DEVELOPING SECONDARY SCHOOL STUDENTS'

READING ABILITY AND MOTIVATION

USING AN EXTENSIVE READING PROGRAM

A MASTER'S PROJECT

BY

YUTHANA URAIMAN

Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in English

at Srinakharinwirot University

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AN ABSTRACT

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Yuthana Uraiman. (2011). *Developing Secondary School Students' Reading Ability and Motivation Using an Extensive Reading Program.* Master's Project, M.A. (English). Bangkok: Graduate School, Srinakharinwirot University. Project Advisor: Dr. Walaiporn Chaya.

The purposes of this study were to investigate whether the extensive reading program (ERP) can develop students' reading ability, specifically reading comprehension and vocabulary acquisition, and enhance students' reading motivation. In addition, the students' opinions toward the ERP were investigated. The participants of this study were purposively selected from 9th graders learning in the academic year 2008 in Khamsaenwittayasan School, Naklang District, Nongbua Lamphu. The participants participated in the ERP for 12 weeks. The research instruments used in this study were 1) the Reading Test, 2) the Respondent's Background Questionnaire, 3) the Reading Motivation Questionnaire, 4) the ERP Evaluation Form, 5) Observation Form, 6) Book Report Form, and 7) the Reading Record Sheet. The analysis of quantitative data revealed the following findings. First, there was a significant difference between the overall mean scores of students' pre- and post -reading test at the 0.05 level. In addition, the significant differences were found between the mean scores of both the reading comprehension and vocabulary part of the students' pretest and post test at the 0.05 level. For the students' reading motivation, the analysis of the students' responses from the Reading Motivation Questionnaire indicated that after the ERP, the students had a significant higher level motivation than before the ERP. In terms of the four variables of reading motivation regarding Intrinsic Value, Extrinsic Utility Value, the Importance of Reading, and Reading Efficacy, the results also revealed the significant differences between the means of the level of reading motivation from the pre-and post-

questionnaires for all variables at the 0.05 level. Overall, the students' opinions towards the ERP were at the high level, indicating that the students were satisfied with the ERP. The findings suggested that reading teachers should help students to improve their reading ability, particularly reading comprehension and vocabulary learning by engaging them in the systematic extensive reading program, and allow them to independently choose the reading materials and books based on their reading proficiency and interest.

การพัฒนาความสามารถในการอ่านและการเสริมสร้างแรงจูงใจ ของนักเรียน
ชั้นมัธยมศึกษาปีที่ 3 โดยใช้โปรแกรมการอ่านหนังสือนอกเวลา

บทคัดย่อ
ของ
ยุทธนา อุไรมาลย์

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ
พฤษภาคม 2554

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นักเรียนชั้นมัธยมศึกษาปีที่ 3 โดยใช้โปรแกรมการอ่านหนังสือนอกเวลา. สารนิพนธ์ ศศ.ม.
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อาจารย์ที่ปรึกษาสารนิพนธ์: อาจารย์ ดร. วไลพร ฉายา.

งานวิจัยเรื่อง การพัฒนาความสามารถในการอ่านและการเสริมสร้างแรงจูงใจ ของนักเรียนชั้น มัธยมศึกษาปีที่ 3 โดยใช้โปรแกรมการอ่านหนังสือนอกเวลา มีวัตถุประสงค์เพื่อศึกษาประสิทธิภาพ ของโปรแกรมการอ่านหนังสือนอกเวลา ในการพัฒนาความสามารถในการอ่านและการเสริมสร้าง แรงจูงใจในการอ่านของนักเรียน และศึกษาทัศนคติของนักเรียนที่มีต่อโปรแกรมการอ่านหนังสือนอก เวลา กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้เป็นนักเรียนระดับชั้นมัธยมศึกษาปีที่ 3 ปีการศึกษา 2551 โรงเรียนคำแสนวิทยาสรรค์ อำเภอนากลาง จังหวัดหนองบัวลำภู จำนวน 21 คน นักเรียนที่เป็นกลุ่ม ทดลองเข้าได้รับการฝึกการอ่านจากการเข้าร่วมโปรแกรมการอ่านหนังสือนอกเวลาเป็นเวลา 12 สัปดาห์ เครื่องมือที่ใช้ในการวิจัยประกอบด้วย 1) แบบทดสอบความสามารถด้านการอ่านก่อนและหลังการ ทดลอง 2) แบบสอบถามข้อมูลทั่วไป 3) แบบสอบถามความคิดเห็นเกี่ยวกับแรงจูงใจในการอ่าน หนังสือนอกเวลา 4) แบบสอบถามความคิดเห็นของนักเรียนต่อโปรแกรมการอ่านหนังสือนอกเวลา 5) แบบสังเกต 6) แบบบันทึกการอ่าน และ 7) แบบรายงานสรุปเรื่องที่อ่าน ผลการวิจัยพบว่าค่าเฉลี่ย ของคะแนนผลสัมฤทธิ์ในการอ่านโดยรวมจากการทดสอบความสามารถในการอ่านก่อนเรียนและหลัง เรียน มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 นอกจากนี้ ความสามารถในการอ่านทั้ง 2 ด้าน คือ ด้านการอ่านภาษาอังกฤษเพื่อความเข้าใจและการพัฒนาการเรียนรู้คำศัพท์ แตกต่างกันอย่างมี นัยสำคัญทางสถิติที่ระดับ 0.05 สำหรับการเสริมสร้างแรงจูงใจในการอ่าน พบว่า คะแนนเฉลี่ยของ ระดับแรงจูงใจในการอ่านสูงขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และพบว่าสูงขึ้นทั้ง 4 ประเภท ของแรงจูงใจคือ แรงจูงในภายใน แรงจูงใจภายนอก ความสำคัญของการอ่าน และการรับรู้ ความสามารถในการอ่าน นอกจากนั้นยังพบว่า กลุ่มตัวอย่างมีความพอใจต่อการเข้าร่วมโปรแกรมการ อ่านหนังสือนอกเวลาอยู่ในระดับสูง ข้อเสนอแนะจากการวิจัยครั้งนี้ คือ ครูสอนอ่านควรส่งเสริมให้ นักเรียนอ่านหนังสือนอกเวลาอย่างเป็นระบบ โดยเลือกบทอ่านและหนังสือตามระดับความสามารถ และความสนใจของตนเอง

The Master's Project Advisor, Chair of the Master of Arts Program in English, and Oral Defense Committee have approved this master's project Developing Secondary School Students' Reading Ability and Motivation Using an Extensive Reading Program by Yuthana Uraiman as partial fulfillment of the requirements for the Master of Arts degree in English of Srinakharinwirot University.

Master's Project Advisor

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(Dr. Walaiporn Chaya)

Chair of the Master of Arts Program in English

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(Asst. Prof. Dr. Supaporn Yimwilai)

Oral Defense Committee

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(Dr. Walaiporn Chaya)

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(Asst. Prof. Penny Diskaprakai)

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(Ms. Sopin Chantakloi)

The Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts degree in English of Srinakharinwirot University.

…………………………………Dean of the Faculty of Humanities

(Dr. Wanee Aujsatid)

May ……., 2011

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CHAPTER I

INTRODUCTION

Background of the Study

In the era of globalization, or the so-called the age of information and technology (IT), English is regarded as one of the most widely used languages all over the world. English plays an important role on many people in every country in its varieties of purposes and a wide range of uses. In the world business, English is used as an international language to communicate and negotiate among business people. English is also used as an official language in many international organizations such as the United Nation (UN), the World Health Organization (WHO), the International Monetary Fund (IMF) and so forth. In addition, English is a tool in the scientific, medical and industrial development as well as in the research areas and computer technologies. Thus English is one of the most important subjects taught as a second language (ESL) and foreign language (EFL) in schools in which the learners are not native speakers. Those non-native English learners need to develop four skills: listening, speaking, reading and writing to meet their needs and purposes.

