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Turning Readers into Writers: The Transformative Power of English Extensive Reading Activities

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ABSTRACT

Reading is a complex process which strictly involves skills such as decoding texts read, making predictions out of those texts and asking questions upon successful reading of a text. Based on the pre-writing assessment of the students, a number of Senior High Students lack the capability to understand the basic rule of English Grammar. In relation to this, the integration of Extensive English Reading Activities to enhance the Senior High School Students' writing skills in terms of Sentence Structure, Vocabulary and Word Forms, and Cohesion and Coherence was recommended. The study was conducted at the Oriental Mindoro National High School, located at the San Vicente West, Calapan City, Oriental Mindoro. The study used a one-group pretest-posttest design and a modified skills test as the instrument for the data gathering on 118 Grade 11 Humanities and Social Sciences students. The data were statistically treated using a paired sample t-test, resulting in a computed t-value $|-30.602|$ (sentence structure), $|-16.102|$ (vocabulary and word forms), and $|-15.049|$ (cohesion and coherence). It is evident that the computed t-values of the three indicators exceeded the critical t-value of 1.980 at 0.05 level of significance resulting in the rejection of the null hypothesis. The intended output of this study is a reading program with the integration of a certain number of Extensive English Reading Activities to enhance their writing skills in terms of Sentence Structure, Vocabulary and Word Forms, and Cohesion and Coherence.

INTRODUCTION

Grammar has always been a problem in the field of education. Many students struggle academically due to poor grammar skills, which affects their comprehension and basic English sentence construction. Such problems in Grammar in the Education system are evidenced by actual observations from the teachers, the students' performance in writing, and their experiences in teaching. It is of great importance to develop and enhance the students' writing skills in terms of their sentence structure, vocabulary and word forms, and their cohesion and coherence, providing them the foundation that will help them with complex activities such as writing academic and professional papers, with grammar, being the foundation of language which plays a vital role in transmitting understanding and meaning (Albarico, 2021). Some students struggle when it comes to learning the English Language, which results in shortcomings in the compliance of such activities, especially those concerning the usage of Grammar. Although concerns have been brought up regarding the decline of grammatical skills of students in this progressively globalized world. Rosales and Ilagan (2019) explained that in this age of globalization, learning to write using the English language is more than necessary to be able to compete in this knowledge-based world. Moreover, the Department of Education introduced, under objective letter B: Inculcate Relevant Skills, a 21st century skills framework with four domains, whereas domain number three or also known as communication skills, ensures that the students will

develop relevant competencies such as the ability to effectively communicate in the modern world.

In relation to this, recent studies have stressed a significant decline in the grammatical skills of students (Hodgson & Harris, 2021). This regression may stem from various factors, which include inconsistent curricula, growing dependence on digital communication, and a paradigm shift in language teaching approaches (Nkhi, 2023). Additionally, the quality of education in the Philippines has been subject to ongoing debates, particularly in English language proficiency. Regardless of how meaningful steps have been made in recent years, there are persisting concerns regarding the writing skills of students, particularly at the secondary level. In 2018, the Philippines participated in the Programme for International Student Assessment (PISA) for the first time. PISA is a study conducted worldwide by the Organization for Economic Co-operation and Development (OECD), which is intended to assess the educational systems by measuring the scholastic performance of 15-year-old students in Mathematics, Science, and Reading. Moreover, according to OECD (2023), the results show that Filipino students have scored significantly lower than the average, specifically in reading literacy, which is closely related to language proficiency and grammatical skills. Resulting in Filipino students ranking as second to the lowest out of 79 participating countries.

Additionally, reading is a complex process that strictly involves skills such as decoding texts read, making predictions from those texts, and asking questions upon

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successful reading of a text. Khansir and Gholami Dashti (2014) mentioned that reading plays a key part in the life of Iranian pupils, which places a high value on comprehension and feel that they want further information to learn the English language so they can use it in their daily lives. Therefore, to address the problem of low reading skills, DepEd introduced a comprehensive program called the “Catch-Up Fridays” through DepEd Order No. 001, s. 2024 to improve the academic performance of students across the Philippines. As part of this program is the “Drop Everything and Read” (DEAR) initiative, which is intended to be implemented on Fridays. The DEAR activity provides students with an opportunity to engage in extensive reading activities where they can freely choose what they want to read based on a given selection.

From the local perspective, the secondary learners who participated in the PISA are still far from passing the proficiency level for reading literacy. According to the PISA 2018 Philippine National Report (2019), there were only six out of 17 regions who got an average mean score that is higher than the national average including the National Capital Region (NCR), Region 7 (Central Visayas), Cordillera Administrative Region (CAR), Region 4A (CALABARZON), Region 8 (Eastern Visayas), and Region 3 (Central Luzon), whereas the Region 4B (MIMAROPA) scored lower than the national average placing its proficiency classification to Proficiency level 1b.

Aside from the PISA results, this persistent problem can also be reflected in the National Achievement Test (NAT) for Senior High School. NAT is a national standardized assessment administered by the Department of Education to measure the learning outcomes of students at different grade levels. Based on the NAT results 2024, students in this assessment achieved a significantly low proficiency level (Tolentino, 2025). He also added that these students struggled with subjects such as language and communication that are highly relevant for higher education and employment. While the NAT is not entirely focused on the writing skills of the students, this area is particularly evaluated within the English Language Arts component of the assessment, similar to the PISA, where the writing proficiency of the students is evaluated within the creative thinking domain. Furthermore, the problem of this study relies heavily on the data from classroom-based assessments, which includes the students writing outputs and teacher observations within the chosen grade 11 Humanities and Social Sciences students of Oriental Mindoro National High School providing a direct evidence of persistent challenges with the writing proficiency of these students within this grade 11.

In coherence with the Department of Education’s new curriculum, K-12 Curriculum, it is a part of its goal to produce a set of graduates with global competence, to which included is their competence in using English language in both written and spoken communications with proper usage of grammar to connect linguistically

together with the Sustainable Development Goal (SDG) no. 4, the provision of quality education across the globe, which aims to increase the number of young people and adults who possess the skills necessary to access employment and entrepreneurship. However, to significantly improve the writing skills of Filipino students, more comprehensive and sustained efforts are essential.

