



THE PERCEPTION OF EXTENSIVE READING ON STUDENTS PERFORMANCE IN NARRATIVE TEXT

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ABSTRACT

This study explores students' perceptions of extensive reading and its impact on their understanding of narrative texts at a vocational high school in Sritanjung, Banyuwangi. Using a quantitative approach, data were gathered through questionnaires, interviews, observations, and documentation involving 10 tenth-grade students. The research aimed to determine how extensive reading influences comprehension of story elements such as structure, characters, and plot. Results show that most students view extensive reading positively, recognizing its contribution to improved reading skills, vocabulary development, and storytelling ability. Notably, 77% of participants expressed favorable perceptions, indicating both linguistic and motivational benefits. The study also found that higher engagement in extensive reading activities is associated with better comprehension and increased motivation. Overall, the extensive reading program is considered effective but still needs further strategies to encourage regular reading habits.

Keywords: *Extensive Reading, Perception student, Reading, Narrative Text*

1. INTRODUCTION

Reading is a fundamental language skill used to acquire information and ideas from various sources such as books, articles, advertisements, and other media. According to Kaforina et al. (2023), reading is essential for academic success and plays a vital role in everyday life. In English language learning, particularly at the junior high school level, reading is closely tied to comprehension and exposure to various text genres, including narrative texts.

Based on observation and in interview in vocational high school the researcher focused on understanding how student perceive extensive reading activities in terms of their ability to comprehend narrative text. Specifically, the study aims to determine whether students believe that extensive reading helps them better grasp story structure, character, and plot.

According to Afriani et al. (2024), a personalized learning environment with adaptive techniques is designed to tailor the learning experience to the unique needs of each student. This approach enables individualized learning by considering various learning styles and preferences. Through the integration and coordination of relevant topics in ways that meet students' needs, adaptive techniques enhance the learning experience (Jaya et al., 2025a; Veto Mortini et al., 2023).

One effective approach to developing reading skills is extensive reading. Nation and Waring (2019) define extensive reading as the independent reading of large amounts of material for information or enjoyment, allowing students to read freely without pressure. This method encourages learners to choose texts that match their interests and proficiency levels, fostering motivation and engagement. In the Indonesian education context, as noted by Wei (2023), extensive reading is

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introduced at the junior high school level to enhance vocabulary, sentence structure awareness, and overall language proficiency.

Narrative texts, which are part of the junior high school curriculum, are stories that involve characters, settings, and plots designed to entertain and convey moral lessons (Arisman & Haryanti, 2019; Ningsih et al., 2021; Jaya et al., 2025). These texts follow a structured format orientation, complication, resolution, and sometimes reorientation making them suitable for comprehension exercises that improve students' reading performance, which refers to their ability to understand, analyze, and interpret texts effectively.

Perception, as described by Sweller (2020) and Sheng (2019), is a cognitive process through which individuals interpret and make sense of sensory information. In the context of reading, perception influences how students engage with and respond to texts. According to Fitria (2024), reading requires both perceptual and cognitive engagement. Herdina and Ningrum (2023) emphasize that students' perceptions of reading are shaped by factors such as text type, reading environment, and applied strategies.

Given these perspectives, understanding students' perceptions of extensive reading is essential for improving their performance in narrative texts. This study aims to explore how junior high school students perceive the role of extensive reading in enhancing their comprehension of story structures, characters, plots, and their ability to retell narratives accurately and coherently. The findings are expected to provide insights for educators to develop more effective reading instruction strategies that support students' literacy development. Based on observation, the researcher is interested in conducting a study titled "The Perception of Extensive Reading on Students Performance in Narrative Text".

2. LITERATURE REVIEW

Previous Research

Several prior studies have examined the role of extensive reading in improving students' language skills, particularly in

reading narrative texts. Research by Arnanto Anggara Poetra (2021) investigated students' perceptions of an extensive reading program in a tertiary English education setting. The case study revealed that extensive reading positively influenced students' interest in and awareness of reading, both academically and personally. Students reported becoming more accustomed to reading and observed improvements in their reading proficiency. The study highlighted that extensive reading was perceived positively and recommended that classes be more efficiently structured and creatively engaging.

