

Analysis of the Implementation of Extensive Reading Class in English Course II for Agriculture Students at University

 <https://doi.org/10.31004/jele.v11i5.3178>

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ABSTRACT

In the context of Agriculture 4.0, agricultural students need English reading skills to access international literature, research articles, and technical information. Extensive Reading (ER) offers an approach that encourages autonomous reading, builds positive reading habits, and supports vocabulary development through exposure to self-selected materials. This study aimed to examine the implementation of an ER class in developing students' reading interest, identify challenges encountered during independent reading, and explore its contribution to English vocabulary development. A qualitative descriptive design was employed with 26 second-semester students of the Agrotechnology Study Program, Faculty of Agriculture, Universitas Islam Kuantan Singingi. Data were collected through classroom observations, in-depth interviews, student response questionnaires, and documentation of reading portfolios. The findings indicated positive student responses toward the ER implementation, with a cumulative mean score of 4.00 and an eligibility percentage of 80.00%, categorized as good. Students particularly appreciated the freedom to select reading materials according to their interests, while lecturers were perceived as effective facilitators who provided guidance and motivation. The most notable perceived improvements concerned English reading speed (80.77%) and vocabulary development (80.00%). Students also reported increased confidence and greater engagement in reading English outside the classroom. Overall, ER provided a flexible and low-stress learning environment that supported students' reading engagement and vocabulary development.

Keywords: *Analysis, Implementation, Extensive Reading, English Course, Agriculture*

Article History:

Received 14th August 2026

Accepted 04th September 2026

Published 10th September 2026



INTRODUCTION

In the modern era of agriculture (Agriculture 4.0), agricultural students are required to be able to access global literature, international research journals, and agricultural technology manuals, the majority of which are presented in English. However, the reality on the ground shows some of the following urgencies: (1) Low Interest in Reading and Literacy: Students often feel overwhelmed by technical and rigid English texts. Extensive Reading (ER) is proposed as a solution to build a fun reading habit through exposure to a large volume of reading materials (Nakanishi, 2015; Permatasari & Wienanda, 2023). (2) Vocabulary Gap: Agricultural students need mastery of English for Specific Purposes. ER allows for the acquisition of vocabulary naturally through context rather than simply through memorization (Liu & Zhang, 2018; Nation, 2015). (3) Graduate Needs: As students of the Islamic University of Kuantan Singingi (UNIKS), graduates are expected to be able to compete at the regional and national levels. Good English literacy skills are an added value in the plantation and agricultural industry sector in Riau. (4) Curriculum Effectiveness: There is a need to evaluate whether the application of the ER method in English II courses really has a significant impact on students' attitudes and language skills.

The ability to read technical English texts is a crucial competency for students of the Faculty of Agriculture to access scientific journals and global literature. However, preliminary observations in English II courses show that students still face major obstacles in

understanding texts and have low motivation to read independently. The Intensive Reading Method so far has tended to make students bored and fixated on grammatical structures only. Therefore, the application of the Extensive Reading (ER) method is proposed as a solution to build fun reading habits, improve vocabulary, and build student confidence through reading materials that are in accordance with their interests and level of ability. Extensive Reading provides learners with opportunities to encounter language through meaningful and accessible texts, which can contribute to the development of reading comprehension, reading fluency, and vocabulary acquisition (Nakanishi, 2015; Suk, 2017). This study aims to analyze the effectiveness of the implementation of an Extensive Reading class in increasing students' reading interest, identifying obstacles faced by students of the Faculty of Agriculture in implementing the reading program independently, and assessing the impact of ER on students' English vocabulary mastery. This study uses a qualitative descriptive approach with the following stages:

Preparation Stage: Preparation of reading materials (graded readers) relevant to the field of agriculture and general topics, as well as the preparation of questionnaire instruments and interview guidelines. **Implementation Stage:** Students are given the freedom to choose reading materials and perform reading activities for one semester outside of formal class hours, with a reporting system through a short reading journal. **Evaluation Stage:** Data collection through final questionnaires, in-depth interviews, and observation of student engagement to see changes in their attitudes and language skills.