In English classes, students learn grammatical rules through teaching grammar in context (Myhill, 2021). This approach refers to the involvement of integrating grammar lessons within the context of reading activities, compared to separately teaching grammar as a different subject. This method will highly aid the students in perceiving the texts in line with their structures and how it is used, as observed, several students struggle in understanding the basic concepts of Grammatical Rules because they lack the capacity to formulate basic English sentences with zero to minimal grammatical errors. Dean (2023), Grammar: The Skunk at the Garden Party (2018), and Context is Everything for Effective Grammar Instruction (2021) all discuss the benefits of using the method of teaching grammar in context.

In teaching English Grammar, there are few methods of teaching grammar in a class: these are Deductive Method, which is also called as traditional method of teaching the Grammar, wherein the teacher uses English text books to teach the concepts and then give examples to further elaborate it, such method is believed to be not effective because students find it boring and dull; another is the Inductive Method, a complete opposite of the deductive approach, wherein the teacher presents examples and then discuss the theories and concepts of grammar. However, there has not been a definitive blueprint for teaching grammar despite years of practice and research (Williams-Pinnock, 2021). Thus, implementing the Extensive English reading activities caters to the inductive method of teaching grammar.

According to Alzu’bi (2015), he stated that instead of relying on a teacher-centered transmission-style classroom, the inductive approach is more student-centered, where it enables students to engage fully with the language they are learning, and provides opportunities for reflection. This will also allow the teacher to re-examine and provide concrete examples as to how grammar rules were used in the text provided for them to read extensively. With that being the case, the researchers would like to conduct the Extensive English Reading Activities (EERA) to further expose the students, hence familiarize them with literature and how sentences are constructed in it.

The Extensive English Reading Activities (EERA) is a set of literary pieces from the Philippines and the world, particularly from Philippine Literature, Asian Literature (Chinese, Japanese, Singaporean), African Literature, European Literature, North and Latin American Literature. EERA is an activity where the teacher will integrate extensive English reading activities as part of the curriculum map; whereas, the set of literary pieces

or Extensive English Reading materials (EERMs) will be accompanied by supplementary activities such as writing and speaking activities

Furthermore, previous studies have examined the relation of Extensive reading to reading comprehension, writing competence, and grammatical competence among English as Foreign Language (EFL) learners and college students but the effect of ER on the writing skills of senior high school students have not been explored and there are still some challenges that need to be addressed, such as the lack of long-term studies and the need for more studies focusing on the direct correlation of extensive reading with the improvement of the senior high school students' writing skills to better understand the stability of the effects of extensive reading across different educational contexts. To fill this gap, this study aims to explore the effect of EERA for the enhancement of the senior high school students' writing skills.

Finally, the present study aims to examine the effect of extensive English reading activities in enhancing the writing skills among senior high school students in Oriental Mindoro National High School. This research seeks to contribute to the ongoing discourse on language education in the Philippines. Additionally, the findings of this research may inform the development of effective language teaching strategies and a framework for a reading program with the integration of a certain number of EERA to enhance their grammatical competency in terms of their writing skills.

LITERATURE REVIEW

Extensive English Reading Activity

Extensive reading, a pedagogical strategy that stimulates the students to read an innumerable quantity of self-selected materials for pleasure and comprehension, has been widely adopted in language classrooms around the world. This strategy is said to improve and develop reading fluency, vocabulary, and general language competency, among other areas of language learning. Extensive reading has been shown to improve vocabulary and reading comprehension, but its effects on grammatical competence are a relatively understudied area, especially when it comes to senior high school learners.

Maipoka and Soontornwipast (2021) described ER as the effort to read an abundant amount of texts without going into further information about them. Students' interests are prioritized, and they are allowed to quit reading any texts that do not pique their interest. The student has the freedom to stop reading the material.

Day (2015) summed up the pioneers' concepts of ER by saying the terminologies such as "reading a great deal, reading quickly, and real-world experiences" from these early principles of ER are still recognized and still being used today. Hedge (1985) highlighted the value of ER by claiming that it fosters students' independence in learning, which is a key component of success. She asserts that if students are prepared and given the chance to engage with a text, they can learn to read for general ideas fluently

without using a dictionary. Hedges adds that by reading at their own pace, pupils can learn to infer the meanings of unfamiliar words and phrases from context cues.

The benefits of ER in many language skills domains are demonstrated by studies that vary in their subject focus. Reading comprehension, along with other skills including writing ability, is one of the many areas where ER has been repeatedly found to be beneficial for second language learners (Razida & Sada, 2021)

Although the innumerable benefits of the ER have been proven, there are still challenges that should be considered. Ali et. al. (2024) stressed that the integration of ER alone is not adequate to develop the reading abilities of students to as it must require an explicit instruction from teachers.

Writing Skills

The ability to write effectively is a cornerstone of academic success for secondary learners, influencing their performance across various subjects and their preparedness for higher education and professional life. For example, Lakhali (2021) claims that writing proficiency is not just about being grammatically correct. A lot more is involved in writing well. Among other things, it requires being able to state a coherent idea, where "coherence" refers not only to the surface features of a text (e.g., sentence and paragraph-level connections) but also to deeper features of its organization and overall logic (i.e., how well it holds together from the big picture viewpoint). Extensive reading is expected to help with this.

The interconnectedness of writing and other basic communication skills is reinforced by Shousha et al. (2020), who highlighted that writing's primary purpose is for the expression of one's thoughts and that it is a critical way of "being heard" in a world where people are increasingly having their individuality questioned. Writing is important for every pathway of human life, and especially for expression with the various academic disciplines one navigates through in higher education. Much could be said about the value these authors find in writing; they write extensively.

Woo et al. (2022) stressed that writing is a means of recording experiences, emotions, and ideas in a lasting format adds another layer to the significance of writing. This perspective highlights not just the communicative but also the expressive power of writing. It suggests that writing is shorthand for self-reflection, and even more with the 'conditions of your own knowledge' (Woo et al., 2022). Encountering diverse narratives and forms of expression through extensive reading can only enrich our personal connection to the act of writing.

