

Impact of the Extensive Reading Texts on the Writing Performance at English Department, Faculty of Education, Balkh/ Herat Universities

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Abstract

Both reading and writing skills play essential roles in second language teaching and learning. The aim of this research is to find out the impacts of extensive reading on the writing performance in the English departments of Balkh and Herat universities. This research was carried out with a quantitative research design by using a survey methodology to collect data about the participants' learning. For achieving the aim of this research 60 students of Balkh and Herat Universities were selected. The participants were chosen randomly. 30 of them were males and 30 of others were females. There were 10 close-ended questions and three open-ended questions. This study indicates that the extensive reading may have a significant positive effect on students' writing performance.

Keywords: Extensive reading, writing performance, Balkh and Herat universities, participants, reading and writing, second language.

Introduction

Language is the most important means of communication in our life because it helps us to communicate with each other. English is very important now because it is international language.

There are four skills in English language to be learned, namely, listening, speaking, reading, and writing. Reading and listening become receptive skills. Speaking and writing become productive skills. As receptive skills, listening and reading are used in getting data.

Reading is a reasoning under the actuation of printed page and is viewed as a psychophysical foreseeing amusement. It must be perceived that reading as a receptive skill in written mode as well. As productive skills, speaking and writing are valuable for creating and passing information. Writing is a productive skill in written mode. As Aida & Widiyati (2020) stated that when we talk about writing there is generally a two-path refinement of writing: institutional and individual writing. Institutional writing incorporates course books, reports, applications, business correspondence through individual writing covers individual letters and creative writing.

Furthermore, the researchers realized that most students unconsciously ignore the supportive role of reading in writing. Therefore, the present study aims to investigate the impacts of reading on the students writing performance.

Research Questions

1. What is the relationship of extensive reading and English proficiency, in particular, writing ability?
2. How do the reading teachers perceive extensive reading and its implementation in their reading class?

Research Objectives

1. The students will be able to produce meaningful writing paragraphs, essays, letters, reports, short stories, and summaries. Reading program may help to determine students' progress in previously mentioned skills as well as their mastery of the writing sub-skills such as thesis statement, relevance, coherence, cohesion, exposition, quantity, and grammatically.
2. It will help teachers to better understand the issue and integrate it into their classroom routine in general and in the writing class, in particular.

3. The findings of this research will be able to open the minds of the students towards the significance of reading to advance their writing performance.

Hypothesis

This research tries to examine the following hypothesis:

Using extensive reading has no optimistic effect on the writing performance of EFL students.

Literature Review

According to Aida & Widiyati (2020), reading is always an important action. Readers always read something for a reason. This procedure always includes sentiments just as information and experience. It will never be isolated from the goals and interests of readers or from the outcomes. Reading is an exchange from brain to mind. The reader gets the benefits of reading with their own methods.

Salehi (2015) stated that in foreign language teaching two methodologies of reading are perceived: intensive reading and extensive reading. Intensive reading approach manages short messages under a teacher's direction for detailed comprehension. The intensive reading technique is reading for a high level of knowledge and maintenance over an extensive stretch of time. Extensive reading manages long messages. Data and general comprehension are the reasons for extensive reading. Having a good methodology between these two is the basic component in EFL language reading program.

According to Atilgan (2013), writing is one of the important abilities of English. Writing is more complicated than the other language skills. It is considered a standout amongst the most troublesome among the different abilities for remote language of the students. Indeed, even native speakers feel trouble in achieving great order in writing. Researchers of this article experienced during some years of their teaching that the students have the problem of writing skill.

Brady & Daiute (1990, as cited in Aida and Widiyati, 2020) states that writing is the augmentation of reasoning and talking. It is the way towards intuition moving into written structure. Therefore, writing is more difficult than speaking. It is also a psychological work of creating thoughts, pondering how to express them, and arranging them into explanations and

passages that may be clear to the reader. Therefore, the learners need an inspiration before writing. It can be a very difficult work for students. In addition, if the students have a good idea to write, it will not be a big problem for them.

According to Wang (2019) language ability was defined as performance on the tests measuring the restrictive relative clause competence. Extensive reading was found to be the only predictor of performance on the tests.

Leung's (2002, as cited in Wang, 2019) article investigated that extensive reading and its relationship with adult's self-study of Japanese over a 20 week period. Results indicate vocabulary and reading ability to have been affected with the practice of extensive reading.