Reading

Reading is the process of interpreting written symbols, such as letters and punctuation, and transforming them into meaningful words and sentences (Nadiyah et al., 2023; Barnett et al., 2019; Anderson & Pearson, 2020). This activity involves both the eyes and the brain, enabling readers to comprehend and analyze the text. Reading can be done silently or aloud, with silent reading being the more prevalent method. Reading as a complex activity that requires the ability to interpret and analyze the information within a text in an efficient and effective way (Carter, 2023; Parhadjanovna, 2023; Ningsih et al., 2021).

Extensive Reading

Extensive reading is a learning method that encourages students to read a wide range of materials in large quantities with the aim of gaining overall understanding and enjoying the process. The primary goal of extensive reading is to comprehend the content of reading material in an efficient and enjoyable manner, thereby enhancing students' interest in reading. Nation and Waring (2019) explains that extensive reading includes activities such as skimming and scanning, which aim to gain an overall understanding of a text without delving into details in depth.

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Perception

Perception is the process of organizing, recognizing, and interpreting sensory data to make sense of and understand the surroundings (Azli et al., 2018; Hadiani & Rohmah, 2021; Revniuk & Bátyi, 2023). According to Cahyono and Perdhani (2023) perception is process of understanding how the human brain works and how it forms interpretations of events. These interpretations are shaped by various factors, including emotions, motivations, education, and previous experiences.

Student Performance

Student performance is a comprehensive representation that includes both academic and non-academic aspects. Understanding the factors that influence this performance is important for developing strategies that support student growth and enhance their learning outcomes. As explained by McNamara (2015) performance is a multidimensional concept that include the skills, attitudes, and behaviors of a student.

Narrative Text

Narrative text is a type of writing that tells an event or story with a clear plot (Kamila & Wahyudi, 2025; Pratiwi et al., 2022; Arisman & Haryanti, 2019). This text generally has a systematic structure and aims to entertain, provide education, or convey a message to the reader. Narratives aim to engage through storytelling experience.

3. METHODS

This study employs a qualitative design with a descriptive approach, aiming to systematically and objectively describe a phenomenon without manipulation. It focuses on portraying students' perceptions of extensive reading and its influence on their performance in understanding narrative texts. According to Tisdell et al. (2025) and Patton (2020), qualitative research uses non-numerical

methods to collect and analyze data, while Miles and Huberman (2019) highlights its focus on individuals' interpretation of their experiences. The research was conducted at a vocational high school in Sritanjung, Banyuwangi, selected purposively as the research site. This descriptive study seeks to capture and explain existing conditions, opinions, and outcomes related to students' engagement in extensive reading. The researcher outlines each step of the research process, including data types, sources, sampling, collection, validation, and analysis methods, to understand how students perceive the role of extensive reading in improving their narrative text comprehension.

Research Design

This study use a qualitative design with descriptive approach. According to Patton (2020) Qualitative research methods involve non-numerical and non-statistical techniques for collecting, analyzing, and generating evidence. Miles and Huberman (2019) define that qualitative focus on understanding how individuals interpret their experiences, how they shape their perception of the word and the significance they assign to their experiences.

This research are uses descriptive approach. According to Neuman (2019), presenting data ia a qualitative descriptive study entails providing a clear and straightforward summary of the information arranged in a coherent and logical way. Focuses on discovering the nature of the specific events under study. Descriptive research is designed to depict a phenomenon and detail its attributes. The research that aims to characterize and explain things, like circumstances and conditions with existing relationships, opinions that form or develop, outcomes or impacts that happen. The researcher describes systematically about the

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students perception on extensive reading can enhance performance in narrative text.

