



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y**

**EXTRANJEROS**

**Estructura de la Propuesta de Trabajo de Titulación**

---

**Theme:**

EXTENSIVE READING AND READING COMPREHENSION

---

**Author:** Torres Bustos Yomaira Estefanía

**Tutor:** Mg. Hernández Freire Alba Paulina

Ambato – Ecuador

2024

## **SUPERVISOR APPROVAL**

### **CERTIFY:**

I, Mg. Hernández Freire Alba Paulina, holder of the I.D No. 1803691029, in my capacity as supervisor of the Research dissertation on the topic: “EXTENSIVE READING AND READING COMPREHENSION” investigated by Miss Yomaira Estefania Torres Bustos with I.D No. 1850360072, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

.....  
Mg. Hernández Freire Alba Paulina  
C.C. 1803691029

## DECLARATION PAGE

I declare this undergraduate dissertation entitled “Extensive reading and Reading comprehension” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



.....  
Yomaira Estefanía Torres Bustos

I.D 1850360072

AUTHOR

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS  
Y DE LA EDUCACION**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic " EXTENSIVE READING AND READING COMPREHENSION " which is held by Yomaira Estefania Torres Bustos undergraduate student from Carrera de Idiomas, academic period September – February 2024, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, January, 2024

**REVISION COMMISSION**

.....  
Mg. Edgar Guadia Encalada Trujillo  
REVISER

.....  
Dra. Elsa Mayorie Chimbo Cáceres  
REVISER

## **COPYRIGHT REUSE**

I, Yomaira Estefania Torres Bustos with I.D. No. 1850360072, confer the rights of this undergraduate dissertation " Extensive reading and Reading comprehension ", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.



.....

Yomaira Estefanía Torres Bustos

I.D card # 1850360072

**AUTHOR**

## **DEDICATION**

### **TO:**

I want to express gratitude to my parents for their support during my time at university and for guiding me on the right path. I'm thankful to my brothers Alex and Rolando for inspiring me to persevere. I also thank my best friend Patico for being there in the good and bad times, also for showing me immense loyalty and patience. And finally to my loving cat Alvin.

**Stefy.**

## **AKNOWLEDGEMENTS**

I thank God for giving me the wisdom and strength in those occasions of weakness and difficulty in the throughout my university career, and also to my parents for their good advice. I also thank my friends: Patico, Kim, Alejo, Wilma and Joha for being with me in good and bad times.

**Stefy.**

## TABLE OF CONTENTS

Supervisor Approval .....	ii
Declaration Page .....	iii
Board of Examiners Approval page .....	iv
Copyright Reuse .....	v
Dedication.....	vi
Aknowledgements .....	vii
Table of Contents.....	viii
Index of Tables and Figures .....	ix
Index of tables .....	ix
Abstract.....	x
Resumen .....	xi
Chapter I .....	1
1.1Research Background .....	1
1.2Theoretical Framework.....	6
Independent variable.....	6
Dependent variable .....	17
1.3. Objectives .....	22
Chapter II.....	23
2.1 Materials .....	23
Chapter III.....	28
3.1 Analysis and Discussion of the Results .....	28
Chapter IV .....	36
4.1 Conclusions.....	36
4.2 Recommendations. ....	37
References.....	38
Annexes.....	45



## INDEX OF TABLES AND FIGURES

### Index of tables

Table 1: <i>Population</i> .....	25
Table 2: <i>Types of reading</i> .....	28
Table 3: <i>Extensive reading materials</i> .....	29
Table 4: <i>Extensive reading strategies</i> .....	30
Table 5: <i>Open-ended questions</i> .....	31

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**TOPIC:** “Extensive reading and Reading comprehension”

**AUTHOR:** Yomaira Estefanía Torres Bustos

**TUTOR:** Mg. Alba Paulina Hernández Freire

**ABSTRACT**

The current study analyzed students' perspectives on extensive reading in the reading comprehension. A total of 65 university students from the “Centro de Idiomas” (23 males and 42 females) with a B1 level participated in a descriptive, non-experimental investigation. Data was collected through a survey with 18 items on a Likert scale and 3 open-ended questions. It was validated by Cronbach's Alpha coefficient (0.951) and validated by experts. Moreover, the research was based on three research questions based on the objectives. The results revealed that the types of reading most promoted in class were perceptive reading and extensive reading. Perceptive reading allows them to recognize different elements of a passage such as letters, symbols, punctuation marks. And extensive reading allows them to read texts for pleasure. However, interactive reading was the most used by the majority of students to improve reading comprehension. The materials most used by students to develop extensive reading were comics and graded readers. The literary genres that students preferred were fiction and horror. There were some extensive reading strategies that help with reading comprehension. Most students preferred to use activation and use of prior knowledge and visualizing. However, summarizing was also considered a useful strategy to improve reading comprehension since students combine details from a text to express them in their own words.

*Key words: Types of reading, extensive reading materials, strategies, reading comprehension.*

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**TOPIC:** “Extensive reading and Reading comprehension”

**AUTHOR:** Yomaira Estefanía Torres Bustos

**TUTOR:** Mg. Alba Paulina Hernández Freire

**RESUMEN**

El presente estudio analizó las perspectivas de los estudiantes sobre la lectura extensiva en la comprensión lectora. Un total de 65 estudiantes universitarios del “Centro de Idiomas” (23 hombres y 42 mujeres) con un nivel B1 participaron en una investigación descriptiva, no experimental. Los datos se recogieron mediante una encuesta con 18 ítems en escala Likert y 3 preguntas abiertas. Fue validado por el coeficiente Alfa de Cronbach (0,951) y fue validada por expertos. Además, la investigación se basó en tres preguntas de investigación basadas en los objetivos. Los resultados revelaron que los tipos de lectura más promovidos en clase fueron la lectura perceptiva y la lectura extensiva. La lectura perceptiva les permite reconocer diferentes elementos de un pasaje como letras, símbolos, signos de puntuación. Y la lectura extensiva les permite leer textos por placer. Sin embargo, la lectura interactiva fue la más utilizada por la mayoría de los alumnos para mejorar la comprensión lectora. Los materiales más utilizados por los alumnos para desarrollar la lectura extensiva fueron los cómics y las niveladoras graduadas. Los géneros literarios preferidos por los alumnos fueron la ficción y el terror. Hubo algunas estrategias de lectura extensiva que ayudan a la comprensión lectora. La mayoría de los alumnos prefirió utilizar la activación y el uso de conocimientos previos y visualizar. Sin embargo, resumir también se consideró una estrategia útil para mejorar la comprensión lectora, ya que los alumnos combinan detalles de un texto para expresarlos con sus propias palabras.

*Palabras clave: Tipos de lectura, extensos materiales de lectura, estrategias, comprensión lectora.*

## CHAPTER I. THEORETICAL FRAMEWORK

### **Research background**

For this research study, information was collected from different academic databases. The information collected is about extensive reading and how this helped reading comprehension.

Phuoc (2022) conducted a research aiming to investigate how students perceive extensive reading (ER) and its impact on enhancing reading comprehension. Extensive reading is recognized as an effective method for fostering students' reading abilities. Data was gathered from 36 master's degree students at a university in South Vietnam using a Likert scale questionnaire and semi-structured interviews on the study's themes. The questionnaire was individually administered to participants via a Google Forms link. The study's findings confirm that students included ER in their reading routines by engaging in free reading on various topics without feeling pressured by reading tasks. ER activities were found to enhance reading skills and involuntarily cultivate a habit of reading in individuals. The study's results indicate that ER enabled students to better comprehend reading passages, make inferences, and predict outcomes.

Pongsatornpiat (2022) carried out an investigation aimed at observing various aspects of reading skills, including identifying the central theme of an article, acquiring new vocabulary, and judging students' perceptions of extensive reading using weekly online journals. The study involved 27 third-year students enrolled in English for Social Workers 1 within the Faculty of Social Administration during the first semester of the academic year 2021. The research tools utilized weekly online articles sourced from reputable platforms like BBC, CNN, and National Geographic. The findings revealed that: (1) Participants showed the ability to identify the main idea of texts sourced from credible online materials relating to their areas of interest or study, summarizing the written content effectively to grasp the central theme. (2) After engaging in eight weeks of online reading activities, students expressed improved reading speed and familiarity with various reading strategies.

Meinawati (2022) developed a research project with the objective of enhancing reading comprehension skills through the exploration of a diverse variety of literary texts. Employing a mixed-method approach, the study involved 5th-semester students enrolled in extensive reading courses during the academic year 2020-2021 at Universitas Bina Sarana Informatika Jakarta. This research encompassed both qualitative and quantitative methodologies. Qualitative data were gathered through a questionnaire, subsequently analyzed through transcription, coding, organization, categorization, and deduction of conclusions. Meanwhile, the quantitative segment involved the development of pre-tests and post-tests, with test data analyzed utilizing a t-test. The findings demonstrated that an extensive reading program involving literary texts significantly contributed to enhancing English reading comprehension. Additionally, students expressed a favorable view on the extensive reading program, citing its capacity to stimulate interest in reading and foster beneficial reading habits.

Endris (2018) managed a study focused on presenting findings from two consecutive investigations assessing the impacts of extensive reading on the reading comprehension abilities and attitudes of Ethiopian students attending second-cycle primary schools. This study followed a quasi-experimental design, employing both an intervention group and a control group. The intervention group experienced extensive reading sessions lasting 6 weeks in the first study and 12 weeks in the subsequent study. Data collection involved the use of comprehension tests and surveys to measure attitudes. The results suggested that initially, with a limited period and only reading-based interventions, no evident differences surfaced between the intervention and control groups in terms of reading comprehension and attitudes toward reading. However, when the duration of the intervention was extended, the group exposed to extensive reading showed notably superior performance compared to the control group in both reading comprehension and positive attitudes toward reading.

Song (2020) conducted a research with the primary aim of investigating the impact of an eight-week extensive reading (ER) program on the acquisition of vocabulary and reading comprehension among young learners studying English as a

Foreign Language (EFL). This research adopted a quasi-experimental design. Among the 29 participants whose vocabulary scores on the pretest were within the range of 50 to 110 out of 150 selected items, they were assigned to the experimental group. A control group (CG) was also formed, comprising individuals with similar English proficiency levels and of the same age support as the experimental group. However, the participants in the control group did not experience any specific reading treatment during the study period. The research instrument employed passages extracted from an Australian assessment designed for young language learners. Results showed a small improvement in the post-test scores for the experimental group, whereas the control group's scores showed weakness. These findings suggest that extensive reading significantly contributed to the enhancement of EFL learners' vocabulary acquisition. However, its impact on their reading comprehension appeared to be relatively limited.

Asmara (2021) elaborated a study focused on the application of extensive reading via LINE Webtoon to enhance students' reading comprehension skills. Employing a descriptive qualitative approach, the research involved observing English language learning activities conducted by the teacher in an online class attended by 36 high school students. Additionally, interviews were conducted with seven selected students from the class. The observational aspect aimed at examining how extensive reading using LINE Webtoon was implemented to foster reading comprehension, while the interviews aimed to capture students' reactions to this implementation. Data collection involved three main instruments: (1) observations conducted through a checklist and field notes on worksheets over two sessions; (2) a questionnaire to select students for interviews; and (3) the interviews themselves. Findings indicated that employing extensive reading through LINE Webtoon positively impacted students' abilities. The students expressed that reading texts supplemented with images facilitated their understanding of the story context, even when encountering unfamiliar vocabulary.