The findings of several studies on ER have given positive vibes to students. Kasahara (2021) research in the Journal of Asia TEFL highlights that the integration of Book Talks and Speed-Reading exercises improves motivation and reading fluency in Extensive Reading (ER) students. This study shows that interactive activities and reading exercises can be effective in overcoming boredom as well as improving understanding, which is relevant to English courses at the Faculty of Agriculture UNIKS. Research by Puspita (2021) shows that the application of Extensive Reading (ER) in higher education is effective in increasing student reading motivation through autonomy in material selection. The findings of this study indicate an increase in intrinsic and extrinsic motivation, changing students' views on reading from an academic burden to a fun activity. These findings are consistent with the broader evidence that ER can have a positive effect on second- and foreign-language learning and can support students' engagement with reading activities (Nakanishi, 2015).

Kuo (2020) researches the strategic integration of Extensive Reading (ER) into the English for Specific Purposes (ESP) curriculum, emphasizing its role in improving mastery of technical vocabulary incidentally. This study highlights that the selection of reading materials that are relevant to the field of study, supported by the role of lecturers as facilitators, effectively increases self-confidence and students' academic abilities. These findings support the analysis of ER implementation in the context of ESP for specific needs. In addition, research by Liu & Zhang (2018) provides further evidence that extensive reading can contribute to vocabulary learning, particularly when students encounter vocabulary repeatedly through meaningful reading contexts. Nation (2015) similarly emphasizes the importance of appropriate reading materials and sufficient exposure to vocabulary in supporting vocabulary development through extensive reading. These findings are relevant to the Faculty of Agriculture UNIKS because agricultural students need opportunities to encounter technical vocabulary related to agriculture and their academic fields in meaningful contexts.

Extensive Reading (ER)

Extensive Reading is one of the topics in the English II course that is useful for students at the university level. This can help students become better readers by providing more types of reading and reading exercises to gain broader understanding and information. According to Day (2002) there is a list of key characteristics of extensive reading. The following is a summary of the factors or principles for successful extensive reading (Beatrice S. & Jeffries, 2007): Students read a lot and read frequently. There are different types and topics of text to choose from. Students choose what to read. The focus of reading focuses on: fun, information,

and general understanding. There are no tests, no practice, no questions and no dictionaries. The material is in the student's language competence. Reading is individual, and silent Speed is faster, accidental and slow. The teacher explains the objectives and procedures clearly, then monitors and guides the students. The teacher is the role model, a reader who participates along with the student.

According to [Hedge \(2003\)](#) Extensive reading can help readers in developing reading. Therefore, Extensive Reading is needed in EFL/ESL classes by providing an authentic text selection. In addition, Extensive Reading can also give readers freedom about what reading to read both in class and at home. The Benefits of Extensive Reading are as follows: (1) Improving General Language Competence. (2) Helps develop general knowledge of the world. (3) Consolidate and sustain vocabulary growth. (4) Helps Improve Writing Skills Creates and sustains motivation to read more

Extensive Reading (ER) in Language Teaching

Extensive Reading (ER) is defined as a language teaching approach in which students read large volumes of text with the appropriate level of difficulty for fun and general understanding. Day & Bamford emphasize that the main principle of ER is fast reading, focus on meaning, and do it independently. Research by [Renandya & Jacobs \(2016\)](#) shows that massive input exposure through the ER significantly increases Communicative competence and student literacy compared to conventional methods.

Extensive Reading Article

The wider community considers all writings in print media (newspapers, magazines, tabloids, newsletters, journals, and newsletters) as articles. In the world of journalism, usually articles only concern one subject matter with the point of view of only one discipline. Article writing techniques in the journalistic world usually use deductive techniques - inductive or otherwise. In addition to considering all writings in print media as articles, people usually cannot distinguish between articles, opinions, and columns. Even though the three types of writing are different. Opinions usually prioritize the personal opinion (fruit) of the writer. While columns are articles, opinions, essays or other writings by permanent writers, which are given a fixed space (rubric). According to [Nasional \(2006\)](#), "An article is a complete written work in magazines, newspapers and so on". This means that an article is a written work that is usually in magazines or newspapers. [Mulyono \(2012\)](#) added that, "An article is a factual (non-fiction) writing that presents a description or discussion of a problem accompanied by the author's attitude, subjective perception of a phenomenon that develops in society". Thus, it can be said that an article is a non-fiction writing that contains a person's view on a problem that develops in society. Furthermore, [Mulyono \(2012\)](#) added that, "An article should be written by a person who is an expert in the field or familiar with the field he is discussing". This means that articles can be divided based on the author's expertise. For example, articles about politics are usually written by people who are experts in political heresy. [Tartono \(2005\)](#) added that, "An article is a complete factual essay of a certain length that is made for publication (through newspapers, magazines, bulletins) and aims to convey ideas and facts that can be convincing, educational, and entertaining". Thus, it can be seen that articles not only contain educational information but can also be used as a means of entertainment. This is said to be the case, because there are several types of articles that are written lightly and easily understood and contain information or ideas that are recreational. Based on the description above, it can be concluded that articles are factual writings or essays usually containing information, thoughts, ideas conveyed through newspapers, magazines, and newsletters that aim to educate, convince, and entertain their readers.