Data Collected

The data collection method section in this study describes the procedures used to gather data on students' perceptions of extensive reading and its impact on their comprehension of narrative texts. Data were collected through questionnaires and interviews using a Likert scale administered to student respondents. In addition, students' learning outcomes in narrative text materials were used as supporting data. The researcher analyzes the questionnaire using a Likert scale adapted from Sugiyono (2021), with the following scoring system :

- a. SA (Strongly Agree)
- b. A (Agree)
- c. U (Undecided)
- d. D (Disagree)
- e. SD (Strongly Disagree)

Table 1.1 Likert Scale

No	Category	Score
1.	Strongly Agree (SA)	5
2.	Agree (A)	4
3.	Neutral (N)	3
4.	Disagree (D)	2
5.	Strongly Disagree (SD)	1

1. The total responses for each answer category in each aspect are calculated based on the completed questionnaires.
2. The data obtained from the questionnaire is then analyzed using a percentage calculating technique. The formula is as follows :

p: percentage

f: number of answer

n: number of sample

$$p = \frac{f}{n} \times 100$$

3. Finally, after calculating the percentage distribution, the researcher will provide detailed description of each statement based on the data.

The data collection process included the preparation of instruments, validation of the questionnaire, distribution of the questionnaire to respondents, and collection of students' learning scores. Through this method, the researcher obtained quantitative data, which were then analyzed to determine the relationship between students' perceptions of extensive reading and their learning outcomes in understanding narrative texts.

Data Validation Technique

Triangulation was selected as the validation technique for this study. According to Zakiyah et al. (2024), Triangulation is an approach that integrates multiple data collection methods to enhance the overall quality of qualitative research. It plays a key role in improving the study's validity, reliability, and credibility. Using different types of data, approaches, and theories allows researchers to better understand and explore the topic more completely. Triangulation is beneficial because it allows for a comparison between The findings from the interviews and questionnaires. By integrating the findings from both methods, the researcher can obtain reliable and well-rounded data.

Table 2. Tabulation Data from Questionnaire

No	Statement	Alternative Answer					Total
		SA	A	N	D	SD	
1	I enjoy reading narrative texts in English.	1	6	2	1	0	10
2	I read English narrative texts outside of class time.	1	6	2	1	0	10
s	Since practicing extensive reading regularly,I fell my reading skills has improved.	4	5	1	0	0	10
4	Extensive reading help me learn and remember more English vocabulary.	0	8	2	0	0	10
5	I find it easier to understand the storyline of narrative texts after doing extensive reading	1	4	3	1	1	10
6	I feel more confident when answering questions related to narrative texts.	2	4	3	1	0	10
7	I enjoy reading English narrative texts freely without pressure.	0	2	6	1	1	10
8	Extensive reading helps me visualize the stories I read more clearly	0	5	4	1	0	10
9	I believe my ability to understand the moral values in a story has improved through extensive reading..	1	7	2	0	0	10
10	Extensive reading motivates me to read more English narrative texts..	0	2	5	2	1	10
11	I have become more interested in narrative texts because of extensive reading	0	2	7	1	0	10
12	Extensive reading helps me understand narrative elements like setting, characters, and conflict	0	6	2	2	0	10
13	I believe that extensive reading has a positive effect on my performance in narrative text comprehension..	0	3	6	0	1	10
14	I think extensive reading should be continuously applied in English language learning.	0	6	3	1	0	10
15	Reading narrative texts increases my interest in English literature	1	5	4	0	0	10

4. RESULT AND DISCUSSION

Reading goes beyond recognizing words it helps students understand ideas, characters, and storylines. At the vocational high school level, good reading comprehension supports both academic success and language development. This study explores students' views on how extensive reading aids their understanding of narrative texts. The results show positive student perceptions and a clear link between reading involvement and improved vocabulary, story comprehension, and reading motivation. This chapter analyzes data from questionnaires, interviews, and observations to explain these findings.

I enjoy reading English narrative texts.
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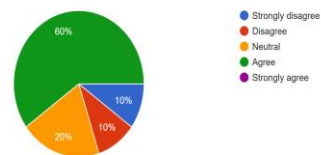


Chart 1. Enjoy Reading English Narrative Texts

Most students, with the majority (60%) choosing “Agree”. This shows a high level of interest in reading activities. This shows that narrative reading is an activity that is liked and not a burden. This high

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interest can be an important asset in learning English.

only impacts cognitive abilities, but also students' affective aspects.