Research studies related to the effect of extensive reading on language learning are numerous. Many researchers demonstrate the positive effect of extensive reading on language competence. Quite a few could not yield significant results.

Powell (2006, as cited in Alqadi, 2013) explains that the term "extensive reading" was originally coined by Palmer (1917) to distinguish it from "intensive reading" which is: The careful reading of short, complex texts for detailed understanding and skills practice. It also needed some other name like, "pleasure reading", "sustained silent reading", and "free reading".

Based on the different names, the characteristics generally include the relatively fast reading to understand material. For this reason, there is minimum use of dictionaries. Moreover, instead of an inflexible curriculum saddling students with texts they neither enjoy nor understand, with extensive reading the texts are generally selected by the students, who can enjoy some small measure of responsibility for decisions ..." (Mermelstein, 2015, P. 15)

These results show that the reading into writing method had a positive impact on the paragraph level writing development of the students. The learners of the experimental group tended to use more compound sentences and complex sentence in their writing. It could be attributed to the fact that they had more chance of reading and working with texts containing compound and complex sentences.

Methodology

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This research is based on quantitative research and all data were analyzed in Microsoft Excel. The data was collected for 60 students of English departments of Balkh and Herat universities. The students were from third and fourth classes. They were chosen randomly.

Participants

The participants of this study are the students of third and fourth classes of English departments of Balkh and Herat universities. They were both male and female with different learning backgrounds. There were 30 female and 30 male students. They were chosen randomly.

Data Collection

Data collection is very important part of any research, and it helps the researchers to complete their study by collecting relevant data and information through questionnaire. This questionnaire consisted of ten close-ended questions about impacts of extensive reading texts on the writing performance, and three open-ended questions that students can write their ideas and information about extensive reading on the writing performance.

Data Analysis

All data were analyzed and broken down through formula and charts in Microsoft Excel.

Finding

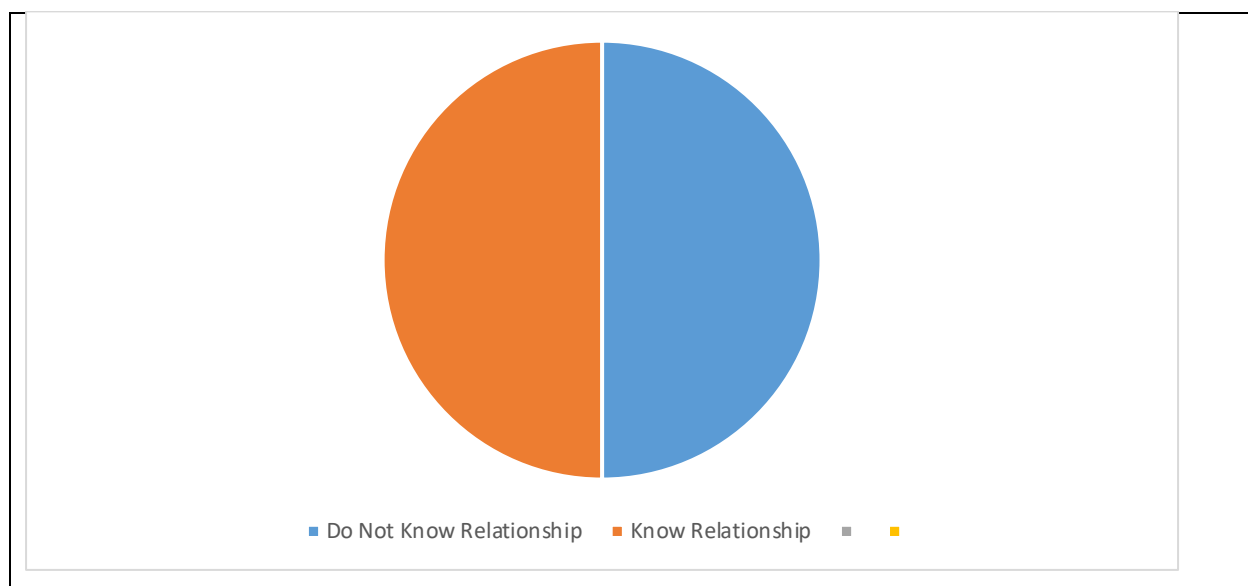
The finding of the research project was arrived at after combining all the received questionnaires and after comparing all the answers with each other. The chart below shows participants background information.