In the Thai educational environment, English is taught as a foreign language. It is like in many EFL academic contexts in which English is required at the elementary, secondary and university level. To use English effectively and successfully, Thai EFL students also need to develop four basic skills of English. However, researchers point out that reading is probably the most frequently used by ESL or EFL students, and it is the most essential skill in their academic environment (Carrell, 1993, Anderson, 1999) since reading is a vehicle to the other fields of knowledge. English reading is very necessary for Thai EFL students who want to study in higher education. At present, students need

to use reading skills to read many kinds of texts in their daily life, work, and study because they will need to refer to the resources such as books, texts, journals, magazines, newspapers or even entertainment materials available in English.

According to the National English Curriculum (2001), the standard-based curriculum, from elementary to high school level, English is also a core subject in which the students are taught based on their English proficiency sequentially from the preparatory level (Grade 1-3), beginning level (Grade 4-6), developing level (Grade 7-9) and expanding level (Grade 10-12). That is, every Thai student must learn English for at least 12 years from grade 1 to grade 12. At the end of grade 12 or Mattayomsuksa 6, the students need to prepare themselves to enter a state-run university. These high school students need reading skills because in the English entrance examination, they need to read long and complicated passages. In addition, they need to search for information by reading text from the traditional library and research from the websites to fulfill their studies. Mostly, the sources on the websites are produced and distributed in English. If the students can read effectively, they will gain more knowledge and can learn independently as a self study leading to life-long learning.

However, most Thai EFL students do not read much, and they have many problems reading in English although they have studied English for many years. The survey by the National Statistics Organization (2005) revealed that 30.9 % of Thai people did not read books (L1). For Thai students who did not read books (L1), the survey showed that most of them did not enjoy reading. The survey also indicated that Thai students' reading performance is at the low level. According to the National Test (NT) 2007, the average score of English subject for both lower and upper secondary school students is less than 50 %. When comparing to NT 2006, the average score is lower than the previous one (Bureau of Educational Testing, 2008). This indicates that the English

proficiency of Thai students decline. The results of the NT also revealed that the students lack reading skills in comprehending texts.

Many studies have been conducted to study Thai students' reading ability as well as the problems and the causes of problems in English reading. For example, Chaimanee (2004) pointed out those grade 7 students have a low proficiency in English reading, and they do not want to read although there was an external reading book to promote good reading habit. She also indicated that students did not have a chance to choose the texts that are suitable for their English proficiency level and their interest. Intarasombat's study (2002) revealed that Thai EFL students have difficulty reading in English because they do not have vocabulary development. The problem of lacking the knowledge about vocabulary also affects students' reading ability. Jengpiboolpong's study with grade 9 students (2007) showed that Thai students' reading ability was quite low, they had low motivation to read, and the in-class texts were not interesting to them. The result of this study also revealed that the reading texts were not appropriate for the age or the students' English proficiency. Chandavimon (1998) pointed out that the method of teaching English reading in Thai classroom is based on translation method. This approach of teaching does not encourage the students' motivation to read because the teacher chooses the reading materials for the students, and the students read the same book or story. This has led to the low motivation to learn to read. The students then do not want to read and get bored with the reading class.

To the researcher's experience teaching both lower and upper secondary students, the time constraint is another cause of a failure in reading. In the previous National English Curriculum (1996), the students were required to study English four hours a week, but in the National English Curriculum 2001, the students study English three hours a week. According to both curriculums, English is a core subject which aims to

develop four skills of English: listening, reading, speaking and writing; the teacher then needs to allocate time to teach all four skills within three periods. Therefore, the teacher does not have sufficient time to develop students' reading skill. Moreover, the teacher has limited time for reading activities that can promote students' reading habits. All in all, the textbook used in English class does not support reading activities, either.

Therefore, it is very necessary for the reading teachers to find effective techniques to develop Thai students' reading ability and enhance them to read more successfully. The researcher sees the need to implement the extensive reading program since many researchers (Mason & Krashen, 1997; Bell, 2001; Takase, 2007; Mori, 2002; Hitosugi & Day , 2004; Pigada & Schmitt, 2006 and Nishino, 2007) point out that extensive reading is the most effective way for ESL and EFL learners to improve vocabulary and reading competence.

It is then necessary to clarify what extensive reading is and how it can help to improve students' reading ability and increase motivation to read. Extensive reading (ER) generally refers to reading with a lot of self-selected and easy texts and no exercises or practice. Extensive reading is also referred to as language teaching procedure in which the language learners are required to read large quantities of reading materials with few or no specific skill practices and reading strategies. The purpose of extensive reading is primarily for pleasure, general meaning, curiosity, and individual interest (Day & Bamford, 1997; Hafiz &Tudor, 1989 cited in Hedge, 2000). The previous studies on extensive reading show the benefits of extensive reading activities in many aspects. For example, by reading a lot of interesting texts, the language learners can learn new vocabulary and review old vocabulary. In addition, extensive reading helps to improve the learners' reading competence as well as reading fluency.

Nation (1997) described many benefits of extensive reading by reviewing the early studies (Elley, 1991; Elley & Mangubhai, 1981; Todor & Hafiz, 1989; Hafiz & Todor, 1989; Huang& Naerssen, 1987; Herman& Anderson, 1985; and White & Krashen, 1989) conducted with both native and non-native speakers of English. According to Nation, extensive reading is beneficial to language learners because by reading, the learners can learn individually at their own language proficiency level. Nation further discusses that the learners can choose the reading materials suitable for their interests. This can lead to the increase in reading motivation, especially high intrinsic motivation. The findings of the experimental study also revealed that through extensive reading, students improve their reading ability, and there are improvements in language uses as well as areas of language knowledge. The study also indicated that there are effective benefits because learners are successful in reading and related skills such as writing, so they enjoy reading and language learning, and see the value of study of English.

Mason and Krashen (1997) investigated whether extensive reading helps unmotivated students of EFL improve their English competence. The subjects were university students in Japan, divided into two groups, the experimental and comparison group were taught by traditional method. The students in the experimental group had failed the EFL class, and were assigned to read from the collection of 50 books during the second semester both in class and as homework, write a short synopsis for each book, and a diary recording their feelings, opinion and progress. The results revealed that the experimental group made more gained scores than the comparison group. That is, they made a clear improvement in English reading ability.

In L1 reading, Hitosugi and Day (2004) conducted the extensive reading program with Japanese university students enrolled in a Japanese course. The subjects were assigned to choose to read from 266 Japanese books for ten weeks. The results showed

that the students improve their reading comprehension and increase in a positive attitude and motivation for learning Japanese.

In second and foreign language contexts, the results of the studies on extensive reading are in line with the early studies. Lueng (2002) investigated the impact of extensive reading on Japanese adults' self-study over twenty-week period. The research instruments used in the study were a learner diary, audio-record and vocabulary test. The results revealed that extensive reading can enhance vocabulary acquisition and reading comprehension as well as promote a positive attitude toward reading. Mori (2002) investigated Japanese EFL students' reading motivation by using the questionnaire. The students took reading courses in which the SAR reading texts were used extensively. The results revealed that in a long-period reading behavior, intrinsic value of reading and learning English were important predictors of the amounts that the students read. Takase (2007) examined factors that motivate Japanese high school students to read extensively. The subjects were 219 female high school students who participated in extensive reading program for one year. The results showed that the two, most influential factors were student's intrinsic motivation for first language and second language reading. Yamashita (2007) examined the relationship between both first language and second language reading attitudes, and learners' performance in L2 extensive reading. The participants were Japanese university students who have different academic background: engineering, agriculture, education and literature, enrolled in EFL extensive reading class. The students were assigned to read from the variety of graded reader series consisting of 420 books. The results revealed the importance of understanding learner's attitudes to read both in L1 and L2 for motivating learners' involvement in extensive reading. The results also showed the relationship between L1 and L2 reading attitudes with learners' performance in extensive reading.

