this tedious approach, pupils become

disinterested in reading because it is a necessary but not enjoyable activity (Ayustina et al., 2020). Because of this, we require specific ideas, methods, and approaches to raise students' vocabulary proficiency and reading motivation. The extensive reading strategy is one way to improve students reading ability. "extensive reading" and "intensive reading" are terms that "extensive reading" and "intensive reading" terms that reading students who desire to get the most out of their reading material are familiar with. Reading quickly from a range of reading sources while keeping a general focus on reading comprehension is the definition of extensive reading.

Numerous factors, including the goal of getting a comprehensive knowledge of the content, make extended reading beneficial for students who want to enhance their reading skills.(Bamford & Day, 1998). Students who read aloud to an audience have the opportunity to come across new words and are consequently able to recognize those words. Comprehensive reading emphasizes that students may read for enjoyment outside of class and that they can do so anywhere. Students also have the freedom to select the reading materials, so if one is not appealing to them, they can move to another one according to their degree of interest. It might encourage students to develop a passion for reading. The reading assignments given to the pupils must to be interesting and suitable for them. There are many locations where you can access the reading material, including libraries and the Internet. Also available to students are books, novels, and articles. Additionally, the teacher helps pupils locate their own reading materials in the library or online (Al-ghozali et al., 2020).

Various researchers have used the Extensive Reading Approach to boost students' reading skills by concentrating on their enjoyment of reading. The Effect of Using Extensive Reading Approach Toward Students' Reading Ability by Emil, Melyann Melani, and Widya Syafitri (2021). This study used quantitative methods. According to the findings of the research, pupils who utilize the extensive reading strategy perform better than those who do not use it. Additionally, the post-test result in the experimental class was higher than the pre-test before using the intensive reading strategy. This indicates that the intensive reading strategy has a considerable impact on kids' reading abilities. Additional approaches are required to produce more ideal learning results and to support the goals of extensive reading activities. Therefore, the researchers attempted to combine the two approaches—the literature circle and the wide reading approach. One of the student-centered methods for teaching critical reading skills is the use of

literature circles (Dawson & FitzGerald, 1999). Learning goals that are centered on the student can promote tolerance, cooperation, and critical thinking (Dewi Kurnia et al., 2020).

Research on the effectiveness of using literature circles has been carried out in reading comprehension skill. Like the research that has been conducted by (Tosun & Doğan, 2020) entitled "The Effects of Literature Circles on Reading Fluency, Reading Comprehension and Reader Responses: A Mixed Method Study ". This study's goal is to ascertain how literature circles affect readers' reading comprehension and fluency while also eliciting reader reactions. The result was clear from the reader responses to the books that were read by the readers that the answers provided by the students in the qualitative part of the research were mostly reader-centered. It was observed that reader-centered reactions grew and text-centered responses shrank in each literature circle during the research from the first to the last literature circle application.

Another research had done by (Suci et al., 2022) entitled "Students' Responses in Learning Extensive Reading Through the Literature Circle". This study's objective is to ascertain how students react to learning in-depth reading through the literary circle. The findings demonstrated that utilizing a literature circle can inspire students to read more English textbooks, increase their sense of involvement in group discussions, and help them read more. However, the authors discovered various challenges that students have when carrying out this activity, such as a lack of time. Students feel less comfortable exporting content from their buddy group during the question-and-answer period. Those previous findings above are closely related to what the researcher does in this research. They have valuable information about the students' abilities in studying English, particularly in improving Students' Reading Ability based on the four skills in English by using Extensive Reading. Relevant to this method, the researcher is interested in improving Students' Reading Ability through Extensive Reading Activity as a method to build up the students' Reading Achievement. The difference with the previous researches, this research focuses on the genre that the students prefer to read, which are science fiction and romance even there so many genre but in this study the researcher focus on two genres only.

The final result of the Extensive Reading Approach With Literature Circle can assist researchers in enhancing students' reading abilities. So, for the English Education Study Program at UINFAS Bengkulu, the researchers set out to carry out this study to find out Is

there any significant effect of Using an Extensive Reading Approach Combined with Literature Circles toward Students' Reading Ability.

