# EFFECTS OF EXTENSIVE READING ON SENIOR SECONDARY SCHOOL STUDENTS' ACHIEVEMENT IN VOCABULARY DEVELOPMENT AND CONCORD IN TORO LGA, BAUCHI STATE, NIGERIA

## BY

**Usman Ya'u: Department of English Language, Sarkin Yamma Community College of Education, Tilden Fulani, Toro LGA, Bauchi State; E-mail: zakariothmantilde410@gmail.com**

**Isyaku Mohammed: Department of Educational Foundation, Adamu Tafawa Balewa College of Education, Kangere, Bauchi State; E-mail: ishaqtilde6@gmail.com**
**&**
**Isah Abdulkarim Tilde: Department of Educational Foundation, Federal University of Kashere Gombe State**

**Abstract**

*This study was designed to determine the effects of extensive reading on senior secondary school student' achievement on vocabulary development and concord in Toro Local Government Area of Bauchi State. The study adopted quasi-experimental research design which involved experimental group and control group. 86 students were sampled from the population of 4452 SS2 students of the 22 senior secondary school of Toro Local Government Area of Bauchi State. Two research questions and two null hypotheses were formulated and tested at 0.5 level of significance to guide the study. The instrument used for data collection was Comprehension Achievement Test (CAT) which was adopted from validated Intensive English language textbook for SS2. The reliability was found to be 0.70 using Kuder-Richardson. Mean (x) was used to answer the two research questions while t-test was employed to test the two hypotheses. The study found out that extensive reading is more effective in improving secondary school students' achievement in vocabulary and it has also revealed that extensive reading has a significant effect in students' understanding of subject-verb concord. However, the study recommended that government should provide enough teaching material which will enhance effective teaching and learning of the all language skills.*
**Keywords: Extensive reading, Development, Concord and Students**

**Introduction**

Language is a tool for human communication and interaction. Also, Ozoma (2016) observes that language is a major means of communication among human as it provides a critical rallying point as well as form of identity for its users. It serves as an ultimate passport of human identity. However, English language is a vehicle through which values, knowledge and information are acquired by the use of acceptable and intelligible sound and symbols. Auwalu (2018) argues that English language is a pipe through which vital information about national building, knowledge, values, progress are transmitted and communicated. Extensive reading is a deliberate laborious activity that involves a pleasurable meaningful reading of varieties of texts. It can also be regarded as a procedure of motivating students to use their ample time and materials to read without fear or pressure of evaluation. However, Ayoola (2006) defines extensive reading as comprehensive type of reading activity which involves the reading of a wide range of material such as short stories, novella, novel, journals and textbooks. According to Kenson (2015) extensive reading involves reading a lot of self-selected, easy, interesting texts, and doing few or no exercise afterwards. He further states that extensive reading aims at gaining a general understanding of what is read, it intends to develop good reading habits, to build up knowledge of vocabulary, structures and grammar. Liu and Zhang (2018) noted that extensive reading is the ability of obtaining information from the print by marking sense of the meaning of the content of what is read. Also, Oyetunde (2009) claims that reading goes beyond being able to pronounce the words on a page, and it is not memorizing words. Evidence of reading includes the ability to answer questions on what is read, the ability to retell what is read, the ability to explain in one's own words what is read, the ability to apply and use the information obtained from what is read. However, Extensive reading is a careful cognitive effort that chanced individual to decode the

words on the paper in order to extract meaning. Therefore, reading involves a contextual comprehension of available dictions of a paragraph that explains the expected meaning (Usman,2020).

Extensive reading can promote good reading habits among the students and students who do less reading can be inculcated into the habit of reading through extensive reading. Students may find that they can successfully read after completing the books given to them for reading (Zinal, 2016). He added that this will become a motivating factor and promote positive attitude among the students, spurring them to read more and more. Extensive reading also enhances language development, in general, and vocabulary specifically. Elley in Zainal (2016) asserts that children who read extensively appear to learn the language incidentally, and to develop positive attitudes towards books, the books should be made available and learners should be motivated. Similarly, when students are involved in this activity they are engaged in reading a lot of materials too often, and there is highly copious choice of varieties of topics to be covered and the reading mostly focused on the materials within the language competence of the reader and is done pleasurably, silently and purely individualized. Nuttal (2010) maintains that fluency in reading is really essential in developing reading comprehension skills in the target language since increased fluency assists comprehension and improves language learning attitude. He adds that when 2-5% of the vocabulary or the grammar items are unknown, this will provide poor comprehension attitude and leads to poor literacy. Learning through extensive reading is mostly a process that begins from simple grammatical rules and vocabulary items to complex.