Alfiani (2020) developed an investigation aimed at enhancing students' interest in learning English, particularly in improving their reading comprehension skills. This study was carried out over a period of approximately two months at SMA PELITA

TIGA NO.3 in Jakarta, involving a total population of 120 students across four classes. The research employed group random selection to choose research samples from the population, specifically choosing XI IPS 2 as the control group and XI IPA 1 as the experimental group, comprising 30 students from each class, totaling 60 students. Employing a quasi-experimental approach, the research design involved a post-test only with a control group design. Questionnaire instruments were utilized for data collection purposes. The statistical analysis of the collected data was performed using the T-test in SPSS, preceded by normality and homogeneity tests as prerequisites for data analysis. The test results indicated a significant positive impact of employing Extensive Reading on the reading comprehension abilities of eleventh-grade students at SMA PELITA TIGA NO. 3 in Jakarta.

Virgiyanti (2020) conducted a study exploring the efficacy of extensive reading in enhancing students' reading capabilities and fostering positive attitudes towards reading. Employing a descriptive and qualitative research approach, this investigation involved first-semester students enrolled at Ponorogo University. Data collection methods encompassed classroom observation, questionnaires, and interviews. The findings revealed the effectiveness of extensive reading as a pedagogical tool in enhancing reading skills. Engaging in extensive reading notably contributed to the expansion of students' vocabulary and improvement in their reading comprehension. The methodology involved students writing weekly reading reports as part of their extensive reading activities. Furthermore, the study demonstrated that extensive reading facilitated students' comprehension of new terminology across diverse domains such as law, economics, health, and politics. Generally, extensive reading not only encouraged students to engage with current issues but also played an essential role in expanding their whole reading abilities.

Edy (2015) developed a research with the aim of assessing the effectiveness of extensive reading in enhancing students' abilities and their achievement in reading comprehension. The research also aimed to explore any potential interaction between extensive reading and students' reading motivation. Employing a quasi-experimental design, this study utilized pre-tests and post-tests as research instruments. The

participants included second-semester students from STAIN Curup, Bengkulu during the academic year 2011-2012. Reading comprehension was assessed through an objective test in the form of multiple-choice questions, the following conclusions: (1) Students exposed to extensive reading activities attained higher scores compared to those taught through conventional methods. (2) The study did not identify any significant interaction between student motivation and extensive reading.

Al-Nafisah (2015) managed a study to investigate the impact of an extensive reading program on the reading comprehension abilities of Saudi University students studying English as a foreign language. The research involved 54 students from King Saud University, divided equally into an experimental group and a control group, each comprising 27 students. The research employed a pre-test and a post-test, administered over a time of three months. The intervention designed by the researcher included an extensive reading (ER) program and a reading comprehension test. The ER program consisted of four units, each containing three lessons with made-to-order reading activities catering to the individual interests and abilities of the students. The program encompassed a variety of text types, including narrative, argumentative, descriptive, scientific, and expository texts. The results demonstrated that the experimental group exhibited superior performance in reading comprehension compared to the control group. This affirmed the positive influence of extensive reading on enhancing the reading comprehension skills of English as a foreign language (EFL) students.



## **1.2 Theoretical framework**

### **Independent variable**

#### **Language**

Language refers to the unique method of transmission a specific message to the receiver. It represents a human-made and non-instinctive approach to sharing thoughts, emotions, and wishes by employing intentionally created systems of symbols (Nath, 2010). Language is a structure utilizing a perceptible signal (such as a sound, a gesture, or a mark on a superficial) to take significance or meaning (Weisler et al., 2000). Husain (2015) mentioned that language is a complicated system that operates via sounds, words, and structures. These components are interconnected, forming the intricate entirety of what comprises language.

Language is perceived as a self-sustaining system, an independent code, and a collection of regulations that speakers and writers employ as a tool within the minds of those who listen and read (Rosenblatt, 2018). Language is recognized as a cognitive ability exclusive to humans, as no other creature possesses the capability to actively generate symbols with both form and significance, and subsequently position these symbols into coherent sentences. This cognitive skill is attributed to a set of essential characteristics in the human brain (Bouchard, 2013). Throughout history, language has been extensively regarded as the defining feature that sets humans apart from other species.

Humans have created distinct communication systems, enhancing the functionality of communication. Nevertheless, the intricate complexity of language and cognition has generated curiosity and a quest to comprehend and influence a consensus on its origins. The source of human language is perceived as the singular pathway, despite evidence demonstrating the diversity of the linguistic environment among living beings and individuals (Correa, n.d.). In the early stages of learning a language, speech primarily involves replicating memorized patterns (syntax). Subsequently, individuals incorporate translations from their native language to

articulate their thoughts (A'zamjonovna & Murotovna, 2023).

## **Reading**

Spratt et al. (2011) described that reading is one of the four language competencies, which encompass reading, writing, listening, and speaking. It is categorized as a receptive skill, requiring individuals to react to text rather than create it. Floris and Divina (2015) established that reading plays a crucial role for students learning English as a Foreign Language (EFL) as it assists in enhancing their English skills and understanding. Grabe et al. (2019), reading can be perceived as a method of retrieving information from a written text and constructing a cohesive understanding or explanation of that information. The exploration of EFL reading has been ongoing for many years. For most individuals, reading is a normal activity that forms a familiar aspect of our daily routines (Kaya, 2015).

Reading results in the transmission of thoughts and emotions conveyed by a writer to a reader, leading to the reader's comprehension and interpretation of the concepts expressed by the writer in written form (Roe et al., 2018). Reading involves an interaction between the reader and the material, which merges the reader's knowledge with social and contextual elements. Reading skills encompass an individual's capacity to understand, interpret, and comprehend written content. Capable reading skills allow a person to efficiently retain and assimilate information from written works within a short period while reading (Sari et al., 2019).

Chamba and Ramirez (2021) argued that reading involves a gradual process that fosters the advancement of advanced cognitive abilities. The fundamental components of reading encompass interpreting the message, capturing its meaning, inspecting it, and synthesizing the overall concept conveyed within a text. Reading proficiency goes beyond converting written symbols into sounds; it also requires the capability to attribute significance to those symbols, convert them into understandable sounds, and do so within a reasonable timeframe to effectively communicate the intended message (Di Tore et al., 2016). Reading encompasses deriving significance from various smaller components within a text, including phonemes, morphemes,

words, and recognizing grammatical structures (Droop & Verhoeven, 2003). Reading incorporates three interconnected components: the reader, the text, and the reading task, all inserted within a broader socio-cultural framework. To comprehend a text effectively, a reader needs various skills (e.g., attention, memory, inferencing), motivation (e.g., reading objectives, curiosity), and a range of knowledge (e.g., subject-specific knowledge, linguistic understanding). These aspects are shaped by the particular texts involved and the nature of the reading activity in which the reader is involved (Snow, 2002).

Comprehending text involves a multifaceted process that holds significance beyond academic settings. This complexity includes linguistic aspects such as vocabulary and grammar, together with recognized reading strategies aimed at enhancing this skill. These strategies include ten methods:

1. Determine the objective of reading.
2. Employ grapheme rules and patterns to assist in a bottom-up reading approach.
3. Utilize varied silent reading techniques for faster comprehension.
4. Quickly skim through the text to identify main ideas.
5. Perform a focused scan of the text to locate specific information.
6. Apply semantic mapping or clustering techniques.
7. Guess when you're not sure.
8. Analyze unfamiliar vocabulary.
9. Differentiate between explicit and implied meanings.
10. Take advantage of discourse markers to interpret relationships within the text (Karami, 2008).

Reading involves the skill to infer the text's meaning. Comprehension terminologies refer to the reader's capacity to utilize techniques or approaches facilitating the understanding of written material. The assessment of an audience's capability to interpret what they read is determined by the outcomes of their knowledge (Fontenot, 2019).

Adams (2008) categorized four types of reading strategies:

- (a) *Skimming*: This method involves rapid reading to grasp the text's structure and primary message efficiently.
- (b) *Scanning*: A reading skill permitting the identification of specific details, aimed at retrieving precise information. It holds particular importance for improving reading abilities.
- (c) *Prediction*: Involves using information from images or titles to anticipate the story's content. Titles can activate memories of previous texts, aiding in guessing the content of a new text. During reading, readers anticipate future events or the author's perspectives supporting a discussion.
- (d) *Questioning*: Questions aid students in managing comprehension, sustaining engagement, and curiosity during reading. Readers can employ questions before, during, and after reading. This method involves readers asking questions to create meaning, improve understanding, search for solutions, discover information, and gain knowledge

### **Types of reading**

There are numerous types of reading, among which two hold particular importance: intensive reading and extensive reading. Intensive reading typically takes place in a classroom environment, supervised by a teacher, using shorter texts to gather specific information and details. This type of reading focuses on acquiring vocabulary, highlighting new concepts, structures, discourse, characteristics, pronunciation, and cultural perspectives (Hornby, 2008). On the contrary, Extensive reading helps as a language teaching approach where students are encouraged to read substantial amounts of text. The primary aim is to originate enjoyment from the texts for educational purposes (Bamford et al., 2004).

The extensive and intensive reading methods concentrate on distinct facets of reading. Nevertheless, both unquestionably help students in enhancing their reading skills and comprehension. Studies indicate that employing these approaches results in improved reading abilities among students. However, this doesn't suggest that favoring one method should reduce from the other. On the contrary, both methods should complement each other to maximize the advantages for the learner (Peel, 2015).

Fairbairn and Brown (2019) explained in their book "Language Assessment: Principles and Classroom Practices" the various types of reading that can be observed within a classroom setting:

(1) ***Perceptive Reading***: This form of reading entails identifying and perceiving different components of the text, encompassing letters, words, punctuation, and symbols. It operates at a fundamental level of recognition that doesn't demand extensive logical processing but based on recognizing symbols. The progression of this process starts from simpler elements and advances to more complex ones.

(2) ***Selective Reading***: This category of reading focuses on lexical, grammatical, and oral aspects within very concise texts. The stimuli for this type of reading typically include short paragraphs, charts, and simple tables.

(3) ***Interactive Reading***: Interactive reading involves texts of around a page's length, requiring the reader to engage with the text at a psycholinguistic level. Reading in this context involves a process of negotiating meaning by integrating the reader's interpretation scheme into the text. The primary objective of interactive reading is to identify relevant aspects of syntax and morphology within the text, making the processing more specific.

(4) ***Extensive Reading***: This reading type involves comprehending longer texts, such as books, graded readings, essays, technical documents, and other materials usually read outside the classroom. Extensive reading emphasizes the student's overall comprehension of the text.

### **Extensive reading**

The fundamental principle supporting extensive reading is Krashen's comprehension hypothesis. This hypothesis asserts that language acquisition and literacy development occur when we comprehend messages—meaning, when we understand what we hear and read, receiving what is termed as "comprehensible input." (Krashen, 2003). The theoretical significance of ER is derived from implicit learning. Ellis (2008), implicit learning means gaining knowledge without conscious awareness. Extensive Reading (ER) is a language teaching method that requires learners to autonomously engage in reading substantial written materials that are both simple and engaging, providing diverse reading objectives (Bamford & Day, 2010).

Extensive Reading involves reading extensively to achieve a broad comprehension of the material. Its aim is to cultivate effective reading habits, enhance vocabulary and language structure knowledge, and foster an attraction for reading (Richards & Schmidt, 2002). Engaging in extensive reading helps learners become independent and certain in their reading abilities (Day & Bamford, 1998). Extensive reading typically includes quickly reading substantial amounts of material or longer texts, such as entire books, aiming for overall comprehension. The emphasis is usually on understanding the content rather than focusing primarily on language aspects (Renandya & Jacobs, 2002).