**Research Methodology**

In this study, the researchers employed a quantitative methodology and a quasi-experimental approach. The quasi-experimental approach in practice employs existing groups rather than random assignment to ensure that the study being conducted in the classroom flows smoothly and that students do not feel like they are the subjects of research or experimentation(Arikunto, 2010). This gave researchers trustworthy information. In controlled settings, quasi-experimental research examines how various treatments affect different individuals (Sugiyono, 2012). According to (Moh. Nazir, 1985), Research that is conducted using calculations in the form of numbers, statistics, and controlled experiments is known as quantative research.

Pre-tests, treatments, and post-tests are all parts of the study process. Comparisons were made between an experimental class of patients who had treatment and a control class who did not. Results from the two classes' pre- and post-tests were compared.

This study compares the test results before and after students get extensive reading approach the treatment. If the post-test score is greater than the pre-test, the treatment was successful.

The following are the research design plans:

**Table 1**  
**Design Plans**

	Pre-test	Extensive Reading Approach Combined with Literature Circle Strategy	Post-test
Experimental Class	T1	X	T2
Control Class	T1'	-	T2'

Description:

T1 : Pre-test is handed to the experimental class

T2 : Post-test is handed to the experimental class

X : The experimental group receives treatment using an extensive reading approach and Literature Circle Strategy .

T1' : Pre-test is handed to the control class

T2' : Post-test is handed to the control class

- : The control group is not subjected to an extended reading approach and literature circle strategy treatment.

### **Research Participant**

The population used as the object of research is the English Education Study Program at UINFAS Bengkulu Academic Year 2022/2023. And the sample of this study are 20 students of English study program C class as the control class and 20 students of A class as the experimental class. The technique used in this study is to use nonprobability sampling namely a sampling technique that does not provide equal opportunities or opportunities for each element or member of the population to be selected as a sample (Sugiyono, 2012). The nonprobability sampling technique used in this study was purposive sampling.

### **Procedure**

Before giving treatment, the researcher gave a pre-test for students to measure the basic students' reading ability. In the first meeting the researcher will not give special treatment to students in learning reading. Researchers will continue to use the methods commonly used by their lecturers to teach English.

After the researcher handed the pre-test, the researcher asked for help to the lecturer to give the treatment by using Extensive reading approach combined with Literature Circle Strategy on Students of Experimental class. This is due to the consideration that the research will run naturally, this is in line with the nature of experimental research which is natural but regulated as stated by Freeman (Freeman, 1998). And This research was carried out in 7 meetings, where the treatment can be carried out 5 repetitions and 2 meetings are used for the pre-test and also the post-test (Kratochwill et al, 2013). This is done for several reasons. the first is the limited research time which is only around 30 to 45 days and the second reason is that in one week there is only 1 meeting per class, so only 5 repetitions of treatment are appropriate.

The Last step, the researcher conducted the post-test to experimental and control class. The outcomes of pre-test and post-test will be used as the foundation of researcher conclusions.

### **Instrument**

In order to perform this research, the researcher used a instrument used to conduct this research, namely questionnaire and mutiple choice which is Reading Test. The test, according to Brown (2001), is a way to gauge a person's proficiency or familiarity with their particular subject. This can aid researchers in gathering information on pertinent research variables. Prior to treatment, the pupils took a pre-test. Before beginning the Extensive Reading Approach with Literature Strategy, the pre-test's goal is to determine the extent of the students' listening skills. In the meantime, the goal of the post-test is to evaluate how much the students' skills have improved as a result of employing the Extensive Reading Approach with Literature Strategy.

#### a. Questionnaire

According to (Sugiyono, 2012) a questionnaire is a technique Data collection is done by giving a set of questions or a written statement to the respondent to be answered. In this research the researchers use questionare to collect data about students' favorite genres of reading.