Ultimately, Vacalares et al. (2023) emphasized that effective writing instruction specifically needed by secondary learners is far from universally distributed. The secondary-level students with whom they work are not only challenged daily by the demands of writing but are also often neglected when it comes to receiving the kinds of support that they obviously need. If educators are truly committed to providing them with the writing skills

and the writing instruction that they deserve to help get them through not only high school but also the college years and the rest of their lives, they need to stop playing favorites and demand that they be given the same kinds of services and help as those who are much further on, in age or grade, in their writing processes.

These relevant literature reinforce how meaningful writing is for today's secondary students. What you will find in this literature is the clear call for a more direct approach to the teaching of writing and the need to emphasize just how important writing is on all kinds of levels and for all sorts of purposes. The quantity and quality of what students write seems to be more directly connected to their attainment of well-structured and articulated ideas than at any other time in recent memory.

Grammatical Competence

In the realm of language acquisition and linguistic proficiency, the concept of grammatical competence has gained renewed attention in recent scholarly discourse. Noam Chomsky, in his seminal work in the 1960s, laid the bedrock for the attributed knowledge of the rules and structures that govern a language as the understanding of grammatical competence. New researchers, who have delved into the significance of grammatical competence and its correlation with reading development, have augmented this fundamental point further.

According to Abdurashitova and Fazlidinova (2022), Chomsky defined grammatical competence as the innate ability of an individual to comprehend and compose grammatically correct statements within a target language. This idea transcends superficial linguistic patterns, incorporating the profound, implicit knowledge of the interpretative mechanisms that regulate language use in many social and contextual environments. The development of grammatical competence is not merely a function of formal instruction, but rather a complex interplay between innate linguistic faculties and exposure to meaningful language input. As stated by Marjokorpi and Rijt (2024), Metalinguistic understanding is inherently explicit, since it involves a conscious effort to disengage from language usage to examine and analyze language from an external perspective.

Mahanani et. al (2017) mentioned that although teaching grammar is not of the utmost importance, it is due to the fact that it aids readers in comprehending the meaning of the text as the students try to associate words with one another. Proper grammar utilization allows language learners and users to express their ideas and thoughts clearly and unequivocally, minimizing the potential for misunderstandings (Mahanani et. al. 2017). Grammatical competence serves as the foundation for effective communication and language competence, therefore, it cannot be overplayed.

Additionally, Chung and Pullum (2015) explained that grammar is a set of rules that dictate how meaning units can be put together; thus, a learner who is proficient in grammar is one who can use these rules to express

themselves in ways that are acceptable to the language.

Moreover, Richards (2016) stated that grammar is the set of principles that are used to construct sentences. It includes the understanding of the parts of speech, tenses, phrases, clauses, and syntactic structures that are used to construct English sentences that are grammatically correct.

The aforementioned literature gives emphasis on the variables of this study. These serve to support the study and the development of Extensive English Reading Activities (EERA). This literature is relevant to the study because it provides a basis and support specifically to the program that will benefit both the students and teachers. Moreover, in the context of improving their grammatical skills, the association of targeted instruction on grammar with extensive reading may be most effective. The study basically aims to investigate whether exposure to various literary pieces will enhance the students' writing skills.

Related Studies

Extensive reading has been a subject of heightened interest because it has long been acknowledged as an effective instrument for language learning and because of its impact on writing skills. Recent researchers have investigated the possible correlation between extensive reading and the development of writing skills, which clarifies the interplay between these two significant language competencies.

Jouhar and Rupley (2020) conducted a systematic review examining the reading-writing connection based on independent reading and writing practices. Their review highlights the potential for independent reading as a key component of extensive reading to positively influence various aspects of writing. They synthesized findings from multiple studies, suggesting that exposure to a wide array of texts through reading can contribute to improved quality of writing, potentially through mechanisms such as enhanced vocabulary, better understanding of sentence structures, and the implicit acquisition of grammatical patterns.

Lindawati (2022) argues that extensive reading yields positive learning outcomes both conceptually and in practice, particularly in areas of vocabulary knowledge and writing competence. The review suggests that consistent engagement with a large volume of comprehensible input through extensive reading can lead to the acquisition of sentence patterns, vocabulary, and grammatical structures in a more natural and engaging way. This increased exposure to language in context provides a rich foundation for learners to draw upon when producing their own written work.

A study by Mustafa (2025) examined the impact of limited extensive reading on the writing performance of English language learners. Based on the findings of this study, it suggests that limited exposure to extensive reading may result in less proficient writing performance among English language learners. On the contrary, engaging more in extensive reading practices was found to greatly

improve their written work.

Linuwih (2021) claimed in his quasi-experimental study entitled “The effectiveness of extensive reading in improving EFL academic writing”, where the comparison of two English classes (one experimental and control group) concerning academic writing improvement, the results show that the students who were given more exposure to extensive reading presented a statistically significant improvement on their post-assessment compared to those who were given moderate exposure to ER materials.

The assessment of writing skills in these studies often follows a traditional rubric-based approach. These rubrics typically evaluate various components of writing, including mechanics, grammar, content, organization, and overall quality, with points weighted according to their perceived importance (Jouhar & Rupley, 2020). This consistent approach to evaluating writing allows for a more systematic comparison of writing performance across different studies and interventions.

Students who read extensively do so for enjoyment and to gain a comprehensive comprehension of the literature they are reading. Thanh and Vien (2021) stressed in their study “Integrating Extensive Reading Into The Lessons: Its Effects On EFL High School Students’ Reading Performance”, alternative terms for extensive reading were coined, such as “pleasure reading”, “free voluntary reading”, “book flood”, or “sustained silent reading.”

In line with this, Thanh and Vien (2021), in their one-group experimental study which employed a mixed-methods approach, revealed that students who spent time reading extensively may alleviate their reading comprehension and vocabulary. Moreover, they strongly argued that students can only learn by actively involving themselves in language. It can also be confirmed in this study that the participants had a positive attitude towards the integration of ER in their lessons, based on the results from their qualitative method approach.

From the point of view of Mahanani *et al.* (2017) in their study called “A Correlation Between Vocabulary Mastery, Grammatical Competence, and Reading Ability”, they claimed that there is a positive and significant correlation between vocabulary mastery and grammatical competence in reading ability as stated in their third hypothesis. This indicates that extensive reading not only improves reading proficiency but also aids in the acquisition of grammatical knowledge, as learners encounter many language structures and patterns.