The goal of extensive reading is to prepare students to read comfortably and easily in the target language for pleasure without relying on the teacher's guidance. ER involves reading plenty material that supports with the learners' language proficiency level (Grabe & Stoller, 2002).

Extensive reading holds significant importance in language acquisition, serving as a valuable provider of "comprehensible input" through engaging and stress-free materials. Additionally, the continuous exposure to easy word recognition and interpreting symbols can improve learners' overall language skills (Alburqueque, 2012). This involves a teaching and learning method where learners read an infinite collection of materials from diverse sources that match their language proficiency level (Renandya & Jacobs, 2016). In recent years, extensive reading has become increasingly popular due to extensive research highlighting its impactful benefits on language learning, particularly in an EFL setting like Algeria (Benettayeb, 2010).

This method is an exercise that students can engage in beyond the classroom. Additionally, it serves as a means for students to maintain contact with English outside of formal class time. Moreover, it offers significant reinforcement of language and structures previously taught in the classroom. Engaging in extensive reading implies reading for overall language enhancement and enjoyment on subjects that captivate the student's interest (Benettayeb, 2010). Considering the significance of extensive reading

in students' future requirements is essential. Doing so improves student motivation and generates interest in courses, training approaches, and reading. Moreover, it significantly contributes to students' comprehension of texts. Students have the freedom to dedicate time to extensive reading beyond classroom hours, enjoying materials like novels, magazines, illustrated stories, among others, without any obligatory pressure (Asmara, 2021).

Waring and McLean (2015) defined four components of extensive reading: fluent comprehension, high reading speed, reading large amounts of text and focus on meaning of text. The aim of extensive reading is to enhance reading comfort, reinforce previous knowledge, grasp language elements, and gain a clearer understanding of their communicative interconnections. This allows them to process language at a quicker step and enhance their reading comprehension. Students can also cultivate their reading abilities by engaging in speed reading exercises aimed at improving both comprehension and overall reading speed. In opposition, intensive reading relates to classroom activities conducted under the guidance of a teacher. It involves meticulous work that students may undertake while preparing for an examination. Intensive reading tends to be more focused, less relaxed, and often driven not by enjoyment but by the detection of academic objectives. It is also associated with additional advancement in language learning and is intended to permit students to develop specific receptive skills and strategies.

Extensive reading typically does not involve evaluating students to assess their comprehension. Instead, it aims to enhance students' reading speed, fluency, and confidence in English. Nevertheless, many institutions order formal reading assessments. Consequently, several methods are employed to ensure students' comprehension:

- (1) Books reports, summaries, presentations and posters
- (2) Giving grades
- (3) Measuring reading speed
- (4) Informal monitoring
- (5) Informal oral comprehension checks while, or after, reading a book (Umam,

2013).

Extensive reading involves reading extensive quantities of material with the objective of achieving an overall understanding of the content. Readers prioritize comprehending the context of the text rather than focusing on individual words or sentences. It can be observed as a communicative, meaning-centered approach to reading, contrasting with instruction that emphasizes discrete skills or translation-oriented methods (Bamford & Day 1997).

Extensive reading refers to private reading activities conducted outside classroom hours. It involves a set of inquiries designed to enable students to assess their understanding of what they have read. Students may respond to these questions either in written form or orally. Guided extensive reading can be facilitated by offering additional reading materials categorized into two types: progressive and plateau readers.

(1) ***Progressive readers***: entail the introduction of new vocabulary to students. The texts provide explanations for the words in appendices, and these introduced words are repeated throughout the text to aid in expanding the students' vocabulary as they progress through the reading.

(2) ***Plateau readers***: do not introduce new vocabulary, this aim is to reinforce vocabulary already learned by students. These readers are structured with a fixed set of vocabulary, intended to consolidate previously acquired language skills (Setiyadi et., 2018).

Jacobs (2014) identified several options for materials suitable for extensive reading: (1) Online resources: These materials typically include audio components and require dependable hardware and internet connectivity. (2) Graded Readers: Personalized books for language learners across different skill levels, characterized by simplified language and compelling narratives. (3) Novels: Considered a valuable tool for enhancing reading abilities. (4) Comics: Use a combination of text and visuals to narrate stories. (5) Newspapers: You can select newspapers with topics that interest you. (6) Books: Explore novels, short stories, and children's literature in your target



language as excellent reading choices.

**Online resources:** have become a predominant information for students. The increase of digital educational platforms such as blogs, Online Discussion Forums (ODF), Wikis, and Learning Management Systems (LMS) has generated a growing demand for materials available and clear in digital formats (Azmuddin et al., 2020).

**Graded readers:** are books created for individuals learning English as a foreign language, encompassing a variety of fiction and non-fiction works. These books are divided into distinct levels of linguistic complexity, ranging from Stage 1 to Stage 6, where Stage 1 represents the simplest level. The classification criteria include elements like grammatical difficulty, vocabulary utilization, informational depth, and cultural context (Kara, 2019).

**Graphic novels:** offer English language learners a systematic reading encounter, allowing them to understand, enjoyment, and gain visions from the visual components that accompany the written text while actively participating in reading (Kennedy & Chinokul, 2020).

**Comic strips:** play a crucial role in enriching the learning experience, serving as a powerful tool to increase students' grasp of reading material. Scholars use this format to assist students in enhancing their reading comprehension by conveying information through storytelling and visuals. Comic strips present numerous benefits, such as assisting students in comprehending text, fostering the development of ideas, and burning students' interest in reading (Rengur & Sugirin, 2019).

**Newspapers,** whether in print or digital versions, play a substantial role in our everyday routines. They are appreciated for their reliability and easy accessibility, while also being reasonable for their audience. These aspects contribute to the sustained application of newspapers and their continued high demand among the public (Banditvilai, 2020).

**Book:** is no more limited to its physical presence. Instead, it's defined by its actions and capabilities. It can take various forms, such as electronic visuals or audio formats like talking books. A book isn't a simple object; rather, it represents a textual structure, helping as a method of communication (Cope, 2001).

**Ebook:** refers to the electronic representation of a book, derived from the term 'electronic book.' In terms of computer engineering, describing digital books involves highlighting the software employed in their creation (Garrish, 2011).

### **Literary genres**

The use of “genre” is a relatively new occurrence, historically speaking, indicating the rise of branded "category fiction" during the 20th century. Selecting a genre stands as one of the most crucial choices a writer faces, a decision that isn't always straightforward. Beginning writers are often uncertain even about whether to write poetry or drama, fiction or screenplays (Rain, 2007).

**Fiction literature:** often seeks to explore the essence of what is real. It resolutely admits the existence of a reality beyond mere appearances, researching into the connection between appearance and truth. Its aim is to examine the distinction between what appears to be and what truly is. The outcomes of such examinations can vary extensively, suggesting feelings of desolation, joy, revelation, and more. Fiction rarely presents an 'objective' reality that can be universally or permanently accepted. Instead, it concentrates on the 'subjective' reality, offering personal perspectives on various facets of reality. Fiction helps as a powerful tool for developing reading comprehension skills by engaging readers in diverse narratives, expanding vocabulary, fostering critical thinking, promoting empathy, and providing insights into different cultures and contexts. In addition, it was the literary genre most used by students. (Luhar, 2016).

**Horror literature:** has the ability to blow into a range of adverse emotions. While fear and anxiety are frequently the primary emotions targeted in horror, numerous stories also strive to incite a profound sense of disgust by representing

violations of the physical body or to instigate moral repugnance by showing sadistic, antisocial violence directed at the main characters. Horror literature allows students to improve their comprehension skills by researching into complex narratives, interpreting implicit meanings. The study of a variety of literary genres exposes students to different types of content, structures, and contexts, which together contribute to their overall improvement in reading comprehension, critical thinking, and interpretive skills. Horror literature can contribute significantly to improving reading comprehension in several ways:

- (1) Engagement and motivation
- (2) Inference and critical thinking
- (3) Vocabulary expansion
- (4) Understanding emotions and perspectives
- (5) Cultural and historical context (Clasen, 2018).

***Dramatic literature:*** is the record of the attempts of playwrights to express and communicate their thoughts on human aspirations, dreams, values, emotions, perceptions, and encounters, along with humanity's connection to society. It recognizes drama as a form of art tangled with society. The written words themselves and the eventual theater where the play will be theatrical are recognized as separate things from the essence of the play (Betti, 2015).

***Romance literature:*** is a genre of fiction that primarily focuses on love, relationships, and emotional connections between characters. It often revolves around the development of romantic relationships, representing themes of affection, passion, intimacy, and the complexities of love (Ramsdell, 2012).

***Mystery literature:*** is a genre of fiction that revolves around solving a puzzle, typically a crime or a mysterious event. It engages readers by presenting a problem, often involving a mysterious occurrence, and follows characters as they investigate, gather clues, and attempt to solve the mystery (Brax, 2008).

## Dependent variable framework

### Communicative language competences

Communicative competence refers to the capability to understand and show suitable social behaviors, requiring active involvement from the student in this process (Canale & Swain, 1980; Celce et al., 1995; Hymes, 1972). Language development involves gaining the skill to apply language suitably across various contexts. Someone who learns the phonology, morphology, syntax, and semantics of a language has achieved linguistic competence (Gleason et al., 2022). Any act of verbal communication is composed of six elements: (1) a context (the co-text, that is, the other verbal signs in the same message, and the world in which the message takes place), (2) an addresser (a sender, or enunciator), (3) an addressee (a receiver, or enunciate), (4) a contact between an addresser and addressee, (5) a common code and (6) a message (Hébert, 2011).

The concept of communicative competence has used significant influence in disciplines beyond linguistics, extending into the education, sociology, and psychology (Lillis, 2005). Habermas (as cited in Lillis, 2005), the concept of communicative competence aligns closely with Chomsky's linguistic competence, focusing on formulating an ideal speaking scenario rather than constructing a sociolinguistic framework that involves descriptions of present situations and expressions. Canale and Swain built upon Hymes' work to develop the theory of communicative competence.

(1) ***Grammatical competence***: includes understanding sentence-level meanings, word structure, sentence structure, and pronunciation.

(2) ***Sociolinguistic competence***: involves knowledge of social norms regarding politeness, appropriateness, and speech coherence, including cultural rules of communication.

(3) ***Strategic competence***: involves the strategies, both verbal and non-verbal, employed by a speaker to reach their intended communication goals (Canale & Swain, 1980).

Communicative competence refers to how effectively one behaves in a specific

situation. When an individual consistently demonstrates suitable and efficient communication, they are generally seen as a capable communicator (Spitzberg, 2013).

### **Language skills**

Koneru (2008) explained that language skills involve the ability to both understand and use language effectively, either orally or in written form, with the primary aim of conveying meaning. Teaching speaking skills might be seen as straightforward initially, as it is considered a natural and simple process when students have initial knowledge. Language abilities are categorized into receptive skills, involving listening and reading, and productive skills, encompassing speaking and writing. Language abilities are categorized into auditory and graphic skills. Auditory skills concern to listening and speaking, whereas graphic skills center around reading and writing (Al-Jawi, 2010).