#### b. Multiple Choice

One of the most often used test items for determining achievement is the multiple-choice question (Linn & Gronlund, 2000) in (Rintayati et al., 2020). The multiple-choice test has excellent item reliability, is thorough, objectively scored, and is simple to check. According (Arikunto, 2010) multiple choise is a technique that was degined by using four choises and the respondends choose one which is they think the right answer based on the question. In this test, the researchers gave as many as 20 questions to measure student reading ability. Which is 20 questions for the pre-test and for the post-test for the respondents. These questions are based on indicators of reading comprehension in operational concepts. comprehension test in the form of story questions that have 4 answers (a, b, c, and d).

**Table 2**  
**The Classification of Student's Score**

The Range of Score	Category Score
80-100	Excellent
70-79	Very Good
60-69	Good
50-59	Fair
<50	Low

In this research test was made based on reading comprehension measurement indicators. According Brown (2004), there are some measurement indicators, namely students are able to know the topic, detailed information, inference and reference of the information they hear. The following was the instruments used :

**Table 3**  
**Research Instrument**

Variable	Component of Reading Comprehension	Indicators	Total Questions	Question Number
Reading Comprehension	Literal	<ul style="list-style-type: none"> <li>Mention factual information stated explicitly in the text</li> <li>Answer questions based on the facts contained in the text</li> </ul>	14	1,2,3,6,7,9, 10,11,12,13, 14,15,18, 20
	Interential	Concluding the main idea in the text	2	8,19
	Critical	Distinguish true or false information	4	4,5,16,17



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according to  
the text  
provided

- Write down the moral message implied from the text
- 

### **Data Analysis**

Data analysis is an activity after data from all respondents or other data sources are collected. According to (Sugiyono, 2012) the activities in data analysis are: grouping data based on the variables and types of respondents, analyzing data based on variables from all respondents, presenting data for each studied variable, performing calculations to answer the problem formulation, and performing calculations to test hypotheses that have been established. submitted. The data analysis technique in this study uses the SPSS 22 version statistical application. After obtaining data from the pre-test and post-test results of two classes, the researchers compared the results in the form of scores from the pre-test and post-test.

After collecting information from the pre-test and post-test, the researchers compared the results in the form of pre-test and post-test scores. Statistical computations were used to analyze the data using the t-test procedure with a significance level of 5%. The t-test was employed to determine whether or not there was a significant difference in the average outcomes between the experimental and control classes.

The analysis also showed the variation in test results from the control and experimental classes' pre- and post-tests. A gain score, which is intended to assess how well the employed application is performing, is also incorporated in the computations. The researcher had to do these things before running the hypothesis.

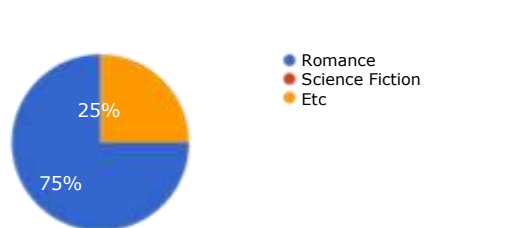
## Findings and Discussion

### Findings

The findings and analyses of the research are presented in this chapter using tables, graphs, and (written) narratives. The results showed how the literature circle method and comprehensive reading approach had an effect on students enrolled in the English education study program at UINFAS Bengkulu in the academic years 2022–2023. The purpose of this study was to compare the reading proficiency of the students in the experimental class, which used a literature circle strategy and an extensive reading approach, and the control class, which used conventional methods or neither of those approaches. Following data collection, SPSS version 22 software was used for analysis.

#### 1. Questionare Result of Reading Genre

**Figure 1**  
**The Diagram Of Reading Genre Based on Questionare**



Based on the diagram above, The students who prefer to read romance genre were 75% it means 15 students of 20 students in the experimental class prefer to read romance genre. Meanwhile 25% or 5 students of 20 students in the experimental class prefer to read science fiction genre of reading. it can be conclude that almost all of students prefer to read romance genre of reading.