As examined by Celik (2019), reading extensively has been shown to improve grammatical awareness and vocabulary development. It has always been replaced by writing, which is considered a crucial ability in teaching and studying English as a foreign language (EFL). Put differently, students ought to be exposed to long books that they are able to comprehend. Although lengthy texts are necessary for extensive reading, there is a disagreement about what exactly constitutes lengthy or extensive texts. Much reading has been argued to be a significant factor

in language ability, especially in terms of expanding vocabulary and grammar. A study conducted by Maipoka and Soontornwipast (2021) revealed that the students’ English reading ability in terms of their knowledge of vocabulary and comprehension has improved significantly after the integration of intensive and extensive reading instruction in the quantitative results alone.

More to this, Elvriza and Nurcholis (2025) examined the impact of extensive reading of novels on students’ English vocabulary acquisition. This study, even not specifically focused on Grade 11 students, investigated the effects of reading novels on English vocabulary acquisition. The findings of this research likely indicate a positive correlation between extensive reading of novels and an increase in students’ vocabulary knowledge. Novels expose the learners to a wide array of vocabulary through repeated encounters with rich narrative structures and diverse language use. This exposure can lead to both the explicit acquisition of new words and the implicit absorption of vocabulary through repetitive encounters. The enhanced vocabulary gained through extensive reading can be readily available for use in students’ writing, contributing to a greater lexical variety, precision, and sophistication.

Studies about the correlation of extensive reading with other language competencies, such as writing and reading comprehension, have been proven. In a study conducted by Attiyat (2019) about the impact of pleasure reading on enhancing writing achievement and reading comprehension, it was revealed that pleasure reading positively caused an impact on the aforementioned language competencies. Furthermore, this study suggests the conduct of more similar studies to grasp the maximum potential of integrating extensive reading and its impact on various language competencies.

Similar to the present study, which is aimed at determining the extent of the effects of ER on developing the grammatical accuracy of EFL freshmen students at a public university in Mafraq city in Northern Jordan shown that ER had a positive impact on enhancing the grammatical accuracy of the chosen participants (Alqadi & Alqadi, 2022). The study consisted of 60 samples, which were then distributed into two groups: experimental and control groups, where they underwent a 6-week intervention period prior to the post-test to measure their grammatical accuracy through writing.

Another study with a similar framework to the present study is the study conducted by Taha and Sukhon (2023), which aims to investigate the effect of ER on the writing performance of freshmen students at the University of Jordan. Based on the findings of the study, improvement in the writing performance of freshmen students was shown. This indicates that ER has a significant effect on the writing performance of this group.

In contrast, Ali *et al.* (2024) claimed that ER as a sole approach to developing the reading abilities of students is neither adequate otherwise effective. They suggest the integration of both extensive reading and intensive

reading as they are complementary to one another in developing such skills. Thus, the integration of one without the other will make the acquisition of reading abilities unachievable.

Nevertheless, in spite of the relationship between writing and reading, not much is done to enhance one through the other. The purpose of this present study is to examine whether extensive reading may help senior high school students become more competent in grammar. It will concentrate on a thorough examination of how extensive reading affects their grammatical competence in terms of their grammatical accuracy, sentence structure, vocabulary and word forms, and cohesion and coherence. It will pay particular attention to the students' grammatical accuracy, sentence structure, vocabulary and word forms, and cohesion and coherence. Researchers have foregrounded the significance of integrating extensive reading into language-related education programs or subjects, as it can help students to be independent and confident in their language use (Chan, 2020) and in order for the students to attain a high level of proficiency, they must be exposed to more meaningful reading activities (Manuel, 2022) such as the Extensive English reading activities which is the heart of the present study.

Several studies have investigated the effect of integrating Extensive reading on enhancing the students' grammatical skills. The study conducted by Celik (2019) and Alqadi and Alqadi (2022) revealed that ER has an effect on the grammatical skills of the students. While Thanh and Vien (2021), Maipoka and Soontornwipast (2021), Attiyat (2019), and Ali *et al.* (2024) reported in their study the effect of ER on reading comprehension. While Linuwih (2021) and Attiyat (2019) presented significant results on the aspect of writing competency of the students. Moreover, studies about ER that examined the effect of ER on the development of vocabulary (Thanh & Vien, 2019; Celik, 2019; Maipoka & Soontornwipast, 2021). Studies conducted by Linuwih (2021), Thanh and Vien (2021), Celik (2019), and Alqadi and Alqadi (2022) are similar studies that delved into investigating the effects of ER on English as a Foreign Language (EFL) students. However, previous studies have not explored the effect of ER on the writing skills of senior high school students are limited. These are some challenges that need to be addressed, such as the lack of long-term studies and the need for more studies focusing on the direct correlation of extensive reading with the improvement of the students' writing skills to better understand the stability of the effects of extensive reading across different educational contexts. To fill the gap, this study aims to explore the effect of ER for the enhancement of the students' writing skills in terms of sentence structure, vocabulary and word forms, and cohesion and coherence.

MATERIALS AND METHODS

Research Design

The present study used a one-group pretest-posttest design. It focused on a detailed analysis of the impact of

extensive reading on the students' writing skills. Thus, in the present study, extensive reading is the independent variable, and the writing skills of the students are the dependent variable. Thus, both dependent and independent sample t-tests are used. This statistical test was selected to ascertain whether a statistically significant difference exist between the means of the students writing skills prior to and after the integration of EERA (Xu *et al.*, 2017). According to Hoffman (2019), paired sample t-test offers a more precise and powerful method for detecting true differences.

Participants

Since this study aims to know the effectiveness of Extensive English Reading Activities (EERA) in alleviating the writing skills, the Grade 11 Senior High School Students of Oriental Mindoro National High School for the school year 2024-2025 who are currently taking up the subject "21st Century Literature of the Philippines and the World" were the respondents of the study. The respondents were selected through a stratified sampling technique. The sample is a representative of the diverse interests and abilities of the student population. Specifically, the study focused on selecting students who exhibited a strong interest in reading because this group is deemed to be likely to provide valuable insights into the effect of EERA on the writing skills of these students. The selection of the sample was based on the subject disciplines they were taking, which are relevant to the study's purpose. The sample size was set at 118 Grade 11 students from a population of 169 students, which is calculated to attain a 95% confidence level with a 5% margin of error.