Language skills encompass a set of abilities allowing individuals to effectively use a language for communication. These abilities encompass both receptive skills, like understanding through listening and reading, and productive skills, such as speaking and writing. They are crucial for communication as they permit comprehension of messages and appropriate responses. Studies indicate that students proficient in reading and listening tend to excel academically and enhance their language development (Fowler & Scarborough, 2007). Moreover, language skills are vital for success in academics and contribute significantly to the acquisition of reading and writing abilities. Also, they permit children to engage and communicate effectively with others (Riad et al., 2023).

Grammar and syntax encompass the regulations and configurations leading language practice. Proficiency in these areas supports individuals in expressing meaning with precision and effectiveness. Typically acquired through exposure to the language and frequent practice, these skills facilitate accurate communication (Rice et al., 2004).

## **Receptive skills**

Receptive skills involve the methods through which individuals derive meaning from spoken or written language. There are predominant principles concerning this type of comprehension that are applicable to both reading and listening (A-Jawi, 2010). Furthermore, enhancing receptive skills involves improving the abilities to listen and read proficiently. A student who possesses practiced listening skills and is a meticulous reader can develop their receptive skills through curiosity, enthusiasm for learning, and the detection of knowledge, in that way reaching their full potential in this area (Sreena & Lankumaran, 2018).

These abilities are often referred to as passive skills, distinct from the active skills of speaking and writing. When acquiring a new language, learners typically start by comprehending receptively before progressing to expressive use. The correlation between receptive and productive skills is complex, with a range of abilities naturally complementing one another (Teaching English, 2008).

## **Reading comprehension**

Snow (2002) defined reading comprehension as the act of both extracting and constructing meaning while engaging and interacting with written language. Reading comprehension refers to the procedure of interpreting the significance of a coherent piece of text. It holds significant weight in second or foreign language assessments and evaluations, playing a crucial role in the academic and career paths of numerous students (Sadeghi et al., 2012).

It constitutes a multifaceted and complex process involving various components. This process involves extensive interactions between readers and their contextual knowledge, strategies used, together with factors inherent to the text, such as text type comprehension and interest in the content (Klingner et al., 2015). Reading comprehension enables readers to establish relations between their current knowledge and either similar or new content, facilitating their understanding (Granda & Ramirez, 2020). Understanding written text is among the most difficult human activities, demanding the composition of numerous linguistic and cognitive functions. This

includes, but is not restricted to, skills like word recognition, working memory, drawing inferences, monitoring comprehension, vocabulary, and using previous knowledge (Perfetti et al., 2005).

Reading comprehension involves a sequence of steps, including grasping explanations, recognizing and linking concepts, and structuring pertinent information to transform ideas into new knowledge. Various levels of reading comprehension exist:

- (1) ***Literal comprehension level:*** This level involves seeking straightforward answers explicitly stated in the text.
- (2) ***Inferential comprehension level:*** the reader distinguishes connections between meanings, deducing implicit ideas.
- (3) ***Critical comprehension level:*** At this stage, the reader is capable of assessing the text, evaluating and forming arguments to either accept or refute its content (Ibarra, 2020).

Several efficient methods exist to verify one's comprehension of a text. These strategies include:

- (1) ***Activating and use of prior knowledge:*** In this strategy, students activate their prior knowledge and apply it to help them understand what they are reading. This knowledge involves people's encounters with the world together with their ideas about how written text functions, encompassing aspects like recognizing words, understanding print concepts, interpreting word meanings, and comprehending the structure of the text (Anderson & Pearson, 1984).
- (2) ***Generating and asking questions:*** This strategy helps readers combine information, identify key concepts, and summarize details. Asking relevant questions allows proficient readers to focus on the text's most significant information (Wood et al., 1995).
- (3) ***Making inferences:*** Readers evaluate or infer from the information presented in a text. With this strategy, authors might not consistently offer complete details regarding a subject, location, individual, or event. Rather, they provide details allowing readers to make inferences by assimilating information in the text with their existing knowledge (Anderson et al., 1983).

(4) **Predicting:** In this strategy, students are able to gain meaning from a text by making educated deductions. Proficient readers use prediction by connecting their prior knowledge to new information in the text to comprehend its meaning. Prior to reading, individuals might use their knowledge about an author to predict the text's subject matter. Additionally, the title of a text can activate recollections of similar content, allowing them to anticipate the content of a new text (Gillet & Temple, 1994).

(5) **Summarizing:** Readers combine details from a text to express in their own words the essence of the text's content. Summarization stands as a crucial strategy allowing readers to quickly retain the text's substance. Within this method, readers can grasp the structure of the text, comprehend its key elements, and distinguish the interconnections among various viewpoints. Proficient summarization of informative texts involves abbreviating processes in scientific procedures, outlining the progression of an artistic movement, or delineating essential events to significant historical occurrences (Honig et al., 2000).

(6) **Visualizing:** Students can create a mental image of a text to understand reading. Creating mental images is crucial, especially in the context of narrative texts. When readers engage with narratives, visualizing the settings, characters, or sequences of events facilitates a clearer comprehension of the story. Moreover, this visualization technique isn't exclusive to narrative texts; it's also valuable when reading explanatory texts. Readers can visualize procedural steps, developmental stages, or construct mental images supporting in the recall of abstract concepts or important details (Gambrell & Bales, 1986).

(7) **Comprehension monitoring:** In this strategy, students have the ability to know when they understand what they read, that they do not perceive, and apply appropriate strategies to improve their understanding (Pourhosein & Sabouri, 2016).

Learners studying English as a foreign language might encounter multiple challenges when it comes to comprehending written text. These challenges include coping with unfamiliar words and the need for routine memorization, uninteresting material, diminished interest and motivation, anxiety, difficulty in drawing inferences from the text, and limited time for additional practice beyond the classroom (Ebadi & Ashrafabadi, 2022).



## **1.2 Objectives:**

### **General objective**

To identify the effectiveness of extensive reading in reading comprehension.

### **Specific objectives**

To explore the different types of reading that are promoted in the classroom.

To analyze the materials that learners frequently use to develop the extensive reading.

To determine the extensive reading strategies that learners use to improve their reading comprehension.

## **1.3 Fulfillment objectives**

All objectives were achieved by collecting data through a survey, effectively addressing the three research questions. It was crucial to introduce students to several reading types within the classroom. This required familiarizing them with the idea and examples of each type of reading. Particularly, the class emphasized perceptive and extensive reading as most promoted.

Furthermore, the survey facilitated the analysis of the materials used by students to develop extensive reading. The study indicated that a majority of students preferred comics and graded readers for extensive reading.

The survey facilitated knowledge of the extensive reading strategies that students use to improve reading comprehension. Notably, the activation and use of prior knowledge and visualizing were considered excellent strategies to improve reading comprehension.

Finally, students were given the opportunity to share their perspectives about different types of reading, materials for extensive reading, and strategies to enhance comprehension through three open-ended questions.

## **CHAPTER II**

### **Methodology**

#### **Resources and materials**

##### **2.1 Materials**

To conduct this research, Google Scholar's technological tools were employed. Students used laptops and cell phones to complete the survey. Subsequently, data was gathered via Google Forms and analyzed using SPSS (Statistical Package for Social Science) software.

##### **2.2 Methods**

###### **Research approach**

###### **Mixed approach**

The current study employed a combination of qualitative and quantitative methods. This study adopted a qualitative approach by conducting a survey that gathered participants' insights, experiences, beliefs, and behaviors regarding extensive reading and its impact on their reading comprehension, together with the collection and analysis of quantitative survey data. Qualitative research encompasses a range of methods and employs an interpretive, naturalistic approach. In this approach, researchers examine phenomena within their authentic settings, aiming to interpret them in the context of the meanings individuals attribute to them. Qualitative research entails the deliberate collection and utilization of diverse empirical materials, including case studies, personal experiences, introspective accounts, life histories, interviews, observations, historical records, interactive elements, and visual texts (Denzin & Lincoln, 2005). Quantitative techniques play a crucial role in precisely quantifying the degree and diversity of shifts within the data under examination. Consequently, the quantitative approach yields concrete data that can be subsequently utilized (Smith & Hasan, 2020).

###### **Modality**

###### **Bibliographic research**

The study was bibliographic in nature as it was based on information collected

from previous research sources such as scientific articles and books. Consequently, all this gathered information will be linked to the two variables “Extensive Reading and Reading Comprehension”. Hart (2018) mentioned that bibliographic research entails the examination and interpretation of existing publications, which entails a systematic examination of academic journals, books, reports, and other references to discover relevant studies, theories, and concepts connected to the research topic. This type of research establishes a foundation for crafting theories, pinpointing research deficiencies, and shaping the structure of empirical investigations.

### **Type of research**

#### **Descriptive**

The study used a descriptive research methodology to examine and clarify the data and conclusions. This approach was based on the distribution of a survey and meticulous interpretation of the responses, taking into account the distinctive characteristics of the students. Manjunatha (2019) argued that descriptive methodology is focus on detailing "what" is being studied rather than the explanation of "why" it is happening. Through the collection of data and the description of the subject's attributes, researchers can enhance their comprehension of its essential qualities. Researchers possess a range of methods at their disposal, including surveys, questionnaires, interviews, and observation, to gather data when employing the descriptive approach. It is imperative for researchers to precisely define the target population, identify the specific aspects they aim to assess, and execute a successful descriptive study.

#### **Techniques/ tools**

The instrument used was a survey, in order to analyze the effectiveness of extensive reading on the reading comprehension of 65 students of “Centro de Idiomas” from Universidad Técnica de Ambato. The survey was divided into three main sections that correspond to the research questions: What types of reading are most promoted in the classroom? What materials do students use most to develop the extensive reading? What extensive reading strategies do learners use to improve reading comprehension? The term "survey" is most commonly employed to denote a technique for gathering information from a subset of individuals (Scheuren, 2004).

## Population

The population with which the research was carried out were students of “Centro de Idiomas” from Universidad Técnica de Ambato. The total number of participants was 65. These were 23 men and 42 women and most of them were mestizos. Most of the students were between 21-25, but there were also some between 18-20 years old. Their level of English was B1.

Table 1

### *Population*

<b>Population</b>	<b>Participants</b>	<b>Percentage</b>
Female	42	64,7%
Male	23	35,3%
Total	65	100%

Survey participants

## Procedure

The research was conducted meticulously and methodically, following to a clearly outlined procedure to guarantee a thorough examination of the topic. The critical initial step involved a comprehensive examination of the pertinent literature concerning Extensive Reading and Reading Comprehension. Meticulous attempts were assumed to collect pertinent data from a range of sources, including books, publications, and academic databases like Redalyc, ResearchGate, Google Scholar, Taylor and Francis, and others.

The investigation proceeded by creating a survey that included 18 items evaluated using a Likert scale, in addition to three open-ended questions. This survey was constructed in accordance with the theoretical framework related to Extensive reading and Reading comprehension, aligned with the three research questions. Then, the operationalization of variables was made (see annex 1). For the independent variable, the following dimensions were considered: types of reading promoted in the classroom and materials to develop the extensive reading. While for the dependent variable, the following dimension was considered: extensive reading strategies to

improve reading comprehension.

The survey was carefully organized, it undertook validation procedures to evaluate its reliability and accuracy. A pilot test involved ten eighth-semester participants who filled out the survey and offered valuable feedback. Their responses were thoroughly examined during this pilot, leading to necessary improvements for better clarity and efficacy of the survey. The information gathered from this pilot was manually entered into the Statistical Package for the Social Sciences (SPSS) software to perform validation checks, using statistical methods like Cronbach's alpha coefficient. The survey instrument demonstrated strong internal consistency and reliability with a substantial coefficient value of 0.951.