In a longitudinal case study, Nishino (2007) investigated reading strategies and motivation of two Japanese junior high school students beginning to read extensively in English. The study lasted for 2.5 years. The participants were interviewed four times and given tests regularly. The researcher also observed the students' behavior in each reading session. The results revealed that the two students used a variety of reading strategies and their reading motivation had changed as they became fluent readers.

In another case study with a leaner of French, Pigada and Schmitt (2006) investigated whether an extensive reading program can enhance lexical knowledge. This study assessed a relatively large number of words (133), and examined whether one month of extensive reading enhanced knowledge of these target words' spelling, meaning, and grammatical characteristics. The study also explored how vocabulary acquisition varies according to how often words are encountered in the texts. The results indicated that knowledge of 65% of the target words was enhanced in some way, for a pickup rate of about 1 of every 1.5 words tested. Spelling was strongly enhanced whereas meaning and grammatical knowledge were also enhanced, but not to the same extent. The study also suggested that learners gained more vocabulary acquisition through extensive reading.

In the Thai context, researches on extensive reading were conducted with upper and lower secondary school students. Chaimanee's study (2004) investigated grade 7 students' reading ability in extensive reading. The subjects were 118 students, divided into two groups: an experimental group and a control group of 59 students each. The students in the experiment group participated in the extensive reading program for eight weeks. The students chose the books from the self-access center which consists of 600 books on different types and a variety of topics and with different readability. The results from the reading comprehension test showed that the students in experimental group

outperformed the students in the control group which suggested that the reading ability of the students who participated in the extensive reading program was higher than the students who were not in the program.

In another study, Tutwisoot (2003) examined 15 grade ten (Mattayomsuksa 4) students' reading comprehension who participated in the extensive reading program. The duration of the experiment was eight weeks. The subjects were given reading comprehension test and questionnaire. The results showed that the score in reading comprehension test was significantly increased. The students were satisfied with the extensive reading program and the materials provided. In addition, the students could manage to read independently with pleasure.

As discussed above, the results of the studies on extensive reading both with L1, ESL and EFL learners were collaborated. To be more specific, the extensive reading can increase students' reading ability, vocabulary learning, positive attitudes and motivation. It is then very interesting to implement this program with Thai students to examine whether extensive reading can yield the similar results as those of the previous studies. The results might be beneficial for Thai students and reading teachers who find an effective way to encourage Thai students to read more and enjoy reading: as a result, they can gain more knowledge by using reading as a tool to search in different areas of the subject matters.

Statement of the Problem

Teaching reading is a difficult task for English teachers. For teachers, there are many approaches in teaching reading. One of the most interesting is an extensive reading approach. An extensive approach is based on the belief that when students read for

general comprehension large quantities of texts of their own choosing, their ability to read will consequently improve (Aebersold & Field (1997). The extensive reading approach, regarded as reading for fluency, generally involves reading a large amount of reading materials for pleasure and getting an overall understanding of the materials. Many studies related to extensive reading program, as mentioned above revealed that extensive reading is very successful in developing students' reading ability.

In Thailand, there are few studies on extensive reading approach, especially the study with secondary school students. Chaimanee (2004) revealed that Thai teachers have used external reading books in reading classes, but it was not successful. Then she tried to use extensive reading program in her class (grade 7). She found that extensive reading program can develop students' reading ability. However, the extensive reading program is limited in Thailand. According to Chaimanee's research, it cannot yet be concluded that an extensive reading program can be successful in Thailand. As a result, further research on extensive reading program for Thai students is required. In this study, the extensive reading program will be an alternative reading program for Thai teachers to help students develop their reading ability both for reading comprehension and vocabulary growth, and encourage motivation for their reading.

Purposes of the Study

This study aimed to investigate whether the extensive reading program can develop students' reading ability and enhance students' reading motivation. The purposes of the study were to:

1. find out whether the extensive reading program can improve students' reading ability.

2. explore the students' reading motivation toward the extensive reading program.

3. investigate the students' opinions toward the extensive reading program.

Research Questions

The present study addressed 3 main research questions:

1. Does the extensive reading program improve students' reading ability?

    1.1 Does the extensive reading program improve students' reading comprehension?

    1.2 Does the extensive reading program lead to vocabulary acquisition?

2. Does the extensive reading program enhance students' reading motivation?

3. What are the students' opinions toward the extensive reading program?

Significance of the Study

Many studies revealed that extensive reading approach is very beneficial and practical in teaching reading and it can be applied to both in class and out of class. Extensive reading is not quite new in Thailand; however there are a few researches on the benefit of the extensive reading approach. It is, therefore, very interesting to study the outcome of this approach on reading comprehension and motivation with a group of Thai students. The outcome of this present study will be beneficial to both teachers and students. For teachers, the extensive reading program will be an alternative for them to teach reading skills and fulfill their teaching. Next, students who participate in the program will be better in reading comprehension, have a high motivation in reading and have better reading habit.

This study will be also beneficial and contributed to Thai EFL reading contexts as its theoretical and practical significance. This study would bring new ideas in teaching reading and developing secondary students' reading skills in order to apply with the extensive reading program in the future.

Definition of Terms

The key terms used in this study need to define since they will used repetitively and frequently in the study.

The extensive reading program refers to the reading program organized by the researcher. The program is based on an extensive reading approach: the independent reading of a large quantity of materials for information or pleasure, focusing on reading for fluency, and to promote the reading habit together with independent learning.

Reading Ability refers to the ability to understand English written texts in both aspects: reading comprehension and vocabulary knowledge.

Reading Motivation refers to positive attitude toward reading in English and willingness to read more English materials.

Summary of the Chapter

This chapter provided the background of the study. The chapter first discussed the importance of reading in English in Thai students and the need to develop reading ability of Thai EFL students. It also described the problems and difficulties in reading of Thai students revealed by numerous studies and the researcher's experience teaching at the lower and upper secondary school for many years. The chapter also stated the necessity to improve students' reading ability and the motivation to read through the extensive reading

program. Finally, chapter one considered the purpose of the study, the significance of the study, and the definition of terms. The next chapter reviews the related literature.

The Organization of the Research

The rest of the research comprises of four chapters as in the following:

Chapter two discusses the literature relevant to the present study consisting of the reading theories: the reading models and reading comprehension, motivation and its effects on ESL and EFL reading, the final part of the chapter discussed the previous studies on extensive reading.

Chapter three describes the research methodology consisting of participants and the sampling procedure, research instruments, the procedures for implementing the extensive reading program, data collection and data analysis.

Chapter four presents the results of the study into three parts in accordance with each research question.

Chapter five discusses the major findings, provides the limitations and the implications for the reading teachers and course designers, and presents the recommendation for further studies.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this study, the researcher examined how extensive reading helps to improve secondary students' reading ability, specifically reading comprehension and vocabulary learning. The study also examined whether the extensive reading program enhances students' reading motivation. This chapter is the review of related literature as the background for better understanding of the present study. It contains four main parts: first it describes reading theories. The second section deals with extensive reading. The third section is motivation. The last section discusses the previous studies related to this study.

Definition of Reading

Reading is regarded as an important part learning process of human. Reading helps people approach to knowledge and fulfills people's learning. Many specialists have defined the definitions of reading in many ways. In general, reading has been viewed as a complex activity. Barnett (1989) discusses that reading involves interdisciplinary insights from such diverse fields including psychology, sociology, education, and theoretical and applied linguistics. In Huey's concept, (1968) reading is a very complicated working of the human mind. According to Goodman (1967), reading is "a psycholinguistic guessing game"- a process in which the reader predicts what comes next on the basis of what the reader has already read. Goodman also states that reading was a letter by letter coding process that a person conducts in the same manner as a computer reads the information from a diskette. In addition, Williams (1984) defined reading as a process whereby one looks at and understands what has been written. The key word of reading is

"understanding". Based on the definitions discussed by many researchers, it can be concluded that reading is a complex process of understanding the reading materials.

Model of Reading

There are four theories in reading process: bottom-up, top-down, interactive, and transaction theory (Barchers, 1998, p.14).