#### 2. Learning Outcomes of Reading Ability

The learning outcomes attained with the literary circle technique and the wide reading approach are described and contrasted in this section. A pre-test and a post-test were given to students in the experimental group and the control group. The students took pre-tests before the extensive reading approach and literary circle strategy were implemented, and post-tests following the implementation of the extensive reading approach and literary circle strategy.

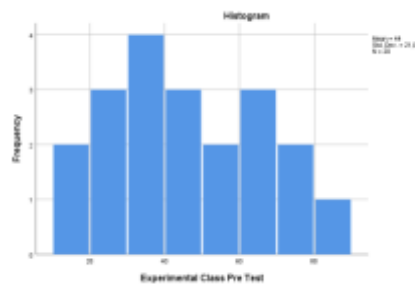
**a. The Description of Pre- and Post-Test Results for The Experimental Class**

**Table 4**  
**The Description of Pre- and Post-Test Results for The Experimental Class**

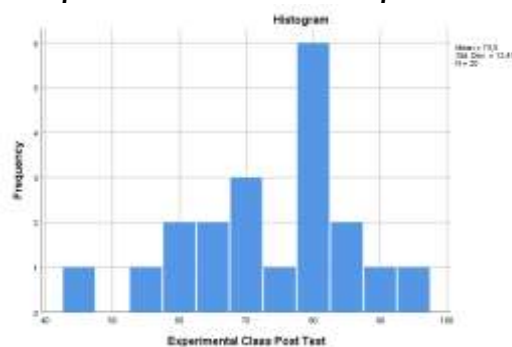
	N	Minimum	Maximum	Mean	Std. Deviation
Experimental Class Pre Test	20	15	85	44,00	21,001
Experimental Class Post Test	20	45	95	73,50	12,471
Valid N (listwise)	20				

The table above (N) of 20 students provides a summary of the learning results in the experimental class. The lowest pre-test score was 15, the highest was 85, and the average score was 44,00. In contrast, the experimental class's post-test results showed that the lowest score was 45 and the best was 95, with an average of 73.50.

**Figure 2**  
**Pref-Test Learning Results Graph for Students for The Experimental Class**



**Figure 3**  
**Post-Test Learning Results Graph for Students for The Experimental Class**



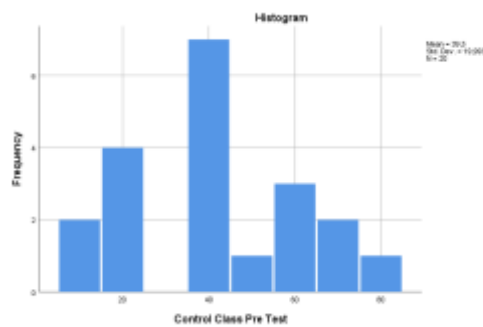
**b. The Description of Pre- and Post-Test Results for The Control Class**

**Table 5**  
**The Description of Pre- and Post-Test Results for The Control Class**

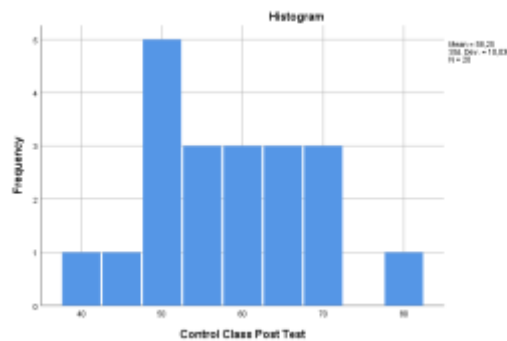
	N	Minimum	Maximum	Mean	Std. Deviation
Control Class Pre Test	20	10	75	39,50	19,993
Control Class Post Test	20	40	80	58,25	10,036
Valid N (listwise)	20				

According to the data in the table above, the control class's lowest pre-test score was 10, and its highest was 75; as a result, the average score was 39,50. The lowest post-test score was 40, and the highest was 80; therefore, the average was 58,25.