Extensive Reading (ER) in the Context of English for Specific Purposes (ESP)

At the Faculty of Agriculture, English teaching is included in the English for Specific category Purposes (ESP). The implementation of ER in ESP aims to bridge the gap between general language skills and mastery of technical vocabulary. Study by [McLean & Rouault \(2017\)](#) in Reading in a Foreign Language highlight that ER helps students recognize

terminology technical in a natural context. By reading simplified agricultural literature (graded readers) or popular articles related to agriculture, students can build a "schema" or strong background knowledge. Putra's research (2020) shows that the implementation of Extensive Reading (ER) is effective improve reading comprehension in the context of English for Specific Purposes (ESP) through approach to reading large volumes of text for general enjoyment and understanding. Method This qualitative case study found that ER improves structure, mastery vocabulary, ability to draw conclusions, and motivation to read students in a systematic manner significant.

Psychological and Affective Impact of ER

One of the advantages of ER is increased motivation and reduced language anxiety. Nakanishi (2015) through its meta-analysis concluded that the ER program has a positive impact that consistent with students' attitudes towards reading. In the context of non-Language students English (like Agriculture students), affective factors are crucial because they are often view English as a difficult subject. ER creates a learning environment which is low-stress which supports the acquisition of language in a subconscious way.

ER Implementation Challenges in Higher Education

Recent research by Sukardi (2021) identified several challenges in implementation of ER in Indonesia, including limited access to relevant reading materials and difficulties in the monitoring system. In the digital era, the use of M-Reading (Mobile Reading) or Digital libraries are the main solution. Utilization of digital platforms in the Extensive class Reading has been proven to be able to increase student engagement due to the ease of access and content variation. Based on the above study, the applying of the Extensive Reading class in English II courses at the Faculty of Agriculture UNIKS is a strategic step to improve functional literacy Students. Researchers

METHOD

This study uses a qualitative approach with a descriptive method. Reasons for Approach It is chosen to describe in detail the phenomena, activities, and obstacles that arise in the application of the Extensive Reading class without performing complex statistical interventions. The researcher acts as a key instrument as well as an active observer. Researcher will be directly involved in the English II learning process to record interactions and class dynamics authentically.

Respondents

The object of this research is the students of the Faculty of Agriculture Semester II Department of Agrotechnology with a total of 26 students.

Instruments

Reading Practice

Students present the results of the reading in front of the class and hold a Group Discussion. In class, students are divided into small groups to retell the content of the text they have read. Lecturers act as facilitators who direct discussions and correct pronunciations if necessary.

Student Response Questionnaire

SS: Totally agree

Q: Agree

N: Neutral / Hesitant

TS: Disagree

STS: Strongly Disagree

A. Perception of Extensive Reading Materials

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1. *The English material or articles provided in the Extensive Reading class are interesting to read.*
 2. *The difficulty level of vocabulary in the reading material is in accordance with my English skills.*
 3. *The available reading topics (including general and agricultural topics) are varied and not boring.*
 4. *I am free to choose the English reading materials that I like during the class.*
- B. Implementation Process and Role of Lecturers*
5. *The allocation of time given by lecturers to read independently is sufficient.*
 6. *The lecturer gave clear directions regarding the purpose of the Extensive Reading activity.*
 7. *The lecturer helped and motivated me when I encountered difficulties in understanding the content of the reading.*
 8. *Follow-up tasks (such as journaling a brief reading or oral report) don't weigh me down.*