Bottom-up Model

The bottom-up theory or data driven model emphasizes a starting point such as word identification. It is how a sentence is built from words as the reader moves their eyes through the text in linear fashion. From this broad view theory, the reader gains the information from words, interprets this information into a syntactic form and then, into a discourse and a semantic form as shown in Figure 1.

Comprehension of Text
↑
Reading Full Text
↑
Reading Paragraphs
↑
Reading Sentences
↑
Reading Words
↑
Reading Letters
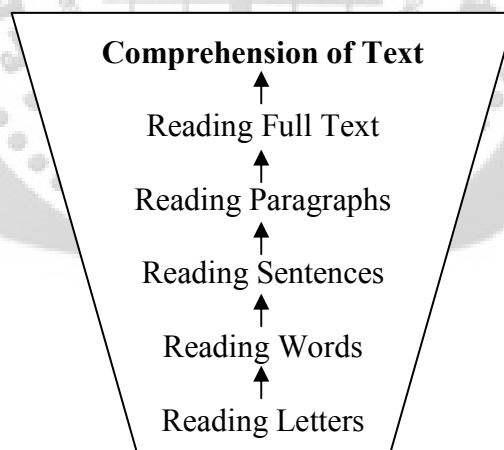
Figure 1. Bottom-up Model

Source: Brachers (1998, p.15)

Top-down Model

       The procedure of top-down theory is based heavily on previous knowledge and

the experience of the reader (Barchers 1998, p.17). It means that the reader should have

enough knowledge and experience about the subject in order to comprehend it. Figure 2

illustrates the top-down theory.

Knowledge and Experience

Purposes for Reading

Comprehension of Text
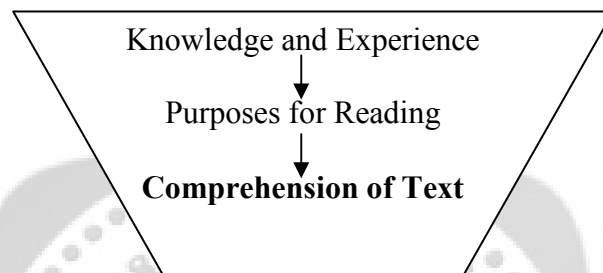
Figure 2. Top-down Model

Source: Brachers (1998, p.17)

Interactive Model

       The interactive theory is the combination between both bottom-up and top-down

theory as shown in Figure 3. The gist of this theory is that the students use their prior

knowledge (top-down theory), and their decoding skills (bottom-up theory)

simultaneously, in order to gain the meaning from the text. It is believed that if the

students have fair amount of previous knowledge about the text, it will be much easier

than if he/she has a little or no knowledge about the topic.

Experience, Knowledge and Emotions

Purposes for Reading or Reader's intention

Comprehension of Text

Select unit of print

Reading Text

Paragraphs

Reading Sentences

Reading Words

Reading Letters
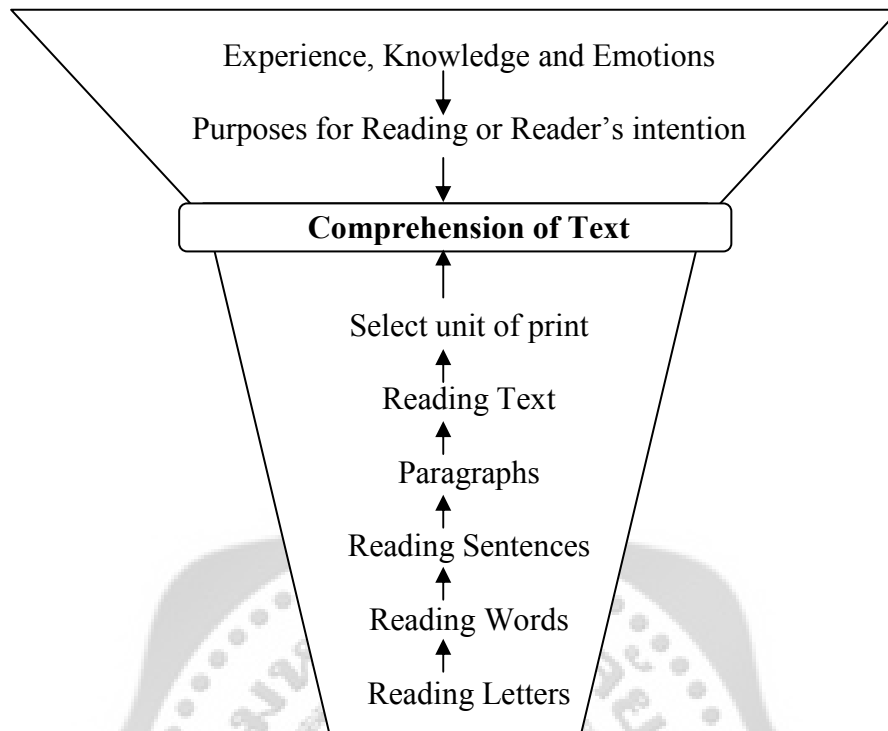
Figure 3. Interactive Model

Source: Brachers (1998, p.18)

Transactional Model

The transactional theory expands the interactive theory by combining with the

influence of social context on comprehension. That means in this theory, students

comprehend texts through three parts: prior knowledge, decoding skills, and contexts as

shown in Figure 4.

Experience, Knowledge and Emotions
↓
Purposes for Reading or Reader's intention
↓
Comprehension of Text

Context → ↑ Select unit of print ↖ Context
↑
Reading Text
↑
Paragraphs
↑
Reading Sentences
↑
Reading Words
↑
Reading Letters
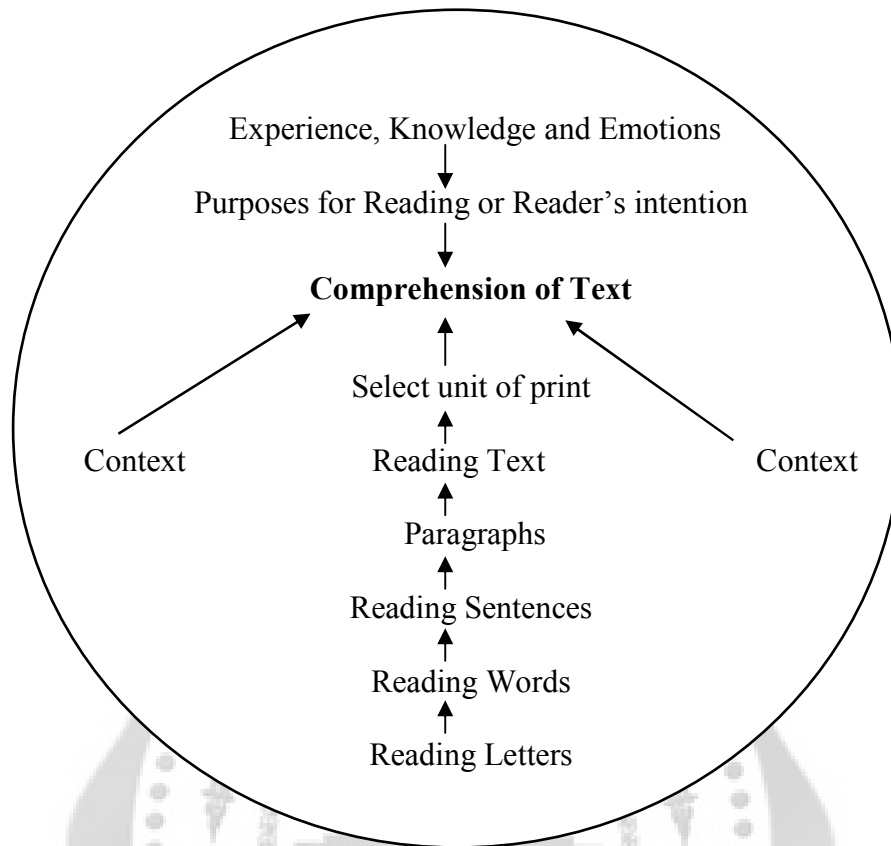
Figure 4. Transactional model

Source: Brachers (1998, p. 20)

Reading Comprehension

"Reading comprehension is the acquisition of information from printed materials. If information is not processed, if comprehension has not taken place, then reading has not occurred. Reading is comprehension"(Lapp and Flood, 1986, p.116). Student who comprehends a text is the one who is actively involved in the written material. Reading is not a passive process; it demands active participation. The reader has to decode, search his memory, and think while processing a text. Therefore comprehend is regarded as the principal point of reading. The simplest definition of comprehension is understanding what we read. It is the ultimate goal of any kind of reading. In the real life, readers use

all three reading theories: Bottom-up, Top-down, and Interactive Theory as their reading process to comprehend texts.