The survey (see annex 3) and the process of operationalization experienced validation by three teachers. Once validated, the research progressed to the data collection stage, involving the distribution of the survey among the B1 level students at the "Centro de Idiomas". Before administering the survey, an initial intervention was carried out to familiarize students with extensive reading. This intervention aimed to identify the impact of extensive reading on enhancing reading comprehension skills.

To facilitate the survey administration process, the survey link was shared with the teacher of each course. The survey was carefully structured into sections encompassing both general information data and sections aligned with the research questions. Participants were encouraged to respond honestly by providing their perspectives and visions based on their experiences of extensive reading and reading comprehension. Once the data were collected, they were subjected to rigorous analysis using SPSS software. Quantitative data were analyzed using appropriate statistical techniques, such as calculating means and constructing data tables, while qualitative data from the open-ended questions were analyzed manually, using SPSS to identify patterns, themes, and key ideas.

Valuable conclusions were derived and practical recommendations formulated based on the analyzed data. These findings added profundity to the current understanding of extensive reading and its relation to reading comprehension. This

study comprised comprehensive literature review, surveying, validation, meticulous data collection, and analysis, ensuring the study's rigor and strength. These efforts reinforced the credibility and significance of the research.

**Research questions**

- What types of reading are most promoted in the classroom?
- What materials do students use most to develop the extensive reading?
- What extensive reading strategies do learners use to improve reading comprehension?

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

This chapter shows the data analyzed in order to answer the three questions based on the objectives of the study and the results obtained after the survey will be presented. The data was processed through SPSS to obtain the mean and to be able to tabulate the results of the open-ended questions.

1. What types of reading are most promoted in the classroom?
2. What materials do students use most to develop the extensive reading?
3. What extensive reading strategies do learners use to improve reading comprehension?

**Table 2**

*Types of reading promoted in the classroom.*

Item	Mean
<b>When I read, I recognize different elements in a passage for example: letters, words, punctuation, and symbols.</b>	<b>4.03</b>
<b>I prefer to read things I like (for pleasure) than to read academic texts for example: Harry Potter.</b>	<b>3.86</b>
When I read, I interpret the text based on my experience for example: anecdotes, recipes, descriptions.	3.66
When I read, I focus on grammatical aspects for example: tenses, prepositions, pronouns.	3.57
<b>I like to read academic texts for example: The TKT Teaching Knowledge Test Course.</b>	<b>2.94</b>

Note: The following scales were used to derive the measures: 5. Always, 4. Frequently, 3. Occasionally, 2. Rarely, and 1. Never.

## Analysis and Interpretation

Research question: What types of reading are most promoted in the classroom?

The study findings showed that the predominant type of reading encouraged in the classroom was perceptive reading, permitting students to identify various elements inside a passage, including letters or punctuation. This type of reading gathered a mean score of 4.03. The next type of reading that is promoted in class was extensive reading, this refers to reading for pleasure. The goal of extensive reading is to prepare students to read comfortably and easily in the target language for pleasure without relying on teacher guidance, its mean score was 3.86. On the other hand, the type of reading that is least encouraged in class was intensive reading, which takes place in a classroom, supervised by a teacher, using academic texts to gather specific information and details. Its mean score was 2.94.

Based on the results it can be inferred that two types of reading are the most promoted in class: perceptive and extensive reading, so these should continue to be used frequently, while intensive reading was the least promoted, therefore it should be reinforced by using more academic reading.

**Table 3**

*Extensive reading materials.*

<i>Item</i>	<i>Mean</i>
<b>I like to read comics in my free time, for example: Spider-Man</b>	<b>3.60</b>
I use books at my level to understand easily, for example: Who was Nancy?	3.42
<b>I use online materials such as (En-Central.com, Online Reading for Fluency) to improve my reading comprehension.</b>	<b>3.31</b>
I use novels when I want to learn about different topics of my interest, for example: Historical: El nombre de la rosa.	3.28
I prefer books that have large amounts of text, for example: El señor de los anillos.	3.15
<b>I read newspapers to relax, for example: USA TODAY.</b>	<b>3.02</b>

Note: The following scales were used to derive the measures: 5. Always, 4.

Frequently, 3. Occasionally, 2. Rarely, and 1. Never.



## Analysis and interpretation

Research question: What materials do students use most to develop the extensive reading?

The research findings indicated the main materials chosen for extensive reading. Initially, it was found that comics were the most commonly chosen material for extensive reading among students, scoring a mean of 3.60. Then, another resource included due to technological advances are online materials aimed at enhancing reading comprehension, like Online Reading for Fluency, which scored a mean of 3.31. On the contrary, newspapers emerged as the least chosen material among students, given that not everyone enjoys reading them, gathering a score mean of 3.02. In conclusion, according to the results it can be concluded that students prefer comics as their first option for extensive reading rather than newspapers.

Based on the results it can be inferred that students enjoy reading for pleasure rather than academic reading. Additionally, students have a preference for certain extensive reading materials such as comics and graded readers. However, newspapers are the least used material and should be incorporated to increase fluency in reading skills.

**Table 4**

*Extensive reading strategies to improve reading comprehension.*

<i>Item</i>	<i>Mean</i>
<b>When I already know something about a topic, it's easier for me to understand what I'm reading.</b>	<b>3.91</b>
I create a mental image of a text to understand the reading.	3.85
I know how to recognize when I learn something I have read.	3.66
<b>I guess what a text is about by just looking at the title.</b>	<b>3.58</b>
I ask questions about a passage to recognize the main ideas or summarize information.	3.43
I summarize the text and I put in my own words.	3.43
<b>When I read, I guess to draw conclusions.</b>	<b>3.34</b>

Note: The following scales were used to derive the measures: 5. Always, 4.

Frequently, 3. Occasionally, 2. Rarely, and 1. Never.

### Analysis and Interpretation

Research question: What extensive reading strategies do learners use to improve reading comprehension?

The study revealed the most popular extensive reading strategies among students to improve reading comprehension. Firstly, the activation and use of prior knowledge was the strategy most used by students with a mean of 3.91. This strategy helps them activate their prior knowledge and apply it to understand what they are reading. Contrary to the most used strategy, there were students who preferred to use predict as a strategy with a mean of 3.58. Finally, the strategy least used by students was making inferences with a mean of 3.34.

According to the results, students use all strategies to improve reading comprehension. However, making inferences was the least used strategy. A variety of readings should be incorporated in which all strategies are applied.

**Table 5**

*Open-ended questions.*

<b>Question 1</b>	<b>Answer</b>	<b>Total</b>
What type of reading texts do you use the most to improve the reading comprehension? Selective, Perceptive, Interactive, Extensive or Intensive.	Interactive	20
	Extensive	14
	Selective	14
	Perceptive	7
	Intensive	2
	Other answers	8
	Total	65
<b>Question 2</b>	<b>Answer</b>	<b>Total</b>
What literary genres do you like to read in your free time? For example: Fiction, mystery, horror...	Fiction	24
	Horror	20
	Romance	12
	Mystery	6
	Drama	1

	Other answers	2
	Total	65
<b>Question 3</b>	Answer	Total
	Summarizing	42
	Asking questions	7
What strategies do you use the most to improve your reading comprehension?	Making inferences	4
For example: Summarizing, Predicting, Making inferences, Asking questions...	Asking questions	7
	Visualizing	1
	Other answers	1
	Total	65

Note: Qualitative findings derived from the open-ended questions.

### **Analysis and Interpretation**

Table 5 shows the results of the open-ended questions used to reinforce the research questions:

The first open-ended question, “What types of reading texts do you use the most to improve the reading comprehension? Selective, Perceptive, Interactive, Extensive or Intensive.” The results helped to explore which type of reading is most useful to improve students' reading comprehension. The first with a higher percentage of 30.8% of participants was interactive reading. This reading allows students to interact with the text based on their experiences. The following obtained 21.5% that belongs to extensive reading and equally to selective reading. Extensive reading allows reading for pleasure, while selective reading allows students to focus on grammatical aspects. Then, 10.8% was obtained in perceptive reading. This allows to recognize the different elements in a passage. Intensive reading was the answer that had the lowest percentage at 3%, focusing on reading academic books. And finally 12.3% corresponds to other answers. A large part of the students use interactive reading to improve reading comprehension. However, they do not prefer to use intensive reading as they find it boring because of the academic readings.

The second open-ended question, “What literary genres do you like to read in your free time? For example: Fiction, mystery, horror...” Firstly, the fiction genre was

the students' favorite for extensive reading with a percentage of 37%. In second place was the horror genre with a percentage of 30.8%. Romantic genre follows with a percentage of 18.4%. Additionally, the mystery genre follows with a percentage of 9.2%. However, drama genres were the least used with 1.5%. Finally, other responses had a percentage of 3%. In general, students like to read for pleasure, with a preference for two literary genres: fiction and horror, while drama is read the least by students because it is considered too conflictive.

Lastly, the third open-ended question, “What strategies do you use the most to improve your reading comprehension? For example: Summarizing, Predicting, Making inferences, Asking questions....” The results determined what strategies students use most to improve their reading comprehension. First, the strategy that obtained a high percentage and is frequently used by students was summarizing with a percentage of 64.7%. Then it is followed by predicting with a percentage of 15.3%. Asking questions was the third most used strategy with a percentage of 10.8%. However, making inferences was the strategy least used by students with a percentage of 6.1%. And finally there was 1.5% for both visualizing and other responses. This indicates that students are familiar with traditional strategies, thus showing their preference for the summarizing strategy; on the other hand, visualization is the strategy least used by students.

## **Discussion**

The three research questions presented below were designed to identify the effectiveness of extensive reading in reading comprehension.

Question 1: What types of reading are most promoted in the classroom?

After the analysis, it was found that two types of reading, perceptive and extensive, were the most promoted in class and also used to improve the reading comprehension by the majority of students. In this regard, Fairbairn and Brown (2019) explained that perceptive reading involves the recognition and understanding of various elements of text, such as letters, words, punctuation marks and symbols. Perceptive reading serves as a foundational skill that supports and improves reading comprehension by encouraging a meticulous analysis of text elements, thereby aiding

in a deeper understanding of the material being read. Therefore, the analysis showed that the majority of students use perceptive reading to improve reading comprehension.

Likewise, Grabe and Stoller (2002) argued that the aim of extensive reading is to prepare students to read comfortably and naturally in the desired language purely for enjoyment without depending on the teacher's direction. Extensive reading contains consuming a large quantity of material that aligns with the learners' language proficiency level. Additionally, extensive reading supports and enhances reading comprehension by providing exposure to diverse texts, expanding vocabulary, improving fluency, enhancing comprehension skills, and fostering a deeper understanding of various subjects and contexts. Therefore, it was the second most chosen by students because it allows them to choose to read something according to their interests.

Question 2: What materials do students use most to develop the extensive reading?

The results of the study indicated that most students prefer to use comics and graded readers as materials to develop extensive reading. In this respect, Rengur and Sugirin (2019) characterized that comic strips are essential in enhancing the learning process, serving as a strong tool to improve students' understanding of reading material. Academics employ this style to aid students in improving their reading comprehension by bringing information through a combination of storytelling and visuals. Based on the results of the analysis it can be shown that comics are the most used material by students because it offers several advantages, such as helping students to understand the text, encouraging the development of ideas and igniting students' enthusiasm for reading.