Table 1: Distribution Table of Respondents

Strata	Population	Sample
Grade 11 - Philippines	56	39
Grade 11 - Brunei	57	40
Grade 11 - Indonesia	56	39
TOTAL	169	118

Instrument

The participants of the present study took a pre-writing skills test, which were administered before the implementation of the intervention. The pre-writing skill test is a speech writing activity targeting the students' writing skills such as their sentence structure, vocabulary and word forms, and cohesion and coherence. The posttest is a series of supplementary activities which was taken by the students every after the conduct of EERA for three consecutive weeks. The aforementioned skill test and the series of supplementary activities every after the conduct of EERA were examined through the following rubrics, which are anchored on measuring the students' writing skills in terms of their grammatical competence, such as sentence structure, vocabulary and word forms, and cohesion and coherence. The students' output

was checked with particular attention to the students' Sentence Structure, Vocabulary and Word Forms, and Cohesion and Coherence.

Procedure

This study applied the procedures in order: approval, pre-writing skills test, treatment, post-writing skills test. Securing prior approval through a permission letter addressed to the OIC Assistant Principal of the Oriental Mindoro National High School Department for the conduct of the study. Upon approval, the researcher administered a pre-writing activity. Afterwards, they started integrating the EERA to the chosen respondents, who are the 118 Grade 11 Senior High School students, which determined how the EERA affects the writing skills of the students in the three-week duration of the treatment. The researcher provided Extensive English Reading Materials (EERMs) each week, and in each week, the students are assigned to report their reading weekly through a series of supplementary activities. For three weeks, their activities were anchored on their writing skills with particular attention to their sentence structure, vocabulary and word forms, and cohesion and coherence. After the three-week treatment, the mean of the scores gathered from the students' writing activities was computed. Tallying of data was done as soon as the results of the raw scores had been computed. At the end of the discussion, the tabulated data were statistically treated and analyzed.

Ethical Considerations

In conducting the research study, ethical considerations were observed to ensure the protection of the student participants' rights and the integrity of the data collected. Since the research involved Grade 11 students who were minors, obtaining parental consent was a priority. Parents or guardians were informed about the study's objectives, procedures, and potential benefits. They were provided with a detailed consent form that explained their child's role in the study, emphasizing that participation was voluntary and could be withdrawn at any time without consequences. Only students who fully consented to participate were included in the study. The confidentiality and privacy of all participants were strictly upheld throughout the research. Personal information and data collected from the student participants were anonymized to prevent identification. The data were surely stored, accessible only to authorized personnel involved in the study, and are used solely for research purposes. Digital records were encrypted, and

physical documents were kept in a secure location. After the study's completion, all data were safely disposed of under data protection guidelines.

RESULTS AND DISCUSSION

Level of Students' Writing Skills Prior to EERA

Sentence Structure

The results based on the pre-writing skills test of the students' writing skills in sentence structure provide a crucial baseline for evaluating the impact of the integration of EERA. It indicates that the majority of the participants demonstrated 'Developing' skills. The students under the "Developing" level used limited sentence beginnings, lengths, and structures, hindering the rhetorical effect of their writing. Moreover, this group committed 3-5 errors contributing to sentences that are sometimes unclear or imprecise. This indicates that these students likely encountered challenges in producing consistently clear, grammatically accurate, and varied sentences; however, these students' sentence structure skills are present but require further improvement. This findings revealed that these students can use some compound sentences; however, they still struggle with more complex subordination and coordination, and committing 3-5 errors in their writing. The limited number of students exhibiting 'Proficient' and 'Excellent' writing skills supports the need for an intervention that can effectively enhance the sentence structure abilities of a larger portion of the student population, and that this student population possessed a strong command of sentence construction prior to the integration of EERA. Students under the "Proficient" level demonstrate consistent use of compound and complex sentences with clear meaning and commit only 1-2 errors. This indicates that a significant number of student-participants already possess a good grasp of sentence structure. On the other hand, students under the "Excellent" level were found to consistently use a variety of complex sentence structures with precise subordination and coordination and made no errors. Additionally, the absence of the students in the 'Beginning' level points to a certain degree of foundational knowledge across the group, even if most needed further development indicating that all students avoided simple sentences with limited variety of and significant errors. These findings establish a need for the integration of EERA intervention and will serve as a point of comparison for the post-writing skills test results, allowing for a thorough evaluation of EERA's effectiveness in enhancing the students' sentence structure skills.

Table 2: Level of Writing Skills in terms of Sentence Structure Prior to EERA

Score Range	Frequency	Percentage	Verbal Description
9-10	5	4	Excellent
7-8	33	28	Proficient
4-6	80	68	Developing
0-3	0	0	Beginning
TOTAL	118	100	

Mean: 6.11 ; Description: DEVELOPING

The findings further imply that students perform at a developing level in writing in terms of their sentence structure. According to Linuwih (2021), the combination of reading and writing can be effective in creating a basis for students' academic literacy. According to Albarico (2021), low linguistic proficiency is still observable among many students who are struggling to use the language effectively despite learning English for years in schools. He also emphasized that the Department of Education (DepEd) does not include in the education system of Senior High School, the content of at least basic English grammar lessons. This is equally important as writing skills can affect the probability of Filipinos getting a good job abroad.

Attiyat (2019) posits that the writing experience of students is developed because grammatical structure is provided with the help of reading. This demonstrates that the students' current 'Developing' level of writing in terms of sentence structure might be a reflection of their prior reading experiences. Although they may have been exposed to reading texts, this exposure might not have facilitated a deep understanding and internalization of varied and complex grammatical structures that are enough for more proficient writing. On the other hand, the smaller cohort of students who demonstrated a higher proficiency in writing in terms of sentence structure may have benefited from more extensive reading habits.