Level of Comprehension

Ruddell (2001) categories comprehension into three levels: literal comprehension, interpretative comprehension, and applied comprehension.

1. Literal comprehension is the meaning that the reader gains from reading linearly. The reader builds up the meaning from the author's direct intention message. The reader needs to understand the ideas stated directly to handle literal questions.

2. Interpretative comprehension requires the reader to read between the lines. The reader gains the meaning from the author's messages that are not stated directly. In order to answer the interpretative questions, the reader should be able to make conclusions, compare and understand the symbolic use of language and ideas.

3. Applied comprehension is the meaning gained from reading beyond the lines. The reader is able to understand and relate to the information embedded in the text with his prior knowledge. The answer for the questions at this level can be retrieved when the reader links the new information with the previous knowledge.

Extensive Reading

Definition of Extensive Reading

"Extensive Reading" is the term that firstly applied in foreign language pedagogy by Harold Palmer (Kelly, 1969). Extensive reading has similar ideas as various terms previously used such as "abundant reading", "supplementary reading", "sustained silent reading", "pleasure reading", or "free voluntary reading"(Day and Bamford, 1998). Palmer (1964, 1968 as cited in Day 1998) states that extensive reading means "rapidly"

reading "book after book". Hafiz and Tudor (1989) pointed that the aim of extensive reading is "to 'flood' learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material. The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run produce a beneficial effect on learners' command of the L2". According to the Longman Dictionary of Applied Linguistics, "extensive reading means reading in quantity and in order to gain a general understanding of what is read". It is "intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading"(Richards, Platt, and Weber, 1985, p.100).

From the definitions above, it can be concluded that Extensive Reading (ER) refers to a reading program that provides students with a variety of reading materials that are suitable for their reading abilities. The main purpose of ER is to encourage students to read English texts as much as possible on a wide range of topics, according to their reading speed. The general aim of ER is reading for pleasure, information, and general understanding.

The Characteristics of an Extensive Reading Approach

Day and Bamford (1998) describe the characteristics of extensive reading approach in ten items including the purposes of reading, the materials needed for the program and the linguistic knowledge required for reading, as follows: First, in extensive reading the students need to read as much as possible, perhaps in and definitely out of the classroom. Second, a variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways. Thirdly, students select what they want to read and have the freedom to stop reading material that fails to interest

them. Fourth, the purposes of reading are usually related to pleasure, information, and general understanding. These purposes are determined by nature of the material and the interests of the student. Fifth, reading is its own reward. There are few or no follow-up exercises after reading. Sixth, reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult. Seventh, reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses. Eighth, reading speed is usually faster rather than slower as students read books and other material they find easily understandable. Ninth, teachers orient students the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program. Finally, the teacher is a role model of a reader for students – and active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader (pp.7-9).

Benefits of an Extensive Reading Program

Extensive reading is a topic that has been discussed over last decades and its benefits have been generally approved by many researches. Day and Bamford (1998) agree that students who read more will not only become better and more confident readers, but they will also improve reading, writing, listening and speaking abilities and their vocabulary will get richer.

Extensive Reading and Reading Comprehension

Based on the belief when students read for large quantities of texts of their own choosing, their reading ability will consequently improve, so extensive reading is

implemented to class (Aebersold and Field, 1997). Nuttall (2000) supported how

extensive reading can improve reading ability. In her view, reading ability can be

reflected from four factors: enjoyment, speed, quantity, and comprehension. She stated

that weak readers are trapped in the vicious circle as shown in Figure 5. The main

problem of weak readers is they do not enjoy reading. As a result, they read as little as

possible and have little practice in reading. They continue find it difficult to understand

what they read. They remain slow readers.
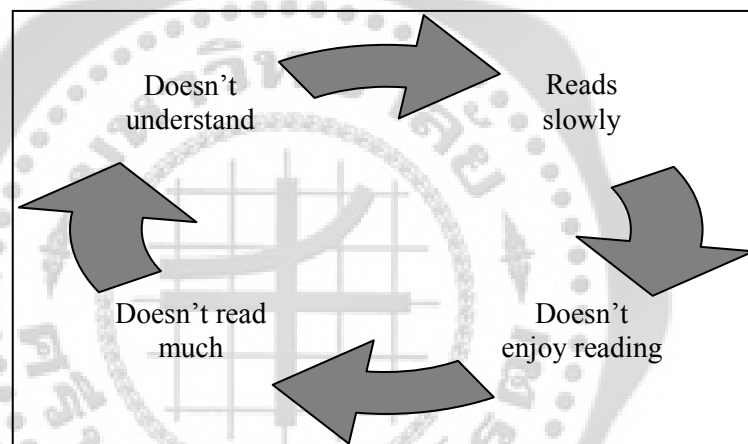
Figure 5. The Vicious Circle of the Weak Reader

Source: Nuttall (2000, p.127)

Nuttall also suggested the way to help weak readers to get out of the cycle of

frustration and enter instead the cycle of growth represented in Figure 6. She explained

that speed, enjoyment, comprehension are closely linked with one another, and with the

amount of practice a reader gets. The most important factors to help getting out of the

vicious circle and into the virtuous one is enjoyment, closely followed by quantity. That

is extensive reading is the key. When readers enjoy reading and read a large amount of books, their reading comprehension will be consequently improved.
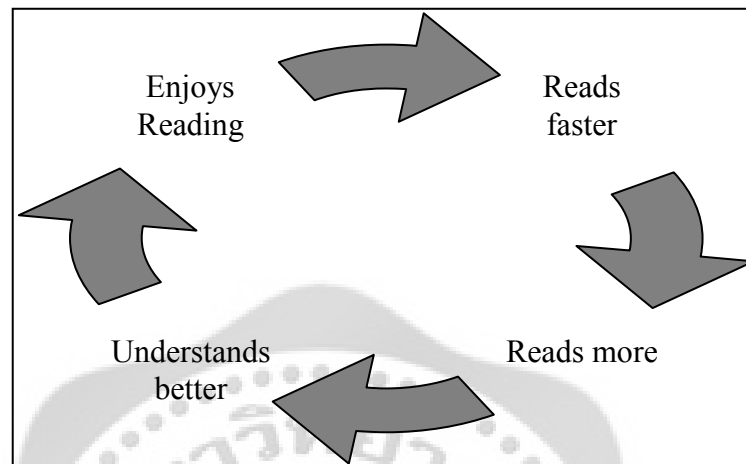
Figure 6 The Virtuous Circle of the Good Reader

Source: Nuttall (2000, p.127)

Extensive Reading and Vocabulary Growth

In extensive reading, learners select and read large amounts of materials that interest them and that are within their level of comprehension. Successful programs integrate extensive reading with speaking, listening, and writing tasks and encourage large quantities of reading over long periods of time (Elley, 1991; Elley and Manguhai, 1981). Research studies credit extensive reading with improvements in motivation, reading, writing, spelling, vocabulary growth and reading fluency (Day and Bamford, 1998, pp. 32-39). Because of these benefits, it should be implemented early curriculums for the purposes of increasing vocabulary size and developing fluency with known vocabulary (Nation and Wang, 1999).