Vocabulary is central to language and very important in language learning. It is unacceptable to understand a written text without knowing the vocabularies it consists. Therefore, Schmitt in Abdulla (2012) says that vocabulary learning strategies are the processes by which information is obtained, stored, retrieved and used to give meaning to the particular passage or group of sentences. Learners sometimes focused on the story rather than language rules but assimilate unknown vocabularies and the grammatical rule unconsciously via regular use of dictionary checking. This is supported by Nuttal (2010) as he asserts that the quantity of reading input the learner accumulated is attributable to ample opportunity of the learners in learning the contextual grammatical and vocabulary usage. However, he added that extensive reading is characterized by involving a large quantity of varied, self-selected, enjoyable reading at the reasonably fluent speed. Also, Becker in Zainal (2016) highlighted the importance of vocabulary development by linking vocabulary size to the academic achievement. Equally, vocabulary deficiencies were the primary cause of academic failure among students. According to Webster Dictionary (1935, p1073) defined vocabulary as " A list or collection of words usually alphabetically arranged and explained or lexicon, stock of words uses in language or by class, individual, etc. ". Also, Hatch and Brown in Abdulla (2012) define vocabulary as a list or set of words for a particular language which can be used by individual speakers of a language. However, vocabulary can be defined as human cognitive arrangement of words that contain sound and meaning that interlock to make communication possible between one person to another. Aeborsold and Field in Abdullahi (2012) divided vocabulary into two terms such as: active vocabulary: in this type, the learner can use the words in speaking or writing. It is also called productive vocabulary. In fact, it is more difficult to put into practice. It means that the students should know how to pronounce the words well, they should use the grammar of the target language, they should also understand the convocational meaning of the words. Secondly, passive vocabulary: in this type, the students are able to recognize the word but they are not able to produce it. It can be understood in the context of reading or listening and also called receptive vocabulary. At the beginning and elementary levels most words are active. while, at more advance levels some words will belong to the students' passive vocabulary.

While, concord is seen as an existing agreement in sentences of a paragraph between a subject and a verb either in number or in person for the essence of establishing a biding rule as stated that singular subject must agree with the singular verb while plural subject must agree with the plural verb. However, according to Omorodion (2007) concord is basically divided into four which include grammatical concord, proximity concord, notional concord and special concord. Therefore, teachers of English language always experienced students' concord errors and poorly wrongly use of vocabulary in their verbal conversations as well as written. Therefore, the aim of this

research is to find out whether extensive reading could improve students' vocabulary and reduce the level of their concord errors, thereby, the study will suggest solution to problem of students' poor vocabulary and find whether extensive reading program will reduce the rate of students' concord errors and encourage them to develop reading habit to be able to speak errors-free sentences unconsciously. The study is limited to SS2 students, specifically, secondary school in Toro LGA, Bauchi State and limited to collocational vocabulary and subject-verb grammatical concord rules. The effect of the extensive reading was assessed from the performance of the students who engaged in extensive reading program and those who were not exposed to it.

**Objectives of the Study**
The aim of this study is to investigate the Effects of Extensive Reading on Senior Secondary School Students' Achievement in Vocabulary development and concord in Toro LGA, Bauchi State. The study is guided by the following objectives which are to:
1.  determine the SS2 students' level of achievement in vocabulary development before and after instruction using extensive reading.
2.  assess the effect of extensive reading strategy in students' achievement in concord before and after treatment.

**Research Questions**
This study will be guided by the following questions. These are to:
1.  what extent does the experimental group differ in vocabulary development from the control group before and after instruction?
2.  what extent does the experimental group differ in use of concord from the control group before and after instruction?

**Hypotheses**
The following null hypotheses will be tested at 0.05 level of significance to guide this study.
1.  There is no significant difference in the post-test mean score of the experimental and control groups in vocabulary development before and after instruction
2.  There is no significant difference between the post-test mean score of the experimental and control groups in concord before and after treatment.