I often read English storybooks outside of classroom activities.
10 jawaban

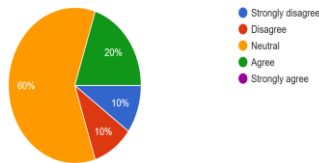


Figure 2. Read English Storybooks outside of classroom activities

Students stated that they read narrative texts outside of class hours. This shows that reading activities have become part of their habits independently, not merely because of school demands, although there are some students who do not do this.

I find it easier to understand the storyline of narrative texts after doing extensive reading.
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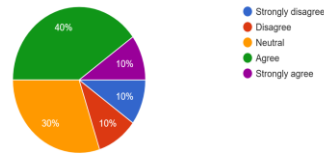


Figure 5. Storyline of Narrative Texts

The majority of students agreed that they understood the storyline better after participating in extensive reading activities. This indicates that the activity improves the ability to understand story structure, this can be seen 10% who answered strongly agree 40% who answered agree, 30% who answered neutral, 10% who answered disagree

Since practicing extensive reading regularly, I feel my reading skills have improved.
10 jawaban

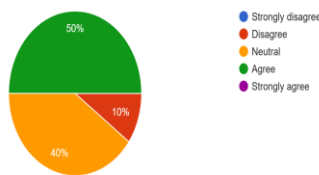


Figure 3. Improve Reading

From the diagram above, half of all students agree that after reading extensive reading can increase vocabulary. This can be seen from 50% of students who answered agree, 40% neutral and 10% disagree.

I feel more confident when answering questions related to narrative texts.
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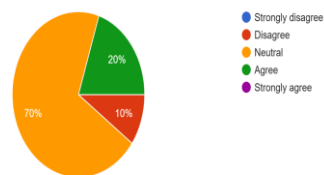


Figure 6. Increase Self-Confidence

From the diagram above, it could be that extensive reading can increase self-confidence, as seen from 70% answering neutrally, 20% answering agree and 10% disagreeing.

Extensive reading helps me learn and remember more English vocabulary.
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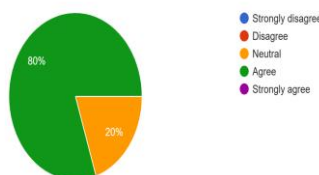


Figure 4. English Vocabulary

Most students showed increased confidence in reading comprehension after doing extensive reading, this can be seen 80% student choose agree and 20% student choose neutral. Which shows that this activity not

I enjoy reading English narrative texts freely without pressure.
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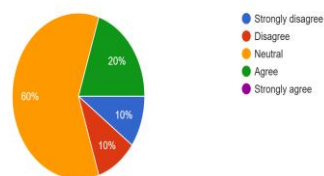


Figure 7. Enjoyed reading English narrative texts without pressure

Most students 60% were neutral towards the statement that they enjoyed reading English narrative texts without pressure, indicating that they were still in the

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adjustment stage or were not yet used to reading freely. As many as 20% of students agreed, indicating that a small number had enjoyed this activity, while 10% disagreed and 10% strongly disagreed, indicating that a small number of students felt that reading was still a burden.

Extensive reading helps me visualize the stories I read more clearly.
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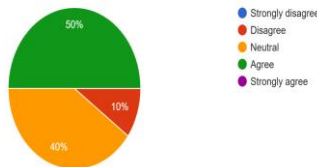


Figure 8. Extensive Reading

As many as 50% of students agree that extensive reading helps them visualize the story more clearly. Meanwhile, 40% are in a *neutral* position, indicating that they have not fully felt this benefit. Only 10% disagree, indicating that a small number of students have not felt the impact of story visualization from reading activities. These results indicate that most students are starting to get a stronger mental picture of their reading through extensive reading activities.

I believe my ability to understand the moral values in a story has improved through extensive reading.
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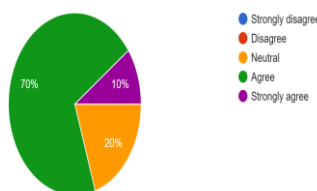


Figure 9. Moral Values

As many as 70% of students agreed that their ability to understand the moral values of the story increased through extensive reading activities. In addition, 10% of students even strongly agreed, indicating a strong recognition of the benefits of extensive reading. Meanwhile, 20% of students were neutral, indicating that a small number still had not directly felt the increase. These results reflect that the majority of

students felt the positive impact of extensive reading on understanding moral values in narrative texts.