**Figure 4**  
**Pre Test Learning Results Graph for Students in the Control Class**



**Figure 5.**  
**Pre Test Learning Results Graph for Students in the Control Class**



### 3. Normality Test

To determine whether the data obtained is properly modeled, the normalcy test, a technique, is used. To ascertain whether the data received is normally distributed or derived from a normal population, a normality test must be performed. A group of data is considered to be regularly distributed if the significance level is greater than 0.05. If the significance level is less than 0.05, the data are not regularly distributed. Shapiro-Wilk was employed in this study because there were fewer than 50 data points..

**Table 6**  
**Pre Test Normality Test Results for the Experimental and Control Classes**

CLASS		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
STUDENTS	Experimental Class	Statistic	df	Sig.	Statistic	df	Sig.
READING	Pre Test	,116	20	,200*	,955	20	,446
SCORE	Control Class Pre Test	,140	20	,200*	,944	20	,288

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the previous table. The Pre-Test student learning outcomes in the Experimental Class produced a significance value of 0,446 in the Shapiro-Wilk test. The pre-test learning outcomes in the Experimental Class were normally distributed because the value was greater than 0,05. Pre-test student learning results in the Control class, on the other hand, displayed a significant value of 0.28. The pre-test learning outcomes in the Control class were normally distributed because the significance value was >0,05.

**Table 7**  
**Post-test Normality Test Results for the Experimental and Control Classes**

		Tests of Normality					
CLASS		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
STUDENTS	Experimental Class	,199	20	,037	,961	20	,559
READING	Post Test						
SCORE	Control Class Post Test	,144	20	,200*	,958	20	,497

\*. This is a lower bound of the true significance.  
a. Lilliefors Significance Correction

According to the table above. The Post-Test Student Learning Outcomes in the Experimental Class underwent a Shapiro-Wilk test, which revealed a significance value of 0.559. The fact that the result was more than 0.05 indicates that the experimental class's pre-test learning outcomes were normally distributed. Pre-test student learning outcomes in the Control class displayed a significance value of 0,497, in contrast. The learning results from the pre-test in the Control class were normally distributed because the significance value was >0,05.

#### 4. Homogeneity Test Data

##### a. The Pre-Test Score Homogeneity Test Results

**Table 6.**  
**The Pre-Test Score Homogeneity Test**

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Reading	Based on Mean	,154	1	38	,696
Comprehension	Based on Median	,153	1	38	,698
Score	Based on Median and with adjusted df	,153	1	36,863	,698
	Based on trimmed mean	,124	1	38	,727

The pre-test score showed a significant value of 0.696 in the table of data homogeneity test results, which indicates that the value is >0.05 and indicates that the variance of the pre-test data is homogeneous.

##### b. The Post-Test Score Homogeneity Test Result

**Table 7. The Post-Test Score Homogeneity Test**

#### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Reading Comprehension Score	Based on Mean	1,316	1	38	,258
	Based on Median	,884	1	38	,353
	Based on Median and with adjusted df	,884	1	30,823	,354
	Based on trimmed mean	1,251	1	38	,270

The pre-test score yielded a significant value of 0.258 from the table of data homogeneity test results, indicating that the value is >0.05, indicating that the variance of the post-test data is homogeneous.

**5. Statistical Analysis Result**

The SPSS 22 program was used to conduct the statistical analysis. Because there were two separate groups in this study, the researcher employed the independent sample t-test in the SPSS program. Here is a thorough explanation of the statistical analysis:

**Table 8. Post-test Group Statistics**  
**Group Statistics**

CLASS		N	Mean	Std. Deviation	Std. Error Mean
STUDENTS READING SCORE	Experimental Class PreTest	20	44,00	21,001	4,696
	Control Class PreTest	20	39,50	19,993	4,471

The experimental class's pre-test reading ability was on average 44,00 with a standard deviation of 21,001, according to the table above. While the control class's pre-test reading proficiency had an average score of 39,50 and a standard deviation of 19,993 instead.