Kara (2019), graded readers are specially books designed for people learning English as a non-native language, including a mix of fiction and non-fiction content. They are categorized into different levels of language complexity, starting from Stage 1, which denotes the easiest level, up to Stage 6. These levels are determined based on factors such as grammatical complexity, vocabulary usage, depth of information, and cultural context. This material was the second most used by students to develop

extensive reading because graded readers introduce students to new words in context in which students encounter a variety of vocabulary that gradually expands their word bank and comprehension skills. This increases engagement and motivation, leading to a more enjoyable reading experience that encourages continued practice and improved comprehension.

Question 3: What extensive reading strategies do learners use to improve reading comprehension?

Upon analysis, it was found that two strategies, activating and use of prior knowledge and visualizing, were the most used by students to improve reading comprehension. Anderson and Pearson (1984) defined that activating and use of prior knowledge involves students utilizing their existing understanding to aid in comprehending the text they are reading. This knowledge includes individuals' experiences with the world and their perceptions of how written text operates, including recognizing words, comprehending print concepts, interpreting word meanings, and understanding the text's structure. In addition, this strategy is the most commonly used in the classroom as it helps make connections, improves understanding, supports prediction, increases engagement, encourages critical thinking.

Gambrell and Bales (1986) explained that visualizing involves students forming mental pictures of a text to help in comprehension. This skill is particularly important when dealing with storytelling. When readers interact with stories, imagining the locations, characters, or series of occurrences helps in better grasping the narrative. Additionally, this visualization method isn't restricted to just stories; it's also beneficial when engaging with informative texts. Readers can visualize steps in a process, stages of development, or create mental images that assist in recalling complex ideas or significant details. In addition, it was the second most used strategy by students to improve reading comprehension because it allows them to form mental images, which increases attention and concentration.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

Based on the findings, it can be concluded that students frequently use two types of readings in class: perceptive reading which allows them to recognize different elements of a passage such as letters, symbols, punctuation. And extensive reading, allows them to read texts for pleasure. However, it should be considered that extensive reading often take place outside of class. Intensive reading was the least chosen by the students and taking into account that this is frequently used in class. Additionally, students gave their opinion on which type of reading they use the most to improve reading comprehension. Notably, the majority of students argued that interactive reading is more useful as it allows them to interact with the text.

In addition, there were a variety of reading materials that students applied for extensive reading such as: comics, books, newspapers, graded readers, online materials, novels. Therefore, comics and graded readers were the ones preferred by the students, having a preference for two types of literary genres: fiction and horror. It can also be concluded that most students do not like newspapers as an extensive reading option. A small group of students preferred the drama genre, taking into account the different ages and gender of each student.

The existence of various reading strategies such as: summarizing, predicting, activating and use of prior knowledge, generating and asking questions, making inferences, visualizing and comprehension monitoring allows students to improve reading comprehension. The predominant strategies were activation and use of prior knowledge and visualization. Additionally, the students were able to argue through an open question that summarizing is the best strategy because it is easy to apply and is the most used in class.

## **4.2 Recommendations**

Teachers can vary the types of reading to develop fluency. Extensive reading allows them to read something they are passionate about, therefore, the teacher can give students a few minutes to read something and at the end of the time each student could summarize what they read so that they all have different stories, because this type of reading helps students improve their reading comprehension without realizing it. Additionally, interactive reading should be included as it helps them to have a good reading comprehension since students interact with the text. In addition, intensive reading should be incorporated by varying the academic topics. Therefore, it is recommended to use all five types of reading in class so that students become familiar with each of them.

It is advisable to use different extensive reading materials, for example: newspapers, books, novels since these materials were the least used by students. The teacher can increase different material each class so that students feel confident reading all extensive reading materials. Additionally, the teacher can assign a literary genre, for example: fiction, romance, mystery, different terrors to avoid student boredom.

It is advisable to introduce students to new strategies that allow them to develop their critical thinking to improve reading comprehension. Because the majority of students chose activation and use of prior knowledge and visualization as the most used strategies to improve reading comprehension. However, making inferences was the least known strategy for students.



## REREFERENCES

- Albuquerque Martínez, N. I. (2011). Proposal for the application of a systematic intensive and extensive reading scheme to provide further input and develop reading proficiency in pre-intermediate university students. <https://shorturl.at/yzRT7>
- Alfiani, R., & Astiyandha, T. (2020). Analysing the Effectiveness of an Extensive Reading on Grade Eleven Students' Reading Comprehension. *Lingua*, 16(2), 72-79. <https://uia.e-journal.id/Lingua/article/view/889/701>
- Al-Jawi, F. D. (2010). Teaching the receptive skills. *Retrieved June, 17, 2017.* <https://shorturl.at/jxCO8>
- Al-Nafisah, K. (2015). The effectiveness of an extensive reading program in developing Saudi EFL university students' reading comprehension. *Arab World English Journal (AWEJ)* Vol, 6. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2834380](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2834380)
- Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading. In P. D. Pearson, R. Barr, M. L. Kamil, & P. Mosenthal (Eds.), *Handbook of reading research* (pp. 255–292). *New York: Longman*. Retrieved from <http://hdl.handle.net/2142/31284>
- Asmara, R. (2021). The implementation of extensive reading using Line Webtoon to enhance students' reading comprehension in narrative story. *Retain (Research on English Language Teaching in Indonesia)*, 9(2), 75-82. <https://ejournal.unesa.ac.id/index.php/retain/article/view/40002>
- Azmuddin, R. A. A., Nor, N. F. M., & Hamat, A. (2020). Facilitating online reading comprehension in enhanced learning environment using digital annotation tools. <https://eric.ed.gov/?id=EJ1265756>
- Betti, M. J. (2015). *An Introduction to Drama*. Diwaniya: Dar Nippur. <https://shorturl.at/cpDHK>
- Benettayeb, A. (2010). Extensive reading and vocabulary teaching. *Revue Academique des Etudes Sociales et Humaines*, 3(1), 20-30. <https://shorturl.at/kmyR2>
- Bouchard, D. (2013). *The nature and origin of language* (Vol. 18). Oup Oxford. <https://shorturl.at/krwGV>
- Brandl, K. (2008). *Communicative language teaching in action*. *Upper Saddle River,*

- NJ. <https://shorturl.at/hszQ4>
- Brax, K. (2003). The Poetics of Mystery: Genre, Representation, and Narrative Ethics in John Fowles's Historical Fiction. <https://shorturl.at/eqPY7>
- Brown, H. D., & Abeywickrama, P. (2019). Language assessment principles and classroom practices (Vol. 2). Hoboken NJ, New York: Pearson Education. doi: <https://doi.org/10.2307/3588320>
- Canale, M & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47. <https://shorturl.at/ivQTY>
- Clasen, M. (2018). Evolutionary study of horror literature. *The Palgrave handbook to horror literature*, 355-363. DOI:10.1007/978-3-319-97406-4\_27
- Correa, J. R. Approach to the Original Language Channel: Convergence of sounds and signs in the Origin of Language. <https://shorturl.at/mEV39>
- Cope, B. (2001). New Ways with Words: Print and Etext Convergence. In Bill Cope and Diana Kalantzis (Eds.), *Print and Electronic Text Convergence* (pp. 1–15). C-2-C Series. Altona: *Common Ground Publishing*. <https://shorturl.at/CN189>
- Danesi, M. (1993). Vico, metaphor, and the origin of language. *Indiana University Press*. <https://shorturl.at/lotGW>
- Day, R. R., & Bamford, J. (1998). Extensive reading in the second language classroom. *Cambridge University Press*. <https://shorturl.at/nIOQW>
- Denzin, N. (2005). Lincoln, (2003). Introduction: The Discipline and Practice of Qualitative Research. N. Denzin & y. lincoln (eds.) *The Landscape of Qualitative Research*. Theories and Issues, 1-45.
- Di Tore, P. A., et al. (2016). Visual motor skills and reading fluency: A correlational study. <https://rua.ua.es/dspace/handle/10045/64892>
- Droop, M., & Verhoeven, L. (2003). Language proficiency and reading ability in first- and second-language learners. *Reading Research Quarterly*, 38, 78–103. <http://10.1598/RRQ.38.1.4>
- Ebadi, S., & Ashrafabadi, F. (2022). An exploration into the impact of augmented reality on EFL learners' Reading comprehension. *Education and Information Technologies*, 27(7), 9745-9765.

<https://link.springer.com/article/10.1007/s10639-022-11021-8>

- Edy, S. (2015). The effectiveness of extensive reading on students' reading comprehension achievement as observed from students' motivation. *Jurnal Pendidikan Humaniora*, 2(1), 54-58. <http://journal.um.ac.id/index.php/jph/article/view/4443/925>
- Endris, A. A. (2018). Effects of extensive reading on EFL learners' reading comprehension and attitudes. *International Journal of Research in English Education*, 3(4), 1-11. <http://ijreeonline.com/article-1-113-en.pdf>
- Fowler, A. E., & Scarborough, H. S. (2007). The relation of print exposure to linguistic awareness at different levels of analysis: Evidence from adults and children. *Journal of Educational Psychology*, 99(2), 386.
- Garrish, M. (2011). What is EPUB3? Sebastopol: O'Reilly Media. <https://shorturl.at/cAHU0>
- Gillet, J. W., & Temple, C. (1994). Understanding reading problems: Assessment and instruction (4th ed.). New York: Harper Collins.
- Gleason, J. B., & Ratner, N. B. (2022). *The development of language*. Plural Publishing. <https://shorturl.at/BVWY0>
- Grabe, W., & Stoller, F. (2002). Teaching and research reading. Harlow, UK: Longman. ISSN: 2251- 6204
- Granda, G. K. A., & Ramírez-Avila, M. R. (2020). Classifying vocabulary in Google Sheets to improve word recognition and reading comprehension in EFL learners: An action research study. *AtoZ: novas práticas em informação e conhecimento*, 9(2), 24 – 31. <https://doi.org/10.5380/atoz.v9i2.73526>
- Honig, W., Diamond, L., & Gutlohn, L. (Eds.). (2000). Teaching reading sourcebook for kindergarten through eighth grade. Novato, CA: Arena Press; National Reading Panel. <https://eric.ed.gov/?id=ED440361>
- Husain, N. (2015). Language and language skills. *Maulana Azad National Urdu University*, 1-11. <https://shorturl.at/erDF8>
- Ibarra, C. D. L. Á. M. (2020). Comprensión lectora y rendimiento escolar. *Revista Boletín Redipe*, 9(1), 121-131. <https://lc.cx/PJGuUN>
- Jacobs, G. M. (2014). Selecting extensive reading materials. *Beyond Words*, 2(1), 112-127. <http://journal.wima.ac.id/index.php/BW/article/view/513>