Vocabulary and Word Forms

Based on the results presented, the majority of the student participants are at a 'Developing' level prior to the integration of EERA. This finding indicates that these students need further development and enhancement in their ability to utilize a wider range of vocabulary, understand differences in word meanings, and correctly apply varied word forms in their writing, even when they already possess a basic vocabulary and can use basic word forms correctly. It is revealed that majority of the student-participants used basic vocabulary with limited variety and some repetition, they also demonstrated a basic understanding of word form transformations but exhibited 3-5 noticeable errors in their application. A few students exhibited 'Proficient' level of writing skills in terms of vocabulary and word forms. The students under this level employed varied and appropriate vocabulary with occasional advanced word selections and accurately use multiple word forms with only 1-2 occasional errors. However, only a few students can write with consistent advanced, precise, and nuanced vocabulary demonstrating complex word choice. They also demonstrated flawless manipulation of word forms with no errors. This group constitutes to the smaller percentage of student-participants under the 'Excellent' writers category. These findings illustrates the need for an intervention that can effectively enhance the vocabulary and word form skills of the students in the lower levels.

Table 3: Level of Writing Skills in terms of Vocabulary and Word Forms Prior to EERA

Score Range	Frequency	Percentage	Verbal Description
9-10	10	8	Excellent
7-8	40	34	Proficient
4-6	68	58	Developing
0-3	0	0	Beginning
TOTAL	118	100	

Mean: 6.29 ; Description: DEVELOPING

The most prominent finding in this section is the high percentage of students in the "Developing" level. This points to the need for instructional strategies that focus on expanding the vocabulary knowledge, encouraging the use of more varied and sophisticated word choices, and enhancing the correct use of word forms. These instructional materials should aim to introduce and reinforce a wider range of vocabulary that are relevant to the academic contexts such as the integration of extensive English reading activities that would cater to these needs. These findings support the study of Alqadi and Alqadi (2022), which emphasized that choosing topics according to the learner's preferences can help add an extra exposure to different reading passages. This indicates that the students' current vocabulary and word form skills might be a reflection of their prior reading experiences. If the integration of EERA incorporates strategies that allow students to select reading materials based on their preferences, it might directly address this critical factor. By

increasing their exposure to a wider array of vocabulary and diverse contexts for word forms, EERA has the potential to significantly enhance their lexical resources and their ability to use word forms correctly.

Cohesion and Coherence.

As gleaned from the table, the data strongly indicates that prior to the integration of EERA, the level of the students' writing skills in terms of cohesion and coherence was at a "Developing" level. These students presents a basic thesis or central idea with some vagueness or lack of depth; however, they showed some attempt at organizational structure with occasional disconnected ideas and include some textual evidence with limited analysis from the text read, as well as, their logical reasoning showed some connections but with occasional gaps. A substantial percent of the student-participants under the "Proficient" level developed a clear and focused central argument with minimal ambiguity,

they used effective transitions and maintained a logical progression of ideas.

The few number of students in the “Excellent” category shows that high-level mastery of cohesion and coherence was not evident. These students presented an original and insightful central argument, demonstrated exceptional logical flow with precise transitional phrases creating seamless connections, integrate sophisticated textual evidence with complex analytical commentary, and presented logical connections with critical thinking. On the other hand, the few students in the “Beginning” level illustrate that only a few were not able to write proficiently

following the domains in the provided rubrics for this area. Therefore, the results of the pre-writing skills test established a baseline of the students’ writing skills in cohesion and coherence.

This data will be used to compare the post-writing skills test results to determine the extent to which EERA has contributed to the development of the students’ writing skills. This is an implication that these students struggled with consistently and effectively using various cohesive devices such as transition words, pronouns, conjunctions, and organizing their ideas in a logical manner for a smooth flow of information.

Table 4: Level of Writing Skills in terms of Cohesion and Coherence prior to EERA

Score Range	Frequency	Percentage	Verbal Description
9-10	3	3	Excellent
7-8	45	38	Proficient
4-6	68	58	Developing
0-3	2	2	Beginning
TOTAL	118	100	

Mean: 5.78 ; Description: DEVELOPING

These findings corroborate with Lindawati (2022), who emphasized that extensive reading leads to better learning outcomes and writing skills. Furthermore, it is highlighted that Extensive Reading promotes the acquisition of sentence patterns and all other aspects of grammar to achieve strong cohesion and coherence in writing. When students are engaged in numerous amount of reading materials, they are exposed to well-structured texts (Manuel, 2022). This implicit learning can gradually enhance their ability to organize their own thoughts and express them in a clear and coherent manner in their writing. These findings show that an intervention like EERA could be an effective approach to help these students move beyond the “Developing” level and achieve higher proficiency in their writing skills. Lindawati (2022) recommends more integration of ER into the curricula to leverage its advantages, such as enhancing their writing skills. It appears particularly relevant, provided the identified needs of the students based on the pre-writing

skills test results.

Level of Students’ Writing Skills After EERA.

Sentence Structure

The findings show a positive impact of the EERA intervention on the students’ sentence structure after its integration. Majority of the students who fell under the “Excellent” level indicates that these students consistently used a variety of complex sentence structures, accurate grammatical usage with precise subordination and coordination and wrote with no errors in these areas. Meanwhile, the students in the “Proficient” level demonstrated consistent use of compound and complex sentences with clear meaning committing only 1-2 errors. The absence of students in the “Developing” and “Beginning” levels indicates that the interventions or learning experiences have been successful in enhancing the students’ sentence structure writing skills to at least a proficient level.

Table 5: Level of Writing Skills in terms of Sentence Structure After EERA

Score Range	Frequency	Percentage	Verbal Description
9-10	79	67	Excellent
7-8	39	33	Proficient
4-6	0	0	Developing
0-3	0	0	Beginning
TOTAL	118	100	

Mean: 8.61 ; Description: EXCELLENT

The data indicate that the integration of EERA had a positive impact on the students’ ability to construct sentences. The findings are strongly supported by Alqadi and Alqadi (2022), who argued that students who are exposed more to reading and working with texts with

varied structures exhibited a higher level of proficiency when compared to those who were not exposed to extensive reading. EERA likely increased the students’ exposure to a wide range of authentic English texts. This exposure might have provided the students with a

repetitive amount of sentence structures, which allowed them to internalize different patterns and sentence complexities. As these students engage more with reading extensively, they might implicitly learn how to form grammatically correct, varied, and complex sentences.