**Table 9. The Post-Test Score's Average Difference.**

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
STUDENTS READING SCORE	Equal variances assumed	,275	,603	,694	38	,492	4,500	6,484	-8,626	17,626

Equal variances not assumed			,694	37,908	,492	4,500	6,484	-8,627	17,627
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The p-output of the 2-tailed Sig. table was 0,492>0,05. Using the criteria used to establish the independent sample t-decision, the test's H0 is accepted while Ha is refused..

**Table 10. Post-test Group Statistics**  
**Group Statistics**

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
STUDENTS READING SCORE	Experimental Class Post Test	20	73,50	12,471	2,789
	Control Class Post Test	20	58,25	10,036	2,244

The experimental class's average post-test reading ability was 73,50 on average, with a standard deviation of 12,471 according to the table above. The control class's pre-test reading proficiency had an average score of 58,25 and a standard deviation of 10,036.

**Table 11 The Post-Test Score's Average Difference.**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
STUDENTS READING SCORE	Equal variances assumed	,948	,336	4,260	38	,000	15,250	3,579	8,004	22,496
	Equal variances not assumed			4,260	36,338	,000	15,250	3,579	7,993	22,507

The 2-tailed Sig. table's p-output was 0,000,05. This shows that H0 was rejected while Ha was approved based on the independent sample t-test for making decisions. The t-count number was 4,260, and the df= n-2 = 40-2 value for the t table was 38. (2,024). based on the ta=t.0,025 value from the t-distribution table. On the basis of the decision-making procedure that involves contrasting the tcount value and the t-table, it can be claimed that H0 was rejected and Ha was accepted. It indicates a substantial difference in the overall student score between the



experimental class and the control class. As a result, it can be said that implementing the literature circle technique and extensive reading approach had an effect on students' reading abilities.

### **Discussion**

The researchers had initially delivered a questionnaire comprising the students' preferred reading genre to both the experimental class and the control class before administering the pre-test to both classes. According to the questionnaire that was given out, 15 of the 20 students in the experimental class preferred writing in the romantic genre. Additionally, five other pupils favor reading science fiction novels. As a consequence of the questionnaire's results, the researcher was able to divide the participants into two groups, namely three groups: one group included 5 students who preferred the romance genre, while the other contained 5 students who preferred science fiction.

In this study, both the experimental class and the control class took the pre-test before the treatment was administered. The learning outcomes of the experimental group's kids and the reading proficiency of the control group are nearly identical. Pre-test learning was completed prior to the application of the Extended Reading Ability and Literary Circle, and the results show this. The average pre-test score for the experimental class was 44,00 whereas it was 39,50 for the control group..

Only the pre-test and post-test were completed by the researchers for this study. The teaching lecturer takes over every class, both the experimental class and the control class. This is because it is expected that the research will proceed spontaneously; according to Freeman, experimental research is naturally occurring but under controlled conditions. The control class continued with the learning process as usual while the experimental class received different treatment (Freeman, 1998). The researchers are requesting the lecturer's assistance in order to administer treatments in the experimental class using the extensive reading strategy and Literature Circle. The treatment can be administered five times, and two sessions are used for the pre-test and post-test (Kratochwill et al., 2013). This research was completed in seven meetings. There are a few reasons why this is done. The first is the short research period of only 30 to 45 days, and the second is that there is only one class meeting each week, so only 5 repetitions of the treatment are necessary. The reading time for the assigned reading material was between 23 and 1 hour for the group of pupils. Because only short

stories—which, as we all know, must be finished in one sitting or within a short period of time—are offered as reading material by researchers. minutes to an hour.

There are two hypotheses in this study. Alternative hypothesis ( $H_a$ ): If  $p$ -value  $>$  sig score  $\alpha = 0.05$  (5%) and the null hypothesis ( $H_0$ ) is rejected, there is no effect of adopting Extensive Reading Approach Combined with Literature Circle Towards Students' Reading Ability. If the null hypothesis ( $H_a$ ) is rejected and the null hypothesis ( $H_0$ ) is subsequently accepted, then there is an effect of employing the Extensive Reading Approach Combined with Literature Circle Towards Students' Reading Ability.