In vocabulary acquisition, there are two types of vocabulary instruction and learning: promoting explicit lexical instruction and learning strategies; and creating

opportunities for engaging in implicit Lexical Instruction and learning strategies. Extensive reading is in the latter approach as shown in Figure 7.

```
                    ┌─────────────────────┐
                    │ Goals and Objectives │
                    └─────────────────────┘
                              ↕
              ┌──────────────────────────────────────────┐
              │ Assessing Vocabulary Knowledge and Skills │
              └──────────────────────────────────────────┘
```

Explicit Lexical Instruction
and Learning Strategies

Implicit Lexical Instruction
and Learning Strategies

Studying
Decontextualised
Lexis

Using
Dictionaries

Inferring Vocabulary
Meaning from Context

Meaning-focused
Reading

Acquiring
New Vocabulary

Consolidating
Previously Met
Vocabulary

Elaborating
Vocabulary
Knowledge

Increasing
Vocabulary Size
through Extensive Reading

Developing
Fluency

Figure 7. A Framework for Developing EFL Reading Vocabulary

Source: Hunt and Beglar (2005, p. 3)

Goals of an Extensive Reading Program

After setting up an extensive reading program in school, it is necessary to set goals of the program to see whether it is successful. Day and Bamford (1998) state that the students attending extensive reading program should have a positive attitude toward reading in the second language; confidence in their reading; motivation to read in the second language; read without constantly stopping to look up unknown or difficult words

in the dictionary; increase their word recognition ability; know for what purpose they are reading when they read; read at an appropriate rate for their purpose in reading; and know how to choose appropriate reading materials for their interests and language ability (pp. 45-46)

Materials for Extensive Reading

The materials that teacher is going to provide are the most important factor to hook students' interest. In the extensive reading program, materials used should be in terms of a variety of interesting activities in order to motivate students (Yopp, 1991). Simensen (1987) classifies materials for extensive reading into three types: 'authentic readers' (not written for language learners and published in the original language); 'pedagogic readers' (specially written for language learners from authentic texts with various types of control placed on the language); 'adapted readers' (adapted for language learners form authentic texts according to various principles of control set out by editors and publishers in guidelines for adaptors). Hedge (2000) adds that students in advanced levels of language proficiency possibly fit with authentic readers. On the other hand, students at lower levels of language proficiency may fit to pedagogic or adapted readers. As graded readers or simplified readers are materials which have been made easy to read, they will be an alternative for readers and help the reader to read without difficulty (Waring, 1997).

When considering how to choose books, Nuttall (2000) states that the books offered to develop the reading habit must be enjoyable. For extensive reading, readability (suiting the linguistic level of the reader), and suitability of content are two prior criteria to consider. She also suggests the acronym SAVE to summarize the four main criteria for choosing material for the extensive reading program:

S : Short; the length of the book must not be intimidating. Elementary students, and anyone undertaking extensive reading for the first time, need short books, that they can finish quickly, to avoid bored or discouraged.

A : Appealing; the books must genuinely appeal to the intended readers. It helps if they look attractive, are well printed and have (colored) illustrations – more pictures and bigger print for elementary students. They should look like the books we buy from choice, not smell of the classroom – notes and questions unobtrusive or excluded.

V : Varied; there must be a wide choice suiting the various needs of the readers in terms of content, language and intellectual maturity.

E : Easy; the level must be easier than that of the current target language course book. "We cannot expect people to read from choice, or to read fluently, if the language is a struggle. Improvement comes from reading a lot of easy material." (p.131)

In terms of the number of materials prepared for students, Hedge (2000) proposes two methods for encourage extensive reading: class readers and class library. For class readers the teacher chooses a book and each student has a copy. Even though it is convenient for teacher to create activities, many teachers prefer class library method. They argued that a box of thirty different books for a class of thirty students provides so much more potential than a class set of the same book. Hedge also points that the class library does not need to be as grand as the term suggests. It can be a box or a trolley, or a bookshelf with a selection of books appropriate to the age and language of the class. In addition, Nuttal (2000) proposes that the class library should have at least twice as many books as there are students; four times the number is better.

Motivation

Motivation and Achievement in Learning a Foreign Language

Robert (as cited in Day and Bamford, 1998) states that the study of motivation has traditionally been concerned with the arousal, direction, and persistence of behavior. That means motivation is what makes people do (or not do) something. Ellis (1997) says that "it involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2" (p.75). In psychological models of motivation, one group of cognitive models points that motivation consists of two equal components – expectations and value (Feather, 1982, pp.1-5). According to **the expectancy + value model**, it shows that people do what they expect to accomplish successfully and tend to avoid what they expect they cannot accomplish. On the other hand, people tend to undertake tasks that they value, and tend to avoid those things that have little value for them, even though they reasonably expect that they could do them.

When considering **expectancy + value model** with reading, if students do not have a reasonable expectation that they will be able to read a book with understanding, they will most likely not begin the undertaking: "I'd like to read that book, but I know that I can't, so I won't even try." However, expectation of success or failure is only half of the picture.

While focusing on reading in first language (L1), Wigfield and Guthrie (1995) divide L1 reading motivation into three components and 11 sub-components as follows:

Competence and Reading Efficacy (1) Reading efficacy

(2) Reading challenge

(3) Reading work avoidance

Achievement Values and Goals   **- Intrinsic Motivation**

(4) Reading curiosity

(5) Reading involvement

(6) Importance of reading

- Extrinsic motivation

(7) Competition in reading

(8) Reading recognition

(9) Reading for grades

Social Aspects of Reading   (10) Social reasons for reading

(11) Reading compliance

On another side of reading in second/foreign language, Mori (2002) suggested that motivation to read in a foreign language can be redefined into four sub-components: Intrinsic Value of Reading, Attainment Value of Reading, Extrinsic Utility Value of Reading, and Expectancy for Success in Reading.

Motivation and ESL/ EFL Reading

The expectancy + value model of motivation in the context of second language reading is shown in Figure 8. There are four major variables: materials; reading ability; attitudes; and sociocultural environment. These variables are seen as motivating the desire to read a second language. Materials and reading ability relate to the expectation of success in reading the second language. The rest, attitudes and sociocultural environment relate to the value attached to reading the second language. Figure 8 illustrates the model of the major variable motivating the decision to read in a second Language created by Day and Bamford (1998)

```
E       ┌─────────────────────────┐
X       │ Materials:              │
P       │    - how interesting    │
E       │    - linguistic level   │
C       │    - attractiveness     │
T       │    - availability       │
A       └─────────────────────────┘
N       ┌─────────────────────┐
C       │ Reading ability     │
Y       │ in the second       │
        │ language            │
        └─────────────────────┘
```