Extensive reading motivates me to read more English narrative texts.
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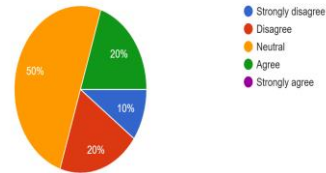


Chart 10. Extensive Reading Motivates

As many as 50% of students chose neutral to the statement that extensive reading motivated them to read more English narrative texts. This shows that most students have not fully felt the motivational drive from the activity. However, 20% of students agreed, indicating that some felt motivated. Meanwhile, 20% of students disagreed and *10% strongly disagreed, indicating that some students did not feel motivated to read more through this activity.

Overall, these results show that students' reading motivation is still moderate and needs to be improved through a more interesting approach, personalization of reading, or interactive learning.

I have become more interested in narrative texts because of extensive reading.
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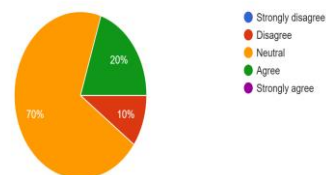


Figure 11. Interest in Narrative Texts

As many as 70% of students chose neutral to the statement that they became more interested in narrative texts because of extensive reading. This shows that most students have not really felt an increase in interest, although they do not reject it. Meanwhile, 20% of students agreed, indicating that a small number of students began to show an increase in interest in

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narrative texts. 10% of students disagreed, indicating that there were still students who did not feel a change in interest after participating in extensive reading activities.

These results show that although there is a positive impact, the extensive reading program still needs to be improved in terms of selecting interesting materials and a more enjoyable approach to really arouse students' interest in narrative texts.

Extensive reading helps me understand narrative elements like setting, characters, and conflict.
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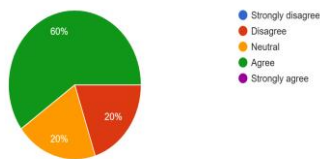


Chart 12. Understand Narrative Elements

As many as 60% of students agreed that extensive reading helped them understand narrative elements such as setting, characters, and conflict. This shows that the majority of students feel the direct benefits of reading activities towards understanding story structure. Meanwhile, 20% of students were in a neutral position, indicating that they may not have fully felt or realized the impact. Meanwhile, 20% of students disagreed, meaning that some students have not felt an increase in understanding of narrative elements through this activity.

Overall, these data show that extensive reading is quite effective in helping students understand important elements in narrative texts, but still needs to be improved so that it can reach all students evenly.

I believe that extensive reading has a positive effect on my performance in narrative text comprehension.
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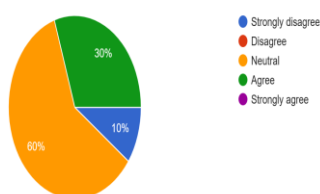


Chart 13. Narrative Text Comprehension

As many as 30% of students agreed that extensive reading had a positive impact on their ability to understand narrative texts. This shows that some students felt an increase in their performance in understanding the contents of the reading thanks to this activity. However, 60% of students chose neutral, indicating that the majority were not yet sure or were not fully aware of the impact of extensive reading on their understanding. Meanwhile, 10% of students even strongly disagreed, indicating that there were a few students who felt that this activity had no impact on their understanding.

Overall, although there was a positive impact felt by some students, strengthening is needed in the implementation of the program so that the benefits can be more real and evenly felt by all students.

I think extensive reading should be continuously applied in English language learning.
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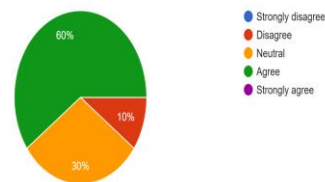


Chart 14. Implemented Continuously in English Learning

As many as 60% of students agreed that extensive reading should be implemented continuously in English learning. This reflects the majority of students' support for the sustainability of the program because they feel its benefits. Meanwhile, 30% of students chose neutral, indicating that they were not yet fully convinced or still needed further experience. Only 10% of students disagreed, indicating very little rejection of the sustainability of this activity.