C. The Impact of Implementation on Students' English Language Skills

9. *The Extensive Reading method helped improve my English vocabulary.*
10. *My reading speed in English text increased after taking this class.*
11. *It became easier for me to understand the main idea of an English article.*

D. Students' Attitude and Motivation to Read

12. *The application of Extensive Reading makes me more confident when reading English texts.*
13. *This activity fosters the habit of reading English texts outside of formal lecture hours.*
14. *I felt that the learning atmosphere in the English II class became more relaxed and less stressful.*
15. *I support this Extensive Reading program to continue to be implemented in the following semesters.*

Procedures

To obtain comprehensive data, the researcher used the following techniques: Observation: Observe the course of the Extensive Reading class, the availability of reading materials, and student involvement. In-Depth Interview (Questionnaire): Conduct Q&A with the teaching lecturer about teaching strategies, as well as with students about their interests and difficulties. Documentation: Collect physical evidence in the form of video presentations, student reading portfolios or summaries of reading results.

Data Analysis

Data analysis was carried out interactively as following: (1) Data Reduction: Summarize and select core data from observation and interview results. (2) Data Display: Presenting data in the form of narratives or tables for easy understanding. Conclusion Drawn: Formulate research findings based on patterns found during the analysis.

FINDINGS AND DISCUSSION

The aim of this research described the procedure for implementing the ER class and analyzed the implementation of ER on learning motivation. Based on data collection through the Student Response Questionnaire instrument distributed to 26 student respondents of the Faculty of Agriculture, Study Program of Agrotechnology, Islamic University of Kuantan Singingi (UNIKS), a description of data was obtained regarding the implementation of the Extensive Reading class in English II courses.

Results of Extensive Reading Implementation

The Implementation of this method goes through three main stages: Reading class learning. The lecturer explained the theories related to Extensive Reading then continued with

the selection of reading materials (Material Selection) Students were given the freedom to choose English texts according to their interests, such as agricultural articles, short journals, or digital magazines. Lecturers ensure that the level of difficulty of the text is in accordance with students' basic abilities so that they do not give up easily. Independent Reading Activity Students read outside of lecture hours. They recorded a brief summary of each reading. Students present the results of the reading in front of the class and hold a Group Discussion In class; students are divided into small groups to retell the content of the text they have read. The lecturer acts as a facilitator who directs the discussion and corrects pronunciation if necessary.

Research Results

Based on data collection through the Student Response Questionnaire instrument distributed to 26 student respondents of the Faculty of Agriculture, Islamic University of Kuantan Singingi (UNIKS), a description of data was obtained regarding the implementation of the Extensive Reading class in the English II course.

Perception of Extensive Reading Materials

The data from the questionnaire results on the aspect of students' perception of the material and reading materials presented in the Extensive Reading class showed a very positive response. Based on the tabulation results, the indicators of the attractiveness of the material (point 1) and the freedom to choose reading materials (point 4) obtained the highest actual score with a percentage achievement of 80.77% (Good/Agree category). Cumulatively, The aspect of student perception of this material is in the Good/Agree category with an average score per item ranging from 3.96 to 4.04. This indicates that the variety of topics of general material as well as specific topics of agriculture provided is appropriate to the student's initial level of English proficiency.

Implementation Process and Role of Lecturers

In terms of the class implementation process and the role of lecturers, the distribution of student answers showed an even level of satisfaction. The indicator of the active role of lecturers in providing assistance and motivation when students encountered reading difficulties (point 7) achieved an actual score of 105 with a percentage of 80.77% (Good/Agree category). Meanwhile, the indicators of the adequacy of the allocation of independent reading time (point 5) and the weight of follow-up tasks (point 8) were considered proportional by students with a percentage of 79.23%. The average overall score for this aspect is 4.00, which proves that the lecturer's role as a facilitator in the Extensive Reading class has been running optimally and in a directed manner.