**Methodology**
A non-equivalent, quasi-experimental research design was adopted; this is because of the absence of randomization but on the basic of using the intact class for class sampling. Two groups were used for the study. Group A was used as experimental group and were exposed to extensive reading while group B was used as control group and were taught using conventional method. Also, the target population for the study were all SS2 students of Toro LGA, which consist of 4452 students of 21 senior secondary school. They were selected because they were very familiar with the current school curriculum unlike SS1 who were new to the curriculum while SS3 will distract the research as they are preparing to write senior secondary school examination: NECO and WAEC. Therefore, the total sample of the study is 86 students from two public secondary schools in Toro LGA. Simple random sampling techniques was used to select the schools for the study which is done via lottery method as the sample frame of the entire population was drawn, numbers were assigned serially to each school in pieces of paper and folded. The pieces of paper were mixed and finally the two schools were randomly picked. The schools that were picked for the study are Government Day Secondary School Tilde used as experimental school while Government Day secondary school Magama as control school.Also, for the selection of sampling class, intact classes were used for both experiment and control group. Class D was chosen as experimental group which made up of 41 students while class B was chosen for the control group which made up of 45 students.

Class Achievement Test (CAT) Instrument was adopted for the study. The instrument was adopted from Intensive English for Senior Secondary School two. It was divided into sections A and B of which section A

consists of twenty multiple choice objectives test with four options lettered A-D for the students to choice the right answer which aimed at testing the vocabulary development while section B also consists of the twenty multiple choice objectives test to test level of students understanding of concord. The test will be used for both experimental and control group. Each test question carries one mark making the total of forty marks (vocabulary= 20mks while concord=20mks). The instrument was given to two experts, first, in the department of measurement and evaluation and second, in department of English language at Community College of Education Tilden Fulani for the face and content validity. The reliability for the internal consistency was determined using kuder-richardson in SPSS which was observed at 0.70. Also, lesson plans were developed by the researcher to guide the study while reading comprehension passages were adopted and selected from the SS2 Intensive English textbooks. The experimental group has different lesson plan from the control group of which the experimental group's plan followed explicit comprehension process instruction via pre-reading, reading conferencing, responding, exploring and application while the control group adopted conventional instructional approach.

## Results
### Research Question One
To what extent does the experimental group differ in vocabulary development from the control group before and after instruction.

**Table 1: Description of Statistics of students' achievement in vocabulary development**

| Group | Test | N | $\bar{x}$ | SD |
|---|---|---|---|---|
| Experimental | Pretest | 40 | 3.1 | 1.40 |
| | Posttest | 40 | 5.23 | 2.67 |
| Control | Pretest | 38 | 2.5 | 1.13 |
| | Posttest | 38 | 3.83 | 1.52 |

Table1 Indicates that the pretest mean scores on vocabulary development in the experimental group ($\bar{x}$ = 3.1, SD= 1.40) is slightly higher than that of the control group ($\bar{x}$ = 2.5, SD = 1.13). Similarly, Posttest Mean Scores of the experimental group ($\bar{x}$ = 5.23, SD = 2.34) is significantly higher than that of the SS2 students in the control group. This revealed that SS2 students who were exposed to extensive reading have higher vocabulary development than those who were not.

### Research Question Two
To what extent does the experimental group differ from the control group in the use of concord before and after instruction?

**Table 2: Description of Statistics of students' achievement in the use of concord.**

| Group | Test | N | $\bar{x}$ | SD |
|---|---|---|---|---|
| Experimental | Pretest | 40 | 3.12 | 1.41 |
| | Posttest | 40 | 5.91 | 2.86 |
| Control | Pretest | 38 | 2.5 | 1.13 |
| | Posttest | 38 | 3.83 | 1.52 |

Table 2 shows that the pretest mean score of the experimental group ($\bar{x}$ = 3.12, SD= 1.41) on the use of concord is higher than that of control group ($\bar{x}$ = 2.5, SD = 1.13) likewise, posttest mean scores of the experimental group (5.91, SD = 2.86) is significantly higher than that of the SS2 students in the control group ($\bar{x}$ = 3.83 SD=1.49. This suggests that SS2 students who were exposed to extensive reading have higher use of correct subject-verb concord than those who were not.

**Hypothesis One**

There is no significant difference in the post test mean score of the experimental and control group in vocabulary development before and after the instruction.

**Table 3: T-Test analysis on vocabulary development between the experimental and control group**

| Group | N | $\bar{x}$ | SD | DF | Level of Significance | t-Cal | t-tab | Decision |
|---|---|---|---|---|---|---|---|---|
| Experimental | 40 | 5.23 | 2.67 | | | | | |
| | | | | 76 | 0.5 | 7.21 | 1.98 | Rejected |
| Control | 38 | 3.83 | 1.52 | | | | | |

Table 5 Analysis indicated that the table value (1.98) is less than the calculated value (7.21). Therefore, the null hypothesis is rejected and concludes that there is significant difference between the students in the experimental group ($\bar{x}$=5.23, SD = 2.67) and the control group ($\bar{x}$= 3.83, SD= 1.52) vocabulary development. This reveals that extensive reading has significant effects on students' achievement vocabulary.