Furthermore, drawing upon the findings of Lindawati (2022), the emphasis on extensive reading in improving vocabulary and reading comprehension likely played a role in sentence structure. A strong vocabulary knowledge allows students to produce complex sentence structures, while improved reading comprehension enables them to understand how different sentence structures contribute to the overall meaning and flow of a written text.

The post-writing skills test results provide evidence that the integration of EERA was highly successful in enhancing the students' writing skills in terms of sentence structure. The shift from "Developing" level to an "Excellent" level, supported by the significant increase in the mean score and the findings of Alqadi and Alqadi (2022) and the broader benefits of Extensive Reading emphasized by Lindawati (2022), strongly indicates that increased exposure to diverse and rich English texts through the integration of EERA is effective in enhancing the students' writing skills. The findings for this area is positive. The majority of the students in the "Excellent" and "Proficient" levels, together with the absence of students in the lower levels of writing, illustrates a significant improvement in the students' ability to

construct complex, varied, and accurate sentences.

Vocabulary and Word Forms.

The pre-writing skills test data presented indicate that prior to the integration of EERA, the students' writing skills in terms of vocabulary and word forms were at a "Developing" level. While the post-writing skills test results demonstrated a significant positive impact of EERA on these skills. The increase in students reaching the "Excellent" level signifies that these students learned how to consistently use advanced, precise, and nuanced vocabulary demonstrating complex word choice and flawlessly manipulated word forms with no errors. This indicates a strong command of a wide range of vocabulary and a refined understanding of how to manipulate word forms correctly. Moreover, the students under the "Proficient" level demonstrated in their writing varied and appropriate vocabulary with occasional advance word selections and accurately used multiple word forms committing only 1-2 occasional errors. This shows that these students exhibit a good command of vocabulary and word forms with minimal errors. Additionally, the complete absence of students in the "Developing" and "Beginning" levels demonstrate a significant improvement within the entire population. These findings reveal that EERA was an effective intervention for enhancing the students' vocabulary and word forms in their writing skills.

Table 6: Level of Writing Skills in terms of Vocabulary and Word Forms After EERA

Score Range	Frequency	Percentage	Verbal Description
9-10	62	53	Excellent
7-8	56	47	Proficient
4-6	0	0	Developing
0-3	0	0	Beginning
TOTAL	118	100	

Mean: 8.46 ; Description: PROFICIENT

The findings of this study corroborate with Attiyat (2019) and Ali *et al.* (2024), who recommend that schools encourage reading programs to help students expand their vocabulary. The post-writing skills test results showed a higher level of vocabulary and word forms proficiency as evidence that the implementation of EERA is effective. EERA has likely exposed the students to a wider range of vocabulary in context, which facilitated the acquisition of vocabulary. Additionally, Thanh and Vien (2021) also suggest that students improve their vocabulary when actively involved in language, such as spending more time reading, hence, the positive result of this post-writing skills test.

Cohesion and Coherence

The findings prior to the integration of EERA establish that the students' writing skills in cohesion and coherence were generally at a "Developing" level. This means, a majority of the students struggled with

effectively linking their ideas and organizing their writing in a logical, flowing manner. However, the post-writing skills test results demonstrate a positive effect of the integration of EERA on this specific area of writing. Majority of the students were categorized under the "Proficient" level. This shows that these students have developed a clear and more focused central argument with minimal ambiguity, they also developed the correct usage of effective transitions and maintained a logical progression of ideas throughout their writing. The notable number of students who fell under the "Excellent" level presented an original and insightful arguments, demonstrated exceptional logical flow with precise transitional phrases which created seamless connections within their writing. Furthermore, the students who were originally categorized as "Developing" and "Beginning" have improved and none remained in these levels. Having these students perform better, moving from the "Developing" and "Beginning" level

to “Proficient” and “Excellent” after the integration of EERA, indicates that this intervention was successful in enhancing their ability to construct well-structured and logically connected written texts.

Table 7: Level of Writing Skills in terms of Cohesion and Coherence After EERA

Score Range	Frequency	Percentage	Verbal Description
9-10	25	21	Excellent
7-8	93	79	Proficient
4-6	0	0	Developing
0-3	0	0	Beginning
TOTAL	118	100	

Mean: 8.01 ; Description: PROFICIENT

The finding that EERA exposed students to a wide range of well-structured texts, which allowed them to familiarize themselves with the patterns of organization, explains the observed enhancement in their ability to write cohesively and coherently. This supports the idea that familiarity built from multiple exposures through extensive reading is a key mechanism for improving writing skills (Celik, 2019). Students implicitly learn how ideas are connected and how coherent arguments are constructed by reading diverse texts. Additionally, Organizational patterns of writing are determined by its purpose (Linuwih, 2021). This implies that the Extensive English Reading Materials (EERMs) used in the EERA provided models of various organizational patterns aligned with different purposes, thereby helping students develop a better understanding of how they can structure their own writing in a coherent manner. It is therefore suggested that EERMs should be carefully evaluated and structurally patterned according to the purpose of enhancing cohesion and coherence prior to distributing them to the students, because considering the quality and design of the reading materials will help achieve the desired outcomes.

Hence, based on the significant improvement observed in the level of the students’ writing skills in cohesion and coherence after the integration of EERA, it can

be concluded that EERA was an effective approach in enhancing this aspect of writing skills.

Difference prior to and After the Integration of EERA

The pre-writing skills test revealed the mean scores for sentence structure with 6.12, vocabulary and word forms with 6.30, and cohesion and coherence with 5.79. After the integration of EERA, the post-writing skills test results revealed a mean score of 8.66 for sentence structure, 8.47 for vocabulary and word forms, and 8.02 for cohesion and coherence. A statistical test was conducted, resulting in a computed t-value $|-30.602|$ (sentence structure), $|-16.102|$ (vocabulary and word forms), and $|-15.049|$ (cohesion and coherence). Considering the significance level of 0.05, the critical t-value with 117 degrees of freedom is 1.980 for all three indicators. It is evident that the computed t-values $|-30.602|$ (sentence structure), $|-16.102|$ (vocabulary and word forms), and $|-15.049|$ (cohesion and coherence) of the three indicators exceeded the critical t-value of 1.980 at 0.05 level of significance resulting in the rejection of the null hypothesis. The difference in the performance of the students in terms of sentence structure, vocabulary and word forms, cohesion, and coherence from the pre-writing skills test and post-writing skills test is statistically significant.