The Impact of Implementation on Students' English Language Skills

The impact of the implementation of the Extensive Reading method is felt directly by students in improving their English language competence. The indicator of increasing the reading speed of English texts (point 10) recorded the highest achievement in this aspect with a percentage of 80.77%. Furthermore, indicators regarding the contribution of this method in enriching vocabulary mastery (point 9) and ease of finding the main idea of an article (point 9) 11) obtained a percentage index of 80.00% and 79.23%, respectively. These results confirm that extensive reading activities carried out consistently are effective in building students' receptive skills. 4.1.4 Students' Attitude and Motivation to Read The last aspect measures changes in students' adaptive attitudes and internal motivation after attending a series of lectures. The results of the quantitative analysis show that the indicator of the growth of the habit of reading English texts outside of formal lecture hours (point 13) achieved a percentage of 80.77%. A relaxed and non-stressful learning atmosphere (point 14) is recognized by students as one of the main supporting factors with an actual score of 103 (79.23%). The commitment and support for the sustainability of this program to be implemented in the

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following semesters (point 15) is also considered very strong by students with an index achievement of 80.00% (Good/ Agree category).

No	Butir Pernyataan	SS (5)	S (4)	N (3)	TS (2)	STS (1)	Total Skor	Mean	Persentase	Kategori
A	Persepsi Terhadap Materi & Bahan Bacaan [source: 1]									
1	Materi/artikel menarik untuk dibaca.	9	9	8	0	0	105	4.04	80.77%	Baik / Setuju
2	Tingkat kesulitan kosakata sudah sesuai.	8	9	9	0	0	103	3.96	79.23%	Baik / Setuju
3	Topik bacaan bervariasi & tidak membosankan.	9	8	9	0	0	104	4.00	80.00%	Baik / Setuju
4	Bebas memilih bahan bacaan yang disukai.	9	9	8	0	0	105	4.04	80.77%	Baik / Setuju
B	Proses Pelaksanaan & Peran Dosen [source: 1]									
5	Alokasi waktu mandiri sudah cukup.	8	9	9	0	0	103	3.96	79.23%	Baik / Setuju
6	Dosen memberikan arahan tujuan yang jelas.	9	8	9	0	0	104	4.00	80.00%	Baik / Setuju
7	Dosen membantu dan memotivasi mahasiswa.	9	9	8	0	0	105	4.04	80.77%	Baik / Setuju
8	Tugas tindak lanjut tidak membebani.	8	9	9	0	0	103	3.96	79.23%	Baik / Setuju
C	Dampak Penerapan Terhadap Kemampuan [source: 2]									
9	Meningkatkan penguasaan kosakata (<i>vocabulary</i>).	9	8	9	0	0	104	4.00	80.00%	Baik / Setuju
10	Kecepatan membaca teks meningkat.	9	9	8	0	0	105	4.04	80.77%	Baik / Setuju
11	Mudah memahami ide pokok artikel.	8	9	9	0	0	103	3.96	79.23%	Baik / Setuju
D	Sikap dan Motivasi Membaca [source: 2]									
12	Menjadi lebih percaya diri saat membaca.	9	8	9	0	0	104	4.00	80.00%	Baik / Setuju
13	Menumbuhkan kebiasaan membaca di luar kelas.	9	9	8	0	0	105	4.04	80.77%	Baik / Setuju
14	Suasana belajar santai & tidak menegangkan.	8	9	9	0	0	103	3.96	79.23%	Baik / Setuju
15	Mendukung program ini terus diterapkan.	9	8	9	0	0	104	4.00	80.00%	Baik / Setuju
-	RATA-RATA TOTAL KESELURUHAN	8.7	8.7	8.7	0	0	104	4.00	80.00%	Baik / Setuju

Figure 1. Table of Respondent Questionnaire Analysis Result(N=26)