Overall, the findings show that most students view extensive reading as an effective approach and believe it should be consistently incorporated in to the English learning process.

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Reading narrative texts increases my interest in English literature
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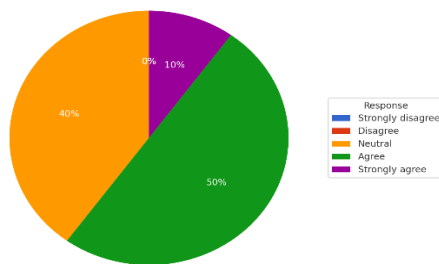


Chart 15. English Literature

Based on the diagram, 50% of students agreed and 10% strongly agreed that reading narrative texts increased their interest in English literature. Meanwhile, 40% of students were neutral, and no students disagreed.

This shows that 60% of students have a positive perception, indicating that extensive reading activities are effective in building interest in English literature, although some students have not felt the impact directly.

For the interview is used to support the answers from the questionnaires completed by students and to understand their perceptions on extensive reading can enhance performance in narrative text. The interview consists of ten questions.

From the questions "Can you tell us a little about your experience in reading English texts?" the students stated their answers as follows.

A1 : "Fun, can learn new things. But sometimes there are shortcomings, read fluently."

A2 : "It's fun, because it's fast or you can read English slowly."

A3 : "I started reading English texts since junior high and elementary school. It was difficult at first, but over time I got used to it."

Second questions "How often do you read narrative texts in English outside of schoolwork?"

A1 : "I sometimes read English short stories or novels during the weekend

when I have free time. Maybe once or twice a month."

A2 : "I always read narrative texts in English in my free time."

A3 : "I rarely read English narrative texts outside of schoolwork, usually only in my free time."

Overall, most students consider extensive reading as an activity that can be done flexibly according to time availability and interests.

Third questions "What types of stories or topics do you enjoy most in narrative texts?"

A1 : "Fabel."

A2 : "Fabel."

A3 : "fantasy"

Next questions is "What do you think is extensive reading?"

A1 : "Extensive reading is reading widely to understand the important reading."

A2 : "Read widely for understand important reading content quickly."

A3 : "Extensive reading is reading a lot of text for general understanding."

Next questions is "How do you feel when doing extensive reading? Do you enjoy it?"

A1 : "Yes, I enjoy extensive reading because it helps me learn new vocabulary and improve my English. It's fun when the story is interesting."

A2 : "Sometimes I enjoy it, especially when the story is easy to understand. But if the text is too difficult, I feel bored or confused."

A3 : "Yes. I feel relaxed and more enjoy extensive reading."

Next questions in "Do you see any differences between intensive reading and extensive reading? Can you explain them?"

A1 : "Yes, extensive reading is for finding information, while intensive reading is for gaining experience from reading."

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A2 : *"If intensive is to gain understanding, if extensive is to seek and obtain information."*

A3 : *"Yes, I think intensive reading is more focused on details and understanding every word, while extensive reading is more relaxed and about understanding the main idea."*

Next questions "Does extensive reading help you understand the plot of a narrative text?"

A1 : *"Yes, it helps me a lot, understand what is happening in the story."*

A2 : *"Sometimes. If the story is interesting and not too difficult, I can understand the plot better through extensive reading."*

A3 : *"A little bit. It depends on the story. Some stories are easy to follow, but others are confusing even with extensive reading."*

Next question is "Do you feel that your ability to understand characters, settings, and conflicts has improved through extensive reading?"

A1 : *"A little bit. I still struggle sometimes, but I think I'm getting better at knowing who the characters are and what they want."*

A2 : *"Yes, extensive reading helps me imagine the setting."*

A3 : *"I think my understanding has improved because I'm more used to reading English stories."*

Next question is "Do you find it easier to understand vocabulary and sentence structures in narrative texts after doing extensive reading?"

A1 : *"A little bit. I can understand more vocabulary than before, but some sentences are still difficult."*

A2 : *"Not so easy to understand"*

A3 : *"Sometimes. If the story is not too hard, I can understand the vocabulary and structure better."*

Last question is "Do you feel more confident when answering questions or doing assignments related to narrative texts after doing extensive reading?"