- Karami, H. (2008). Reading Strategies: What are They?. *Online Submission*.  
<https://eric.ed.gov/?id=ED502937>
- Kara, B. (2019). The effect of graded readers on reading comprehension skill of EFL students. <https://dergipark.org.tr/en/download/article-file/897564>
- Kaya, E. (2015). The role of reading skills on reading comprehension ability of Turkish EFL students. *Üniversitepark Bülten*, 4(1-2), 37.  
[https://unibulletin.com/files/2/articles/article\\_59/UB\\_59\\_article\\_5771c6aac7394.pdf](https://unibulletin.com/files/2/articles/article_59/UB_59_article_5771c6aac7394.pdf)
- Kennedy, U., & Chinokul, S. (2020). Effect of the scaffolded reading experience using a graphic novel on the English reading comprehension and reading motivation of Thai EFL students. <https://shorturl.at/bxKRS>
- Klingner, J. K., Vaughn, S., & Boardman, A. (2015). Teaching reading comprehension to students with learning difficulties. *Guilford Publications*.  
[https://books.google.es/books?hl=es&lr=&id=TYVBAAAQBAJ&oi=fnd&pg=PP1&dq=definition+reading&ots=Ec8j7Sox\\_R&sig=FBXXy0sDNRKwy0PHfbrA5uxoA74#v=onepage&q=definition%20reading&f=true](https://books.google.es/books?hl=es&lr=&id=TYVBAAAQBAJ&oi=fnd&pg=PP1&dq=definition+reading&ots=Ec8j7Sox_R&sig=FBXXy0sDNRKwy0PHfbrA5uxoA74#v=onepage&q=definition%20reading&f=true)
- Krashen, S. D. (2003). Explorations in language acquisition and use: The Taipei lectures. Portsmouth, NH: Heinemann.
- Luhar, S. (2016). From ‘Novel’ to ‘Fiction’: Some Generic Distinctions by Sahdev Luhar. *Contemporary Literary Review India*, 3(1), 9-18.  
<https://shorturl.at/denz9>
- Manjunatha, N. (2019). Issue 6 [www.jetir.org](http://www.jetir.org) (ISSN-2349-5162). *JETIR1908597 Journal of Emerging Technologies and Innovative Research*, 6(2349-5162).  
<https://www.jetir.org/papers/JETIR1908597.pdf>
- Meinawati, E., et al. (2022). Increasing English Reading Comprehension Through Literary Text Extensive Reading Program. *VELES (Voices of English Language Education Society)*, 6(1), 41-51.  
<https://doi.org/10.29408/veles.v6i1.4986>
- Nath, B. K. (2010). Major Language Theorists influencing Learning of Mathematics. *Online Submission*. <https://eric.ed.gov/?id=ED512896>
- Perfetti C. A., Landi N., Oakhill J. V. (2005). The acquisition of reading comprehension skill. In Snowling M. J., Hulme C. (Eds.), *The science of*

- reading: A handbook (pp. 227-247). *Oxford, UK: Blackwell. Crossref*  
[https://sites.pitt.edu/~perfetti/PDF/Acquisition%20\(Oakhill%20chapter\).pdf](https://sites.pitt.edu/~perfetti/PDF/Acquisition%20(Oakhill%20chapter).pdf)
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How can students improve their reading comprehension skill. *Journal of Studies in Education*, 6(2), 229.  
<https://shorturl.at/akKN3>
- Ramsdell, K. (2012). Romance fiction: A guide to the genre. *Bloomsbury Publishing USA. https://shorturl.at/rFO05*
- Rain, D. (2007). Literary genres. Creative Writing *THE HANDBOOK OF*, 54.  
<https://shorturl.at/gmt48>
- Rashid, M. H., & Islam, W. H. J. (2021). Discuss the different types of reading techniques and develop its skills. *Journal of English language and literature (JOELL)*, 8, 36-40. <https://shorturl.at/jBOZ9>
- Renandya, W. A., & Jacobs, G. M. (2002). Extensive reading: Why aren't we all doing it? In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 295-302). New York: Cambridge University Press.  
[https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1710&context=ipp\\_collection](https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1710&context=ipp_collection)
- Renandya, W. A., & Jacobs, G. M. (2016). *Extensive Reading and Listening in the L2 Classroom. https://shorturl.at/rzLV6*
- Rengur, Z., & Sugirin, S. (2019). The effectiveness of using comic Strips to increase students' reading comprehension for the eighth grade students of SMPN 1 Pundong. <https://www.atlantis-press.com/proceedings/iceri-18/125912828>
- Richards, J. C., & Schmidt, R. (2002). Longman dictionary of language teaching and applied linguistics. Malaysia: *Pearson Education. https://shorturl.at/forsX*
- Roe, B., Smith, S. H., & Kolodziej, N. J. (2018). *Teaching reading in today's elementary schools*. Cengage Learning. <https://shorturl.at/pwBV4>
- Rosenblatt, L. M. (2018). The transactional theory of reading and writing. In *Theoretical models and processes of literacy* (pp. 451-479). Routledge.  
<https://www.taylorfrancis.com/chapters/edit/10.4324/9781315110592-28/transactional-theory-reading-writing-louise-rosenblatt>
- Sadeghi, N., Kasim, Z. M., Tan, B. H., & Abdullah, F. S. (2012). Learning styles,

- personality types and reading comprehension performance. *English Language Teaching*, 5(4), 116-123. <https://eric.ed.gov/?id=EJ1079058>
- Sari, D. K., Pratiwi, E., & Thereana, A. (2019). Effective reading strategies for reading skills. *Esteem Journal of English Education Study Programme*, 2(2), 112-120. <https://jurnal.univpgrilembang.ac.id/index.php/esteem/article/view/2429>
- Sreena, S., & Iankumaran, M. (2018). Developing productive skills through receptive skills—a cognitive approach. *International Journal of Engineering & Technology*, 7(4.36), 669-673. <https://shorturl.at/juxUX>
- Setiyadi et al., 2018. Teaching Language Skills  
<http://repository.lppm.unila.ac.id/9030/1/isi.pdf>
- Song, M. (2020, June). The impacts of extensive Reading on EFL primary school students' vocabulary acquisition and Reading comprehension. In Fifth World Congress of Extensive Reading. [https://researchspace.auckland.ac.nz/bitstream/handle/2292/52578/Song\\_2020.pdf?sequence=2&isAllowed=y](https://researchspace.auckland.ac.nz/bitstream/handle/2292/52578/Song_2020.pdf?sequence=2&isAllowed=y)
- Snow, C. (2002). Reading for understanding: Toward an R&D program in reading comprehension. Santa Monica, CA: Rand Corporation. <https://files.eric.ed.gov/fulltext/ED608839.pdf>
- Spitzberg, B. H. (2013). (Re) Introducing communication competence to the health professions. *Journal of Public Health Research*, 2(3), jphr-2013. [https://www.researchgate.net/publication/265174695\\_ReIntroducing\\_Communication\\_Compotence\\_to\\_the\\_Health\\_Professions](https://www.researchgate.net/publication/265174695_ReIntroducing_Communication_Compotence_to_the_Health_Professions)
- Smith, J. D., & Hasan, M. (2020). Quantitative approaches for the evaluation of implementation research studies. *Psychiatry research*, 283, 112521. <https://www.sciencedirect.com/science/article/pii/S0165178119307024>
- Spratt, M., Pulverness, A. and Williams, M. (2011). The TKT course. Cambridge, U.K.: Cambridge University Press. <https://www.cambridgeenglish.org/images/tkt-handbook-modules-1-3.pdf>
- Suk, N. (2017). The effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. *Reading research quarterly*, 52(1), 73-89. <https://ila.onlinelibrary.wiley.com/doi/epdf/10.1002/rrq.152>

Teaching English. (2008). Receptive skills.

<https://www.teachingenglish.org.uk/article/receptive-skills>.

Umam, C. (2013). Extensive Reading: What, Why, and How?. *Al Hikmah: Jurnal Studi Keislaman*, 3(1), 25-36. <http://repository.iainkediri.ac.id/34/>

Virgiyanti, d. F. (2020). The use of extensive reading to encourage students' reading ability. *The use of extensive reading to encourage students' reading ability*, 1(1), 78-89. [http://repo.unida.gontor.ac.id/2832/1/Jurnal%20IJELAL\\_Des%202020.pdf](http://repo.unida.gontor.ac.id/2832/1/Jurnal%20IJELAL_Des%202020.pdf)

Waring, R., & McLean, S. (2015). Exploration of the core and variable dimensions of extensive reading research and pedagogy. <https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/96289d32-f0e7-40ee-9f21-aed9de59bd53/content>

Weisler, S., & Milekic, S. P. (2000). Theory of language. MIT Press. <https://epdf.tips/theory-of-language.html>

## ANNEXES

### Annex1

## CARTA COMPROMISO

Ambato 08 de agosto de 2023

Doctor  
Marcelo Núñez  
Presidente

### UNIDAD DE TITULACIÓN

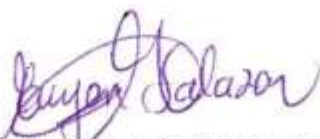
Facultad de Ciencias Humanas y de la Educación

Yo, Miryan Consuelo Salazar Tobar, en mi calidad de Directora del Centro de Idiomas de la Universidad Técnica de Ambato me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el tema: "EXTENSIVE READING AND READING COMPREHENSION" propuesto por la estudiante Yomaira Estefanía Torres Bustos, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación en la Universidad Técnica de Ambato.

A nombre de la institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,



Miryan Consuelo Salazar Tobar  
DIRECTORA DEL CENTRO DE IDIOMAS



## Annex 2

### OPERATIONALIZATION OF VARIABLES

**Objective:** To identify the effectiveness of extensive reading in reading comprehension.

**Instructions:** For the following statements, select one of the options:

#### Operationalization of variables

##### Independent Variable

Reading	Dimensions	Indicators	Questions
<p>Reading is a process of interaction between the reader and the material in which all the schematic knowledge being interacted with all the reader's social and contextual factors (Sari et al., 2019).</p> <p>There are types of reading: perceptive reading, selective reading, interactive reading, extensive reading and intensive reading.</p>	Types of Reading	- Perceptive reading	1
		- Selective reading	2
		- Interactive reading	3
		- Extensive reading	4
		- Intensive reading	5
<p>Extensive reading plays a crucial role in language learning, as it can be a great source of “comprehensible input”, the material is interesting and it is delivered in a relaxed, tension free learning environment. Besides, the extra exposure to constant automatic word recognition and decoding of symbols can enhance learners’ general language competence (Alburqueque, 2012).</p>	Extensive reading materials	- Online material	7
		- Comics	8
		- Graded readers	9
		- Newspapers	10
		- Novels	11
		- Books	12
		-	10

In addition, Jacobs (2014) identified some ideas of materials for extensive reading: online material, comics, graded readers, newspapers, novels, books.			
--	--	--	--

**Operationalization of variables: Dependent Variable**

<b>Reading Comprehension</b>	<b>Dimensions</b>	<b>Indicators</b>	<b>Questions</b>
Reading comprehension involves much more than readers' responses to text. It is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klingner et al., 2015). Additionally, there are a variety of effective strategies for checking that the text has been understood. These strategies are the following: activating and use of prior knowledge, generating and asking questions, making inferences, predicting, summarizing, visualizing, comprehension monitoring (Pourhosein & Sabouri, 2016).	Extensive reading strategies to improve reading comprehension	- Activating and use of prior knowledge	14
		- Generating and asking questions	15
		- Making inferences	16
		- Predicting	17
		- Summarizing	18
		- Visualizing	19
		Comprehension monitoring	20

### Annex 3

#### Cronbach's Alpha validation

Reliability Statistics	
Cronbach's Alpha	N of Items
.951	18

Note: Reliability statistics with Cronbach's Alpha of the 18 questions with Likert scale.