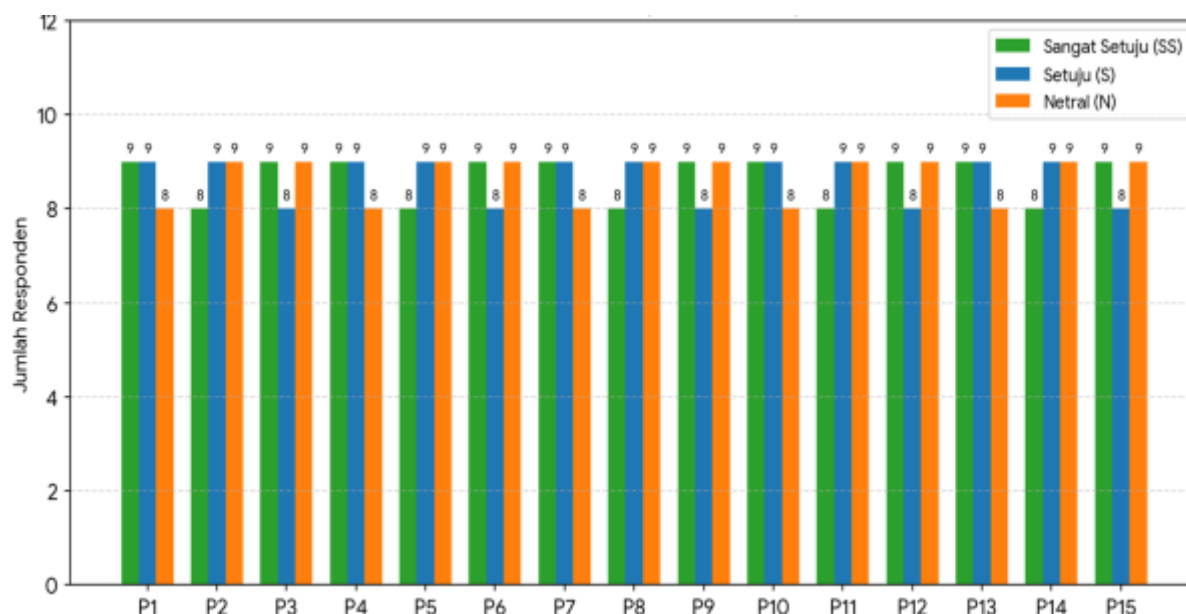


Figure 2. Students' Distribution of Questionnaire

Discussion

The findings indicate that the implementation of Extensive Reading (ER) in the English Course II class received a positive response from the 26 students, as reflected in the cumulative mean score of 4.00 and an achievement percentage of 80.00%, which falls within the “Good/Agree” category. This finding suggests that students generally perceived the ER activities as appropriate and supportive of their English learning. The result is consistent with the central principles of ER, which emphasize reading large amounts of relatively easy and interesting material, reading for general understanding and pleasure, and allowing learners to select materials according to their interests (Day & Bamford, 1998). More recent evidence also supports the effectiveness of ER across several dimensions of second and foreign language learning. A meta-analysis by Sangers et al. (2025), which synthesized research across different learner populations and language domains, found positive effects of ER on reading comprehension, vocabulary, decoding and fluency, motivation, writing, oral proficiency, and general language proficiency. The positive response found in the present study therefore reflects not only students’ acceptance of the classroom activities but also the broader potential of ER as a learner-centered approach to language learning.

One important factor contributing to the positive implementation was students’ freedom to select reading materials. In the present study, students could choose materials based on their interests, including texts related to agriculture. This practice is consistent with the ER principle that learner choice should play an important role in sustaining reading engagement and developing learner autonomy (Day & Bamford, 1998). Learner autonomy is particularly relevant in university contexts because students are expected to take greater responsibility for managing their own learning. Chanthap and Wasanasomsithi (2019) found that an ER-based instructional model was associated with increased learner autonomy among Thai university EFL students. Similarly, Sun et al. (2024) demonstrated that reading-oriented instruction in a tertiary EFL context could promote learner autonomy through the interaction of learner, teacher, classroom, and resource-related factors. Recent research by Saito (2025) also showed that motivation and engagement in ER were closely connected with students’ preferences and opportunities for book selection. Thus, the students’ positive response to material choice in the present study can be interpreted as evidence that autonomy and personal relevance were important components of their engagement with ER. At the same time, the lecturer’s role as facilitator remained important because students still needed guidance, encouragement, and support when selecting and engaging with reading materials.

The perceived improvement in reading speed, reported by 80.77% of the students, can be understood in relation to the repeated exposure to written language that characterizes ER. When learners read substantial amounts of accessible texts, they encounter frequently used vocabulary, grammatical patterns, and discourse structures repeatedly. Such exposure can gradually facilitate more efficient processing of written language and contribute to reading fluency. Beglar et al. (2012), for example, found that pleasure reading was associated with improvements in the reading rates of Japanese university EFL learners. More recent evidence from Sangers et al. (2025) similarly indicates positive effects of ER on decoding and reading fluency across studies. The present finding is therefore compatible with the theoretical assumption that regular exposure to comprehensible texts can provide conditions for developing more automatic reading processes. However, because the present study relied on students’ perceptions rather than pretest and posttest measures of reading speed, the 80.77% figure should be interpreted as perceived improvement rather than objective evidence of increased reading rate. This distinction is important because qualitative descriptive research can identify students’ experiences and perceptions but cannot establish the magnitude of actual changes in reading performance.