A1 : *"Sometimes. If I have read similar stories before, it helps me answer the questions more easily."*

A2 : *"No, because I am not confident when answering narrative text questions."*

A3 : *"Yes I am more confident in answering narrative text questions."*

Based on the results of interviews conducted to support the questionnaire findings, it can be concluded that students generally have a positive perception of extensive reading and its impact on their performance in understanding narrative texts. Most students find extensive reading enjoyable and beneficial, as it helps them learn new vocabulary, improve their English skills, and become more comfortable with English texts over time. They appreciate the flexibility of extensive reading, allowing them to read according to their interests and available time.

Discussion

Drawing upon data gathered through questionnaires, interviews, observations, and documentation, this study explores students' perceptions of extensive reading and its influence on their narrative text comprehension at SMK Sritanjung Banyuwangi. The results reveal that a majority of students exhibit a strong interest in reading English narrative texts, with 90% indicating enjoyment and engagement even beyond classroom settings. However, despite this interest, only 30% of students reported maintaining a consistent weekly reading habit, and 40% showed low reading frequency suggesting a gap between interest and sustained reading practices (Nation & Waring, 2019).

In terms of perceived benefits, 90% of students either agreed or strongly agreed that extensive reading facilitated vocabulary acquisition, and an equal percentage acknowledged improvement in their overall reading skills and confidence in understanding narratives. Specifically, 80% believed it enhanced their ability to comprehend storylines and characters, and 90% reported a better grasp of the moral messages embedded in texts an outcome supported by previous research highlighting the role of extensive reading in developing interpretative and inferential reading abilities (Wei, 2023).

Furthermore, 70% of students agreed that reading narrative texts inspired them to write creatively, while only 20% considered reading as being primarily driven by assignments. A significant proportion 70% also expressed that extensive reading deepened their interest in English literature, pointing to its role in fostering intrinsic motivation (Barchiya et al., 2024).

Interview data corroborated these findings, with students describing extensive reading as both enjoyable and meaningful. They reported improved confidence in story retelling, enriched vocabulary, and greater reading comprehension. Some participants also noted that the practice encouraged them to read more regularly and explore various genres, reflecting the motivational and affective dimensions of extensive reading highlighted in the literature (Tuzer & Kilimci, 2024).

In conclusion, students generally demonstrate positive attitudes toward extensive reading, acknowledging its impact on vocabulary growth, reading fluency, narrative comprehension, and motivation. Nevertheless, the inconsistent reading habits observed suggest the need for integrating extensive reading more systematically into English language instruction to cultivate sustained reading engagement and enhance comprehension outcomes.

5. CONCLUSION

Based on the analysis of questionnaire and interview data, it can be concluded that students generally perceive extensive reading as a valuable approach to enhancing their understanding of narrative texts. Many students enjoy reading English stories and believe that extensive reading helps them develop vocabulary, strengthen reading skills, and improve their grasp of narrative elements such as plot, characters, and moral values. These findings align with previous research that supports the role of extensive reading in promoting language growth, fluency, and learner engagement.

However, some challenges persist. While students acknowledge the benefits of extensive reading, not all engage in it regularly outside the classroom. Some still face difficulties in comprehension and lack confidence in completing narrative-related tasks, often due to limited language exposure or varying levels of motivation. A few students expressed less favorable views, likely influenced by personal learning preferences or past reading experiences.

Interview responses reinforce these findings, suggesting that students enjoy reading more when texts are appropriate to their interests and language levels. Yet, advanced texts remain a barrier for some, highlighting the need for differentiated support.

This study suggests that extensive reading should be integrated more intentionally into English language instruction, particularly in teaching narrative texts. Teachers are encouraged to create a supportive reading environment, offer a range of accessible and engaging texts, and build students' confidence through guided practice. Future research could explore how digital reading platforms, peer reading programs, or genre-based scaffolding influence students' long-term reading habits and narrative comprehension,

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especially among learners with lower motivation or limited exposure to English texts.

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