**Hypothesis Two**

**Table 4: T-Test analysis on expression between the experimental and control group**

| Group | N | $\bar{x}$ | SD | DF | Level of Significance | t-Cal | t-tab | Decision |
|---|---|---|---|---|---|---|---|---|
| Experimental | 40 | 5.91 | 2.86 | | | | | |
| | | | | 76 | 0.5 | 7.21 | 1.98 | Rejected |
| Control | 38 | 3.83 | 1.52 | | | | | |

Table 5 Analysis indicates that the table value (1.98) is less than the calculated value (7.21). Therefore, the null hypothesis is rejected and concludes that there is significant difference between the students in the experimental group ($\bar{x}$=5.91, SD = 2.86) and the control group ($\bar{x}$= 3.83, SD= 1.52) on the use of concord. This indicates that extensive reading has significant effects on students' achievement in concord.

**Discussion of Findings**

The data presented in table 1 provides answer to research question one. It reveals that the main effect of extensive reading on students' achievement in vocabulary development is higher than the conventional method of reading. Similarly, students independent t-test was used to test the first hypothesis, the table 3 indicated that the calculated F-value (7.21) at the confidence level of 0.5 shows a statistically significant difference between the Extensive reading and conventional method of reading on students' achievement on vocabulary development showing that second language learners improved the use of vocabulary when taught extensive reading. However, the implication of this findings is that extensive reading improved students' vocabulary than the conventional method of reading. This is similar to the finding of Pigada and Schmitt (2006) which examined whether extensive reading can enhance lexical knowledge, discovered that students acquired 65% of the target words, in addition to enhancement in spelling ability and grammar knowledge via extensive reading strategy. Also, Pickard (2007) noted that extensive reading programme stimulated students to learn available vocabulary at the course of reading. He further maintained that a possible reason for the improvement of students in vocabulary development when taught with the extensive reading is the students' active involvement in learning process through micro-integrative, macro-elaborative and meta-cognitive process.

The data presented in table 2 provided answer to research question 2 which the finding revealed that students had higher mean score in subject-verb concord when taught with the extensive reading than those students taught with the convectional method. Also, student t-test was employed to test the hypothesis at the calculated F-value (7.21), at the confidence level of 0.5, there was significant difference between students taught with the extensive reading strategy and those taught with the conventional approach which has shown that those taught with the

extensive reading strategy achieved higher in subject-verb concord than those taught with the conventional approach that is the reason null hypothesis is rejected. The result clearly explains the level at which students understand vocabulary used and usage in paragraph as well as comprehensions. This explanation made students to understand and master the basic rules of concord unconsciously, especially the subject-verb concord. This finding is similar to the findings of Nakanishi (2015) which revealed that extensive reading has a great impact on students' understanding the basic concord rules. In the same vein, Ene (2002) stated that extensive reading program improved rapidly the students' ability to use basic concord rules. This research shows that extensive reading programme could affect students' vocabulary development as well as the basic concord rules.

**Conclusion**
The study was on the effects of extensive reading on senior secondary school students' achievement in vocabulary development and concord in Toro Local Government area, Bauchi state. The study would find a way to ease the problem of an English language teacher in facilitating practical learning of vocabulary and the use of basic concord rules. It has shown that many students could not write a simple free-error sentences and have no enough vocabularies to be able to write or say their mind. The study adopted quasi-experimental research design. Also, the study employed pre-test, post-test non –equivalent control group design. This study has found out that extensive reading program is more effective in improving students' achievement in vocabulary development and basic concord rules. Therefore, the study indicated that there are effects attributable to teaching students vocabulary development and basic concord rules with required approach. Simple and practical explaining of the meaning of some vocabularies and their syntactic implication were discussed during the extensive reading which favored the experimental group to performed higher than the control group that was not given any intervention.

**Recommendations**
Based on the findings of this study, the following recommendations were made:
1. Secondary school teachers should apply the use of extensive reading strategy in teaching vocabulary development and concord.
2. Government should provide enough English language textbooks and other tools that could enhance teaching and learning of the general language skills.
3. Nigerian Educational Research and Development Council (NERDC) should incorporate extensive program in teaching vocabulary development.
4. Workshops, conferences and the seminars should be organized by the Ministry of Education to enlighten English language teachers of secondary school to be able to increase their knowledge and skills on the effect of extensive reading on students' achievement on vocabulary development.

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