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
When I read, I recognize different elements in a passage for example: letters, words, punctuation, and symbols.	51.0000	388.500	.842	.946
When I read, I focus on grammatical aspects for example: tenses, prepositions, pronouns.	51.0000	396.500	.707	.949
When I read, I interpret the text based on my experience for example: anecdotes, recipes, descriptions.	51.0000	399.000	.665	.949
I prefer to read things I like (for pleasure) than to read academic texts for example: Harry Potter.	51.0000	389.500	.825	.947
I like to read academic texts for example: The TKT Teaching Knowledge Test Course.	51.0000	397.500	.690	.949
I use online materials such as (EN-Central.com, Online Reading for Fluency) to improve my reading	51.0000	388.000	.851	.946

comprehension.				
I like to read comics in my free time, for example: Spider-Man.	51.0000	400.500	.640	.950
I use books at my level to understand easily, for example: Who was Nancy?	51.0000	427.500	.206	.957
I read newspapers to relax, for example: USA TODAY.	51.0000	396.000	.715	.948
I use novels when I want to learn about different topics of my interest, for example: Historical: El nombre de la rosa.	51.0000	408.500	.508	.952
I prefer books that have large amounts of text, for example: El señor de los anillos.	51.0000	423.500	.269	.956
When I already know something about a topic, it's easier for me to understand what I'm reading.	51.0000	398.500	.673	.949
I ask questions about a passage to recognize the main ideas or summarize information.	51.0000	396.000	.715	.948
When I read, I guess to draw conclusions.	51.0000	389.500	.825	.947
I guess what a text is about by just looking at the title.	51.0000	386.000	.885	.946
I summarize the text and I put in my own words.	51.0000	384.500	.911	.945
I create a mental image of a text to understand the reading.	51.0000	386.000	.885	.946
I know how to recognize when I learn something I have read.	51.0000	385.500	.894	.945

## Annex 4

### Survey

Link for the survey: [https://docs.google.com/forms/d/e/1FAIpQLSe0EcZwZ-tpJVvHb4jFN5Y2heZZOtOMLnrtingJATd0G6w22Tg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSe0EcZwZ-tpJVvHb4jFN5Y2heZZOtOMLnrtingJATd0G6w22Tg/viewform?usp=sf_link)

The image shows a Google Forms survey titled "Extensive reading and Reading comprehension". The form is in Spanish and includes a "Dear Student" message explaining the purpose of the survey. It contains several multiple-choice questions regarding demographic information.

**Extensive reading and Reading comprehension**

whittemore01@gmail.com | 23 | No responses

\* [Return to the beginning of the questionnaire](#)

**Dear Student:**

The survey will collect the information provided for a study titled "Extensive reading and Reading comprehension". The data collected through this survey will be handled with strict confidentiality. (La encuesta utilizará la información proporcionada para un estudio titulado "Lectura extensiva y comprensión lectora". Los datos recopilados a través de esta encuesta serán tratados con estricta confidencialidad.)

Thank you for visiting and being participating in this study. (Gracias por participar -visiting y being participating in this study.)

If you read the preceding paragraph you are ready to voluntarily take part in the survey. (He leído el párrafo anterior y estoy dispuesto a participar voluntariamente en la encuesta.)

Yes

No

**Gender (Género) \***

Male (Masculino)

Female (Femenino)

Prefer not to say (Preferencia decirlo)

**Nationality (Nacionalidad) \***

Ecuadorian

Other

**Age (Edad) \***

18 - 20

21 - 25

26+

**Native language (Idioma nativo) \***

Spanish (Español)

English (Inglés)

Guichua (Guichua)

Other (Otro)

**Ethnicity (Etnia) \***

Mestizo (Mestizo)

Afro-Ecuadorian (Afroecuatoriano)

Indigenous (Indígena)

Other (Otro)

[Sign out](#) [Cancel](#) [Finish Testimony](#)

**Types of reading promoted in the classroom**  
(Tipos de lectura que se promueven en el aula)

For the following statements, select one of the options:  
Para las siguientes afirmaciones, seleccione una de las opciones:

5. Always (Siempre), 4. Frequently (Frecuentemente), 3. Occasionally (Ocasionalmente), 2. Rarely (Rara vez), 1. Never (Nunca)

1. When I read, I recognize different elements in a passage for example: letters, words, punctuation, and symbols. **(Perceptive reading)**

Cuando leo, reconozco diferentes elementos en un texto, por ejemplo: letras, palabras, signos de puntuación y símbolos. **(Lectura perceptiva)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

2. When I read, I focus on grammatical aspects for example: tenses, prepositions, pronouns. **(Selective reading)**

Cuando leo, me centro en los aspectos gramaticales, por ejemplo: tiempos verbales, preposiciones, pronombres. **(Lectura selectiva)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

3. When I read, I interpret the text based on my experience for example: anecdotes, recipes, descriptions. **(Interactive reading)**

Cuando leo, interpreto el texto en función de mi experiencia, por ejemplo: anécdotas, recetas, descripciones. **(Lectura interactiva)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

4. I prefer to read things I like (for pleasure) than to read academic texts for example: Harry Potter. **(Extensive reading)**

Prefero leer cosas que me gustan (por placer) que leer textos académicos, por ejemplo: Harry Potter. **(Lectura extensiva)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

5. I like to read academic texts for example: The TKT Teaching Knowledge Test Course. **(Intensive reading)**

Me gusta leer textos académicos, por ejemplo: El curso de prueba de conocimientos docentes de TKT. **(Lectura intensiva)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

6. What types of reading texts do you use the most to improve the reading comprehension? Selective, Perceptive, Interactive, Extensive or Intensive.

¿Qué tipo de textos de lecturas crees que son más útiles para mejorar la comprensión lectora? Selectivo, Perceptivo, Interactivo, Extensivo o Intensivo.

Tu respuesta: \_\_\_\_\_

Antes

Después

Botón finalizar

**Extensive reading materials**  
(Amplios materiales de lectura)

For the following statements, select one of the options:

Para las siguientes afirmaciones, seleccione una de las opciones:

5. Always (Siempre), 4. Frequently (Frecuentemente), 3. Occasionally (Ocasionalmente), 2. Rarely (Rara vez), 1. Never (Nunca)

1. I use online materials such as (EN-Central.com, Online Reading for Fluency) to improve my reading comprehension. **(Online material)**

Utilizo materiales en línea como (EN-Central.com; Online Reading for Fluency) para mejorar mi comprensión lectora. **(Material en línea)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

2. I like to read comics in my free time, for example: Spider-Man. **(Comics)**

Me gusta leer cómics en mi tiempo libre, por ejemplo: Hombre araña. **(Historietas)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

3. I use books of my level to understand easily, for example: Who was Nancy? **(Graded readers)**

Utilizo libros a mi nivel para entender con facilidad, por ejemplo: ¿Quién era Nancy? **(Niveladores graduados)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

4. I read newspapers to relax, for example: USA TODAY. **(Newspapers)**

Leo periódicos para relajarme, por ejemplo: USA TODAY. **(Periódicos)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

5. I use novels when I want to learn about different topics of my interest, for example: Historical: El nombre de la rosa. **(Novels)**

Hago uso de novelas cuando quiero conocer diversos temas de mi interés, por ejemplo: Histórico: El nombre de la rosa. **(Novelas)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

6. I prefer books that have large amounts of text, for example: El señor de los anillos. **(Books)**

Prefiero libros que tengan grandes cantidades de texto, por ejemplo: El señor de los anillos. **(Libros)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

7. What literary genres do you like to read in your free time? For example: Fiction, mystery, horror.

¿Qué géneros literarios te gusta leer en tu tiempo libre? Por ejemplo: Ficción, misterio, horror.

Tu respuesta

Back

Sign up

Donor Information

**Effective reading strategies to improve reading comprehension**  
(Estrategias de lectura efectivas para mejorar la comprensión lectora)

For the following statements, select one of the options:

Para las siguientes afirmaciones, seleccione una de las opciones:

5. Always (Siempre), 4. Frequently (Frecuentemente), 3. Occasionally (Ocasionalmente), 2. Rarely (Rara vez), 1. Never (Nunca)

1. When I already know something about a topic, it's easier for me to understand what I'm reading. **(Activating and use of prior knowledge)**

Quando ya sé algo sobre un tema, me resulta más fácil entender lo que estoy leyendo. **(Activación y utilización de conocimientos previos)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

2. I ask questions about a passage to recognize the main ideas or summarize information. **(Generating and asking questions)**

Formulo preguntas sobre una lectura para reconocer las ideas principales o resumir la información. **(Generar y hacer preguntas)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

3. When I read, I guess to draw conclusions. **(Making inferences)**

Quando leo adivino para sacar conclusiones. **(Haciendo inferencias)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

4. I guess what a text is about by just looking at the title. **(Predicting)**

Adivino de qué va un texto con sólo ver el título. **(Predecir)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

5. I summarize the text and I put in my own words. **(Summarizing)**

Resumo el texto y pongo en mis propias palabras. **(Resumir)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

6. I create a mental image of a text to understand the reading. **(Visualizing)**

Creo una imagen mental de un texto para comprender la lectura. **(Visualizar)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

7. I know how to recognize when I learn something I have read. **(Comprehension monitoring)**

Sé reconocer cuando aprendo algo que he leído. **(Monitoreo de comprensión)**

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (rara vez)
- 1. Never (nunca)

8. What strategies do you use most to improve your reading comprehension? For example: Summarizing, Predicting, Making inferences, Asking questions.

¿Qué estrategias utilizas más para mejorar tu comprensión lectora? Por ejemplo: Resumir, Predecir, Hacer inferencias, Hacer preguntas.

Tu respuesta: \_\_\_\_\_

Back

End

Score: \_\_\_\_\_



Annex 5

Urkund report



## Recibo digital

Este recibo confirma que su trabajo ha sido recibido por Turnitin. A continuación podrá ver la información del recibo con respecto a su entrega.

La primera página de tus entregas se muestra abajo.

Autor de la entrega:	YOMAIRA ESTEFANIA TORRES BUSTOS
Título del ejercicio:	Tesis Yomaira Estefania Torres Bustos
Título de la entrega:	Tesis Yomaira Estefania Torres Bustos
Nombre del archivo:	TORRES_ESTEFANIA_TESIS.pdf
Tamaño del archivo:	215.36K
Total páginas:	29
Total de palabras:	8,261
Total de caracteres:	50,599
Fecha de entrega:	22-dic.-2023 04:30a. m. (UTC-0500)
Identificador de la entrega:	2264030531



ALMA MATER  
UNIVERSIDAD POLITÉCNICA

UNIVERSIDAD POLITÉCNICA

**Identificación**

Este recibo digital confirma que su trabajo ha sido recibido por Turnitin. A continuación podrá ver la información del recibo con respecto a su entrega.

Este recibo digital confirma que su trabajo ha sido recibido por Turnitin. A continuación podrá ver la información del recibo con respecto a su entrega. Este recibo digital confirma que su trabajo ha sido recibido por Turnitin. A continuación podrá ver la información del recibo con respecto a su entrega.

Este recibo digital confirma que su trabajo ha sido recibido por Turnitin. A continuación podrá ver la información del recibo con respecto a su entrega. Este recibo digital confirma que su trabajo ha sido recibido por Turnitin. A continuación podrá ver la información del recibo con respecto a su entrega.

© 2023 Turnitin. Todos los derechos reservados.

## Tesis Yomaira Estefania Torres Bustos

---

### INFORME DE ORIGINALIDAD

---

0%

INDICE DE SIMILITUD

0%

FUENTES DE INTERNET

0%

PUBLICACIONES

0%

TRABAJOS DEL ESTUDIANTE

### FUENTES PRIMARIAS

---

1

[scholar.ufs.ac.za:8080](https://scholar.ufs.ac.za:8080)

Fuente de Internet

<1%

Excluir citas

Activo

Excluir coincidencias

Apagado

Excluir bibliografía

Activo