MOTIVATION → DECISION TO READ IN THE SECOND LANGUAGE

Attitudes toward reading in the second language

V
A
L
U
E

Sociocultural environment, including influence of family and friends
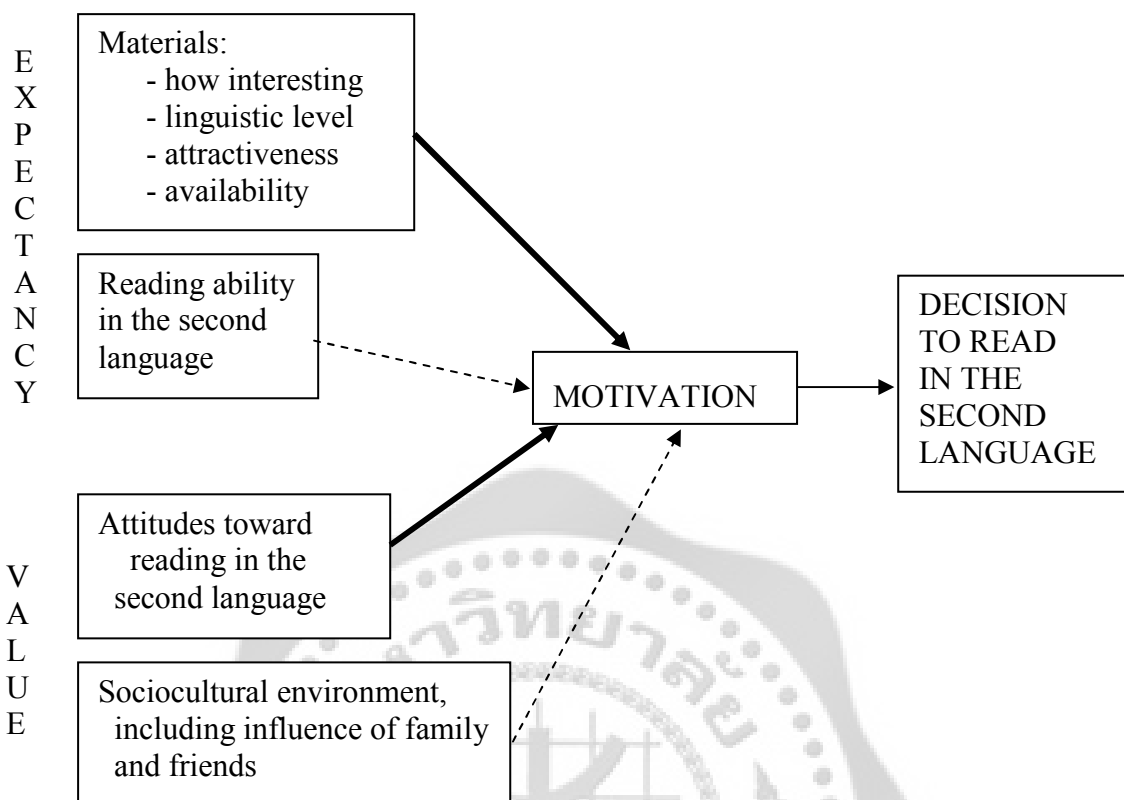
Figure 8. Model of the Major Variable Motivating the Decision to Read in a Second Language

Source: Day and Bamford (1998, p.28) *A solid line indicates a stronger influence than a broken line.

According to Day & Bamford's model, two of the variables in the models – materials and attitudes – are considered primary, and it is difficult to rank them. They are claimed to be equal weight. A failure to have positive attitudes or the appropriate materials would result in a lack of the necessary motivation for a learner to decide to read the second language.

Extensive Reading and Motivation

Day and Bamford (1998) suggested that applying the extensive reading approach in English learning class has the potential to influence all of the variables in the

motivation model. First, the reading material are interesting, at the appropriate linguistic levels (*i minus 1: i* is the student's current level of acquisition, *i -1* means not too difficult and beyond their level) , and readily available. Second, reading ability is not a problem for low-level reading ability learners because they read at levels appropriate to their reading ability. They easily select material they can read by themselves from a wide variety of materials that range from easy to difficult. Next, free choice of reading material produces positive attitudes toward reading in the second language. It depends on learners' interests. In addition, learners have no fear of evaluation when they finish reading. They can finish their reading at anytime, anywhere, with their own speed. Finally, the extensive reading approach creates a classroom environment that values and encourages reading.

Related Research

The researcher divided related researches into two parts: *Extensive Reading in Foreign Countries*, and *Extensive Reading in Thailand* which related to a study of extensive reading in both ESL and EFL contexts.

The Studies on Extensive Reading in Foreign Countries

Mason and Krashen (1997) investigated whether extensive reading helps unmotivated students of EFL improve their English competence. The subjects were university students in Japan, divided into two groups, the experimental and comparison group were taught by traditional method. The students in the experimental group had failed the EFL class, and were assigned to read from the collection of 50 books during the second semester both in class and as homework, write a short synopsis for each book, and

a diary recording their feelings, opinion and progress. The results revealed that the experimental group made more gained scores than the comparison group. That is, they made a clear improvement in English reading ability.

In another research, Lueng (2002) investigated the impact of extensive reading on Japanese adults' self-study over twenty-week period. The research instruments used in the study were a learner diary, audio-record and vocabulary test. The results revealed that extensive reading can enhance vocabulary acquisition and reading comprehension as well as promote a positive attitude toward reading.

Additionally, Mori (2002) investigated Japanese EFL students' reading motivation by using the questionnaire. The students took reading courses in which the SAR reading texts were used extensively. The results revealed that in a long-period reading behavior, intrinsic value of reading and learning English were important predictors of the amounts that the students read. Takase (2007) also examined factors that motivate Japanese high school students to read extensively. The subjects were 219 female high school students who participated in extensive reading program for one year. The results showed that the two, most influential factors were student's intrinsic motivation for first language and second language reading.

In another case study with a leaner of French, Pigada and Schmitt (2006) investigated whether an extensive reading program can enhance lexical knowledge. This study assessed a relatively large number of words (133 words), and examined whether one month of extensive reading enhanced knowledge of these target words' spelling, meaning, and grammatical characteristics. The study also explored how vocabulary acquisition varies according to how often words are encountered in the texts. The results indicated that knowledge of 65% of the target words was enhanced in some way, for a pickup rate of about 1 of every 1.5 words tested. Spelling was strongly enhanced whereas

meaning and grammatical knowledge were also enhanced, but not to the same extent. The study also suggested that learners gained more vocabulary acquisition through extensive reading.

The Studies on Extensive Reading in Thailand

Chaimanee's study (2004) investigated grade 7 students' reading ability in extensive reading. The subjects were 118 students, divided into two groups: an experimental group and a control group of 59 students each. The students in the experiment group participated in the extensive reading program for eight weeks. The students chose the books from the self-access center which consists of 600 books on different types and a variety of topics and with different readability. The results from the reading comprehension test showed that the students in experimental group outperformed the students in the control group which suggested that the reading ability of the students who participated in the extensive reading program was higher than the students who were not in the program.

In another study, Tutwisoot (2003) examined 15 grade ten (Mattayomsuksa 4) students' reading comprehension who participated in the extensive reading program. The duration of the experiment was eight weeks. The subjects were given reading comprehension test and questionnaire. The results showed that the score in reading comprehension test was significantly increased. The students were satisfied with the extensive reading program and the materials provided. In addition, the students could manage to read independently with pleasure.

Additionally, Kirin and Wasanasomsithi (2010) conducted the comparative study of reading ability and motivation of undergraduates when engaged in high and low amounts of extensive reading. The participants were in the 2nd year students at NPRU.

The data were collected from reading comprehension, speed test, and attitude questionnaire were analyzed statistically. It was found that high amounts of reading effected reading comprehension and reading pace. The more the participants read; they can increase their reading comprehension and speed too. In addition, after finishing the experiment participants had positive attitudes on reading.

All the previous studies both in foreign countries and Thailand, the results indicated that the extensive reading can increase students' reading ability, vocabulary learning, positive attitudes and motivation. In Thailand, there is a few research of an extensive reading especially a study of students' reading motivation. As a result, further research on extensive reading program for Thai students is required.

Hence this study was conducted to implement this program with Thai students to examine whether extensive reading program can be beneficial Thai students in order to improve their reading ability and enhance their reading motivation.

Summary of the Chapter

This chapter presented the review of related literature as the background for better understanding of the present study. It contained four main parts: first it described reading theories. The second section dealt with the extensive reading. The third section was motivation. The last section discussed the previous studies related to this study.

CHAPTER III
METHODOLOGY

This present study aimed to find the answer to three research questions related to the extensive reading. The first research question aimed to find out whether the extensive reading program can improve students' reading ability. The second research question investigated whether the students participating in the extensive reading program will help increase the students' reading motivation. The third research question aimed to investigate students' attitude toward the extensive reading program. This chapter then describes the research methodology including research design, subjects, research instruments used to collect data and research procedure. An analysis of data will be also discussed at the end of the chapter.