Table 8: Difference Between the Level of Writing Performance Prior to and After the Integration of EERA in Terms of Sentence Structure, Vocabulary and Word Forms, and Cohesion and Coherence.

Writing Skill	Mean (Prior)	SD (Prior)	Mean (After)	SD (After)	DF	Computed t-value	Critical t-value	Result
Sentence Structure	6.12	0.997	8.66	0.493	117	$ -30.602 $	1.980	Significant
Vocabulary and Word Forms	6.30	1.498	8.47	0.609	117	$ -16.102 $	1.980	Significant
Cohesion and Coherence	5.79	1.541	8.02	0.640	117	$ -15.049 $	1.980	Significant

The overall description for sentence structure moved from “Developing” in the pre-writing skills test to “Excellent” in the post-writing skills test. This means that the students prior the integration of EERA used to write with only a few compound sentences but mostly struggled with complex structures, they also exhibited

issues with subordination and coordination. The students significant improvement after the integration of EERA allowed the students to demonstrate a more consistent usage of compound and complex sentences with clearer meanings. These findings align with Alqadi and Alqadi (2022), suggesting that exposure to varied text structures

through reading enhances students' ability to produce more complex and accurate sentences.

On the other hand, the overall description for vocabulary and word forms moved from "Developing" to "Proficient". This illustrates that prior to the integration of EERA, these students used to write using basic vocabulary with a very limited variety and some repetition while the results from the post-writing skills test after EERA, it shows that the students have learned how to use a more varied and appropriate vocabulary in their writing with few advanced word selections and correctly using multiple word forms. This findings indicate that the students have a better command of vocabulary and more accurate application of word forms after the integration of EERA. These findings support the recommendations of Attiyat (2019), Ali *et al.* (2024), and Thanh and Vien (2021) regarding the role of reading in vocabulary expansion. This improvement is likely facilitated by the exposure of the students to a wider range of vocabulary in context through EERA.

Additionally, in terms of cohesion and coherence, the overall description moved from "Developing" to "Proficient"; this implies that prior to the integration of EERA, the students wrote using basic thesis and nearing proficiency in organization with occasional disconnected ideas. However, after the integration of EERA, the students performed with a significant improvement in their writing. These students demonstrated a clearer and more focused central arguments, used effective transitional devices, and maintained a more logical progression in their writing. The statistically significant t-value establishes the idea that EERA helped the students familiarize themselves with organizational patterns in well-structured texts, which corroborates with Celik (2019) and Linuwih (2021). The diverse reading materials might have provided models for effective linking of ideas. The statistically significant improvements in sentence structure, vocabulary and word forms, and cohesion and coherence after the integration of EERA are strongly supported by the relevant related literature and studies. The exposure to a large volume of comprehensible and correctly structured English texts through extensive reading enhanced the students' grammatical understanding and application, thus influencing their ability to construct better sentences, use word forms correctly, and create more cohesive and coherent work. Therefore, the findings indicate that EERA is an effective strategy for enhancing the overall writing skills of Grade 11 senior high school students.

Proposed Plan - Sustained Extensive English Reading Activities.

The improvement of students' writing skills after the integration of EERA, in terms of sentence structure, vocabulary and word forms, and cohesion and coherence, is quite significant. Hence, this intervention plan was devised to sustain and expand the impact of EERA. EERA has a transformative potential and the most impact

on sentence structure, vocabulary and word forms, and cohesion and coherence, creating a long-lasting, positive trajectory for the students' writing abilities.

This intervention program is designed to systematically enhance the students' writing skills crucial for effective speech writing and overall grammatical proficiency among learners. Recognizing the foundational role of well-structured sentences, precise word choice, and logical organization in compelling communication, this three-week intervention directly addresses key learning competencies outlined in EN11/12OC-IIcj-24. Through this progressive and focused intervention, learners are expected to significantly improve their reading comprehension and ability to discern sentence meaning, develop enhanced critical thinking and problem-solving skills in linguistic contexts, and strengthen their understanding and application of diverse sentence structures and grammatical rules, expand their vocabulary and improve their overall writing fluency, and cultivate creative expression and a deeper appreciation for the nuances of language.

These findings are backed up by existing literature, which holds that reading extensively provides implicit learning opportunities for acquiring sentence patterns, picking up vocabulary in context, and familiarizing the organizational structures of a well-written text. The improvements observed align with theories that view EERA as the exposure to a wide array of authentic English texts. For some students, an extensive reading experience is what encouraged them toward grasping the kinds of grammatical structures they might not as easily or readily obtain through traditional means. Therefore, the remarkable transformation in students' writing skills after the integration of EERA provides a rationale for the proposed plan, which seeks to leverage the power of extensive reading through structured and integrated implementation to achieve sustained improvement.

CONCLUSIONS

The writing skills prior to the integration of Extensive English Reading Activities (EERA) revealed that the students' writing skills poses the use of a few complex sentences with limited variety, the use of basic vocabulary, and organizational weaknesses while the writing skills after the integration of EERA showed a marked improvement in their writing skills, with the majority demonstrating a more consistent use of complex sentences, consistent use of advance vocabulary and word manipulation, and showing a more logical flow in their writing, indicating a positive impact across all three indicators. The statistical analysis of the students' level of writing skills in terms of sentence structure, vocabulary and word forms, and cohesion and coherence prior to and after the integration of Extensive English Reading Activities (EERA) reveals that the students have improved in their writing skills as the impact of the intervention. Therefore, this study sought to identify a potential intervention plan for enhancing the students' writing skills in terms of

sentence structure, vocabulary and word forms, and cohesion and coherence, and because the integration of EERA exhibited statistically positive differences in the post-writing skills test results, the proposed intervention plan is the systematic and integrated implementation of Extensive English Reading Activities (EERA).

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