Vocabulary development was another prominent finding, with 80.00% of students reporting positive development. This result is theoretically consistent with the role of extensive exposure in incidental vocabulary learning. Through repeated encounters with unfamiliar words in meaningful contexts, learners have opportunities to notice word forms, infer meanings, and develop familiarity with how words are used. Unlike explicit vocabulary

instruction based primarily on isolated word lists, ER exposes learners to vocabulary within meaningful textual contexts. Strong empirical support for this interpretation comes from Liu and Zhang's (2018) meta-analysis of 21 empirical studies involving 1,268 participants, which found a significant positive effect of ER on English vocabulary learning. The 2025 meta-analysis by Sangers et al. likewise reported positive effects of ER on vocabulary development across studies. The present finding is particularly relevant to agriculture students because self-selected agricultural texts may expose learners to both general academic vocabulary and terminology related to their field of study. This can increase the relevance of English reading to students' academic needs. Nevertheless, the reported 80.00% should be interpreted as students' perceived vocabulary development because the study did not employ a standardized vocabulary test. The finding therefore provides evidence of perceived learning benefits rather than a direct measurement of vocabulary gain.

Overall, the findings suggest that the combination of learner choice, repeated exposure, lecturer facilitation, and a relatively low-pressure reading environment contributed to students' positive experiences with ER. This interpretation is consistent with research showing that ER can support motivation and sustained engagement when learners have meaningful opportunities to read materials that are accessible and relevant to them (Suk, 2016; Maharsi et al., 2023). The recent review by La Men and Heng (2026) similarly emphasizes learner choice, accessible materials, and reading for pleasure as central elements of ER, while also noting that implementation requires appropriate teacher support and program design. Importantly, the present findings extend previous ER research to an agricultural higher-education context, where English reading is relevant to students' access to academic and technical information. This is also consistent with Prasetianto et al. (2024), who examined digital-mediated ER among agriculture students and highlighted the relevance of ER for English learning in agricultural education. Pedagogically, ER in this context can be developed through a combination of agricultural articles, graded readers, digital texts, and student-selected materials, with lecturers functioning as facilitators rather than controlling every reading choice. Future studies should complement students' perceptions with objective measures of reading fluency, vocabulary knowledge, and comprehension, as well as longitudinal or pretest-posttest designs, to provide stronger evidence regarding the learning outcomes associated with ER.

CONCLUSIONS

Based on the results of data analysis and discussion, the implementation of the Extensive Reading class in the English II course at the Faculty of Agriculture, Islamic University of Kuantan Singingi (UNIKS), was considered effective, with a mean score of 4.00 and a feasibility percentage of 80.00%, categorized as "Good/Agree." Students responded positively to the variety and appropriate difficulty of reading materials, while freedom of material selection increased their interest in independent reading. The lecturer also performed the role of facilitator effectively by providing clear guidance and motivation. Overall, Extensive Reading improved students' vocabulary and reading speed, increased their confidence, and encouraged independent reading habits in a relaxed and non-stressful learning environment.

ACKNOWLEDGEMENTS

Praise be to Allah SWT for all His blessings and gifts so that the research entitled "Analysis of the Implementation of Extensive Reading Classes in English Course II Students of the Faculty of Agriculture UNIKS" can be completed properly. The author expresses her sincere appreciation and gratitude to all parties who have provided support, guidance, and cooperation during the research process: The Head of the Agrotechnology Study Program Mrs Desta Andriani, SP, MP who has provided direction and convenience in the implementation of this research. Lecturer of English Course II for his collaboration and time during class observation. All students of Agrotechnology Study Program of the Faculty of Agriculture UNIKS participated in the English II course who had actively participated as respondents.

Hopefully the results of this research can make a positive contribution to the development of English learning methods, especially in the Extensive Reading program within the Faculty of Agriculture UNIKS.

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