The researchers utilized SPSS version 22 to analyze the data. The three stages of data analysis are homogeneity testing, normality testing, and hypothesis testing. Using the Shapiro-Wilk normality test, it was determined that both sets of data are normally distributed. The results of homogeneity testing utilizing Levene's test for variance convenience are homogeneous. A separate sample  $t$ -test was then used to evaluate the hypotheses. The test findings revealed that the mean post-test scores varied across the experimental and control courses.

The goal of using a literature reading method and an extensive reading approach is to revive students' reading motivation. All students are allowed to select the genre they prefer for this lengthy reading. Following the distribution of a questionnaire to ascertain their preferred genre, it was discovered that the majority of them like the romantic genre. According to survey results, 15 out of 20 students preferred the romance genre, while the other students preferred science fiction. This is another distinction that sets this study apart from earlier studies by a number of scholars. The two genres that these pupils favor are the focus of the researchers working here with the assistance of the professors. This refers to Day and Bamfort's hypothesis that reading comprehension, specifically, is very helpful in learning languages. This is in line with the characteristics of the selection of reading material for extensive reading because, as the researchers previously explained, students will be motivated if the reading material they read is what they enjoy, and the reading material must be short, enjoyable, and easy to understand. A reading circle was created after finding out which genres the pupils preferred. wherein each student in a group of five does their assigned duties. The reading assignments for one group of pupils will be the same. They are allowed to select whatever group they feel most comfortable with talking to. Since they won't feel burdened after reading, they will be

able to remember key details from the reading material. because they select their own readings from the researchers' offered list.

It's just that students can learn the content more quickly and effectively while they are having fun in class. Learning results are significantly influenced by the utilization of appropriate learning resources as well as effective teaching methods. A study on teaching reading comprehension with the Extensive Reading Approach and Literature Circle Strategy, for instance, revealed that the experimental class outperformed the control group on post-tests. The study came to the conclusion that using a literary circle method along with substantial reading had a different effect on students' reading than it did on lecturers who did not use it. This demonstrated that the primary research topic had been resolved.

The results of the study showed that the experimental group's scores were higher than those of the control group following treatment utilizing the Extensive Reading Method and Literary Circle Strategy. The average improvement in student learning outcomes in the experimental class from the pre-test to the post-test was 44,00, but the average result of the control class from the pre-test to the post-test was 39,50 to 58,25. It indicates that after the treatment was administered to the class, the experimental class's score went up. Conclusion: The Extensive Reading Approach in Combination with the Literature Circle Strategy Has a Significant Impact on Students' Reading Ability.

This result is in line Dadan Hidayat, Titi Dewi Rohati (2020) said that Extensive Reading approach is highly recommended for teachers who teach English, especially in learning Reading comprehension (D. Hidayat & Rohati, 2020). In addition (Tosun & Doğan, 2020) said reader responses to the books that were read by the readers that the answers provided by the students in the qualitative part of the research were mostly reader-centered. a literature circle can inspire students to read more English textbooks, increase their sense of involvement in group discussions, and help them read more (Suci et al., 2022).

### **Conclusion and Suggestion**

The extended reading approach combined with the literary circle technique has a substantial impact on reading skills in the English Education Study Program at UINFAS Bengkulu, according to the findings of the research and discussion mentioned in the preceding chapter. When compared to the control class, students in the

experimental group are able to improve their reading abilities by a significant amount. Results on the post-test for the pretest in the experimental class considerably outperform the average range of 44,00 to 73,50. The control class increased from a pre-test score of 39,50 to a post-test score of 58,25 on average. When compared to the learning outcomes for the control class, it is clear that the Extensive Reading Approach Combined With Literary Circle Strategy had a significant positive impact on the experimental class's learning outcomes. This study focused on the two genre that students prefer to read even there are so many genre of reading. This study have several advantages for increasing reading ability, it can be implemented as a method by teachers, lecturers and even the students on their way to increase the reading ability of them. And the next researcher can make it as the source of their next study in the related field.

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