Results

The data collected from the questionnaires on impact of extensive reading texts on the writing performance is analyzed and below is the quantitative analysis of participant's answers and feedbacks among the third and fourth students of Balkh and Herat universities.

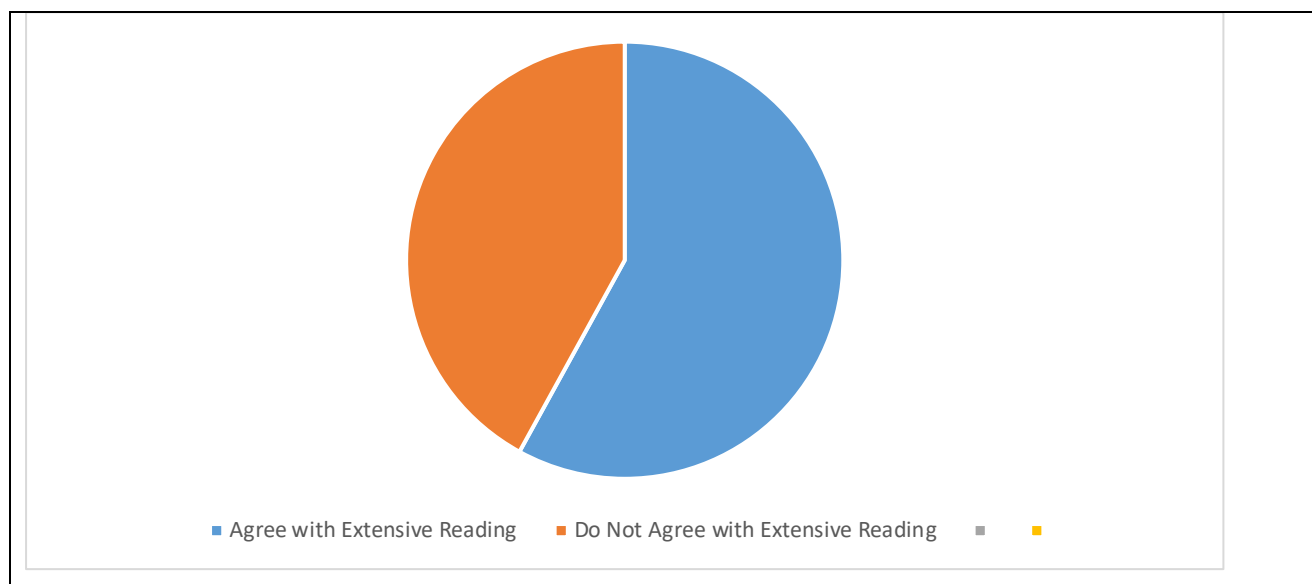
Gender	Number	Participant
Male	30	50%

Female	30	50%
Total	60	100%
Age		
20-22	40	66,6%
23	20	33,4%
Total	60	100%



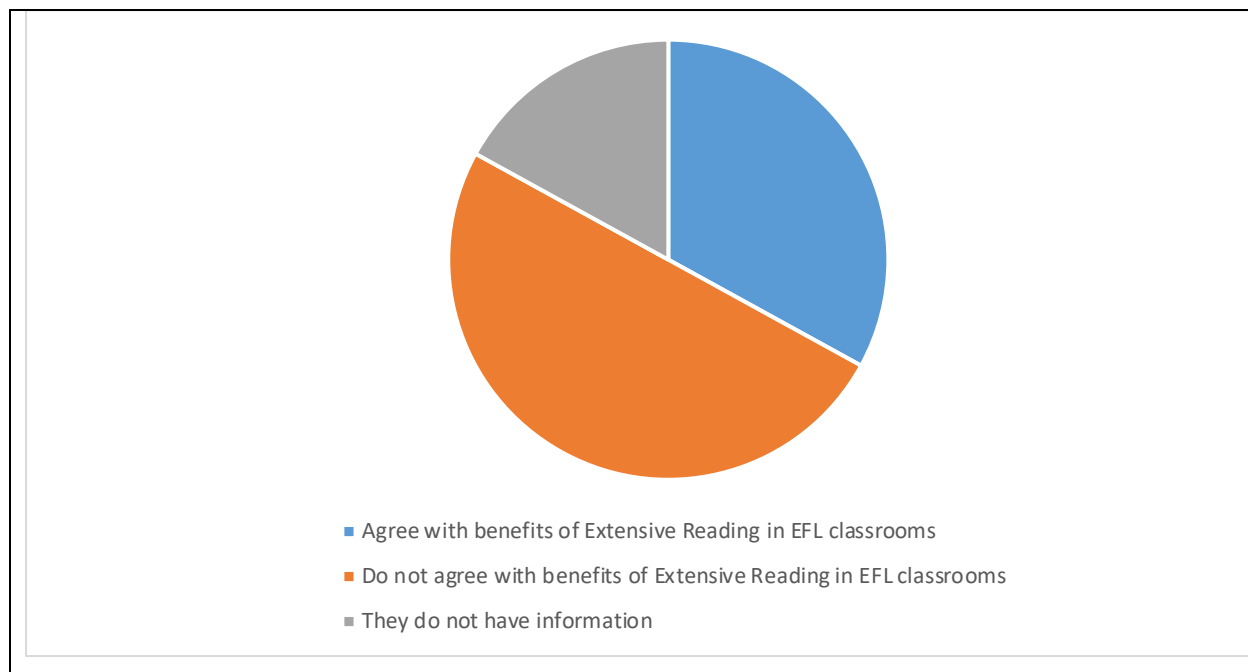
Question 1: Definitions of reading and writing and its relationship.

Figure 1 states that 100% of students at English departments of Balkh and Herat universities have information about reading and writing. However about 50% of them knows the relationship of reading and writing, but 50 % of them don't have information about its relationship.



Question 2: The benefits of extensive reading in writing performance in second language learning.

Approximately 58% of participants agree with extensive reading, because they will get used to the long texts. Also, they added that extensive reading improves their writing performance because they will face in many essays paragraphs of compound sentences and complex sentences. In addition, the participants stated that by extensive reading they may recognize the coherence, cohesion and unity in texts which is helpful in their writing performance. 42 % of the participants wrote that extensive reading cannot help our writing. It is not enough just with reading we can improve our writing performance.



Question 3: Benefits of extensive reading in EFL classroom.

About 33% of the students defined that extensive reading gives students chances to read longer pieces of reading, which they choose; they can read at their own speed and at their own ability level. This can be done with graded readers. 50% of the participants wrote that extensive reading builds vocabulary. When learners read a lot, they meet thousands of words and lexical word patterns that are not taught in textbooks. However, 17 % of the students did not have information about extensive reading.

Conclusion

The students’ mastery of writing improved by using extensive reading. Moreover, teaching writing by using extensive reading in the experimental class influenced the students’ ability and it was considered to be effective in improving writing skill. It is also concluded that the use of extensive reading to teach writing was effective. In addition, the results suggested that the reading into writing method, or exposure to extensive reading had a positive impact on the paragraph writing, and essay writing. Consequently, extensive reading as a teaching technique was effective to teach writing explanation text and could help students to improve the writing performance.

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Appendix

Instruction:

Each of the items has 5 points scale where 1=strongly agree, 2=agree, 3=somewhat agree, 4=disagree and 5=strongly disagree. Please put a tick mark in the boxes for your opinion about each statement.

Item	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
1. Students can make their vocabulary richer when they read a lot of books in the target language.					
2. Students feel uneasy when they have to struggle with difficult texts.					
3. Students feel more confident when they do not have to read a text word by word and can focus on the overall meaning.					
4. Students can read a text faster when the text is within their reading ability level.					
5. Students can recognize vocabulary more easily when they are repeatedly					



exposed to those words while reading.					
6. Students get motivated to learn more about the language when they can understand word meaning and grammar without any hesitation.					
7. Students should be provided with simplified text within their linguistic levels rather than critical text in their second language learning call.					
8. Students can acquire a language more quickly when they read in a free environment rather than in a structural classroom situation.					
9. Students feel more interested to read a book in the target language when it is related to their own interest.					
10. Students can improve their background knowledge by reading a					

lot of books in the target language which later ease other text reading.					
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Question 1: Write the definition of reading and writing and write about the relationship between them.

Question 2: What are the benefits of extensive reading in the writing performance in second language learning?

Question 3: Write the benefits of extensive reading in EFL classroom?

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