Research Methodology

Participants

The participants of this study were grade 9 students in Khamsaenwittayasan Secondary School, Nongbua Lamphu. The reasons for choosing the students at this level are: first they have studied English for at least seven years (according to current curriculum (2001), students start studying English at grade 1 in primary school), and it can be implied that they have some knowledge of English such as vocabulary and basic grammar and be able to read English texts; the second reason is that grade 9 students have studied in school for three years before going to a university. Therefore, it will be very useful to start the extensive reading program earlier in order to develop the reading habits and encourage students to enjoy reading.

The researcher asked the students to voluntarily participate in the extensive reading program (hereafter, ERP). Next the researcher set up a class library and register 21 voluntary participants from 420 grade 9 students in Khamsaenwittayasan School. Khamsaenwittayasan School is chosen for this study because the vision of the school is focused on the importance of English Language and higher education. In addition, the administrators realize the importance of reading and support teachers to build-up students' reading habit, so the school policy supports all projects which relating in improving reading ability. According to the policy, materials for this study were supported by the school. The school provided a class library and reading materials to facilitate this study.

Pilot Study

As preliminary, reading test was piloted in 2 weeks before the main study. At first, the reading test was examined by the researcher's advisor, an expert who is a specialist in teaching English as a foreign language, and an English native speaker to check the content validity and then the researcher conducted a try out for reliability. Next, after constructing the 70 multiple-choice reading test, the researcher asked 30 Grade 9 students to do the test to check reliability of the test. Then the researcher revised the test items and chose 50 items with reliability co-efficiency (Cronbach's Alpha) at 0.70 and above.

Research Procedure

The main study was conducted with 21students who voluntarily participated in the extensive reading program for eight weeks. The 21 participants were from grade 9

students of Khamsaenwittayasan school. The data were collected before, during, and after the experiment.

The procedure for implementing the extensive reading program

The steps in the extensive reading program are as follows:

1. Before the program, students did the pretest and responded to Respondent's Background Questionnaire and the Reading Motivation Questionnaire. Next, the researcher interviewed them to find out what types of books they were interested in. Then the researcher provided a wide range of books available in a variety of genres to support students' interest. A class library was applied to the program. There are 50 different books provided in a folding library corner. The books are from five publishers which provide simplified version of famous stories in the form of graded reader series: *Longman Structural Readers, Heinemann Guided Readers, Penguin Readers*, *Macmillan Readers* and *Oxford Bookworms Library*. The researcher selected the books with 10 to 50 pages. The books are in between 200 to 700 headwords.

2. At the beginning of the program, students were informed the objectives of this study and the procedure of the twelve-week extensive reading program. Since the book length is not very long and students will possibly finish each book in one week. The students are supposed to read at least 12 books during the program. For this study, the researcher designed the ERP as the reading marathon project. The participants needed to carry their reading marathon passport (see Appendix H). After they had finished each book, they could color the reading marathon route (see Appendix J) for 3.5 km. They could reach the goal if they colored all 42 km reading marathon route.

3. Students chose any books they wanted to read by themselves. The researcher notified student that the books were classified into 3 stages: Stage 1 "Easy

Reading" (200 – 250 headwords), Stage 2 "Don't miss it!" (250 – 400 headwords), and

Stage 3 A "Challenge to Read" (400 – 700 headwords). At each stage, the researcher

marked the books with color-coding: Pink for Stage 1, Red for Stage 2, and Yellow for

Stage 3, so the students can easier choose books of each stage.

4. Students can begin reading in their free time at school, but no need to finish

at school depends on their reading pace. Then they can continue their reading at home.

5. After finishing each book, the students filled in the book report form (see

Appendix I) in the reading marathon passport. Next, the researcher checked the passport

every week to regularly monitor on students' progress toward their reading goals. The

students were encouraged to read books on their own for twelve weeks by avoiding using

dictionary or they can use a dictionary only when necessary.

6. The students needed to fill in the reading record sheet (see Appendix K) in

the reading marathon passport after they had finished each book.

7. Every week, the researcher met with all students for 50 minutes during the

class free time. Each student told how they feel about the story they read and talked

about their reading problems. The researcher monitored carefully, shared ideas, gave

some advices, and encouraged the students to read. The researcher recorded the students'

problems in the observation form.

8. At the end of the program, students did the posttest and completed the

Reading Motivation Questionnaires and the ERP Evaluation Form.

Data Collection Procedures

To answer the three research questions of this study, data collection procedures were as follows:

Research Question 1:

Does the extensive reading program improve students' reading ability?

    1.1 Does the extensive reading program improve students' reading comprehension?

    1.2 Does extensive reading program lead to vocabulary acquisition?

    The data collected to answer research question 1 was the pretest and posttest scores from the reading test: reading comprehension and vocabulary. The reading test was administered to the participants before and after the ERP.

Research Question 2:

Does the extensive reading program enhance students' reading motivation?

    The data collected to answer research question 2 was the self-ratings from the Reading Motivational Questionnaire (RMQ). The RMQ was administered to the participants before and after the ERP.

Research Question 3:

What are the students' opinions toward the extensive reading program?

    The data collected to answer research question 3 was the self- rating attitude questionnaire. At the end of this ERP, participants were asked to respond to the ERP Evaluation Form.

Research Instruments

For this study, there are seven research instruments being used to collect data: Reading Test, Book Report Form, Reading Record Sheet, Observation Form, Respondents' Background questionnaire, Reading Motivation Questionnaire, and The ERP Evaluation Form. These tools are constructed by the researcher.

1. The Reading Test

The Reading test was used as a pretest and a posttest for the study. The test aims to measure the students' reading ability before and after participating in the extensive reading program. There are 50 items which divided into two parts: reading comprehension and vocabulary.

In part I, reading comprehension was consisted of eight excerpts with different topics taken from English books and magazines. The length of each excerpt is approximately 100 – 250 words. There are 30 multiple-choice questions: three to five questions for each excerpt. The questions for each excerpt are designed focusing on comprehension: asking for general information and some main ideas. For the second part, vocabulary will assess students' vocabulary use in context. There are 20 items in two types: gap filling and cloze test.

The test was examined by the researcher's advisor, an expert who is a specialist in teaching English, and an English native speaker in order to checking content validity. To establish the reliability of the reading test: reading comprehension test and vocabulary test, the researcher did the pilot test with 30 grade 9 students of the Burirampittayakhom Secondary School in Buriram. After the pilot test, the item analysis is used to analyze for the reliability co-efficiency (Cronbach's Alpha). The reliability co-efficiency of reading

comprehension test was 0.88 and the vocabulary was 0.87. Since all Cronbach's alpha

values are larger than 0.70, both reading comprehension and vocabulary test have a good

internal consistency to evaluate student's reading ability. Then the researcher chose each

item with the indices of difficulty and discrimination between 0.20 – 0.80 and revised the

whole test (see Appendix A).

2. The Respondents' Background Questionnaire

The questionnaire was used to ask about the respondents' background information

including age, gender, year of studying English and explores their reading habits. In

addition, the purpose of this questionnaire is to explore the students' interest about

reading such as types of books they used to read and types of stories they enjoy reading

(see Appendix B).

3. The Reading Motivation Questionnaire (RMQ)

The RMQ aims to obtain the students' reading motivation toward extensive

reading. The RMQ was adapted from Wigfield and Guthrie's (1997) theory of reading

motivation in L1 and Mori's (2002) motivational questionnaire. There are 30 items of the

RMQ based on four factors of the motivation related to reading: Intrinsic Value of

Reading, Extrinsic Utility Value of Reading, Importance of Reading, and Reading

Efficacy as shown in Table 1. The RMQ content validity was checked by the researcher's

advisor. The RMQ was a five-point Likert scale asking the students to rate the level of

opinion toward reading motivation (see Appendix C).

Table 1

The Categories of Reading Motivation and Number of Items Used in the Reading Motivation Questionnaire

Categories of Reading Motivation	Number of Items	Items used in the questionnaire
Intrinsic Value of Reading	10	1, 5, 10, 11, 16, 18, 19, 20, 24, 25, 27
Extrinsic Utility Value of Reading	5	2, 3, 17, 27, 28
Importance of Reading	6	4, 13, 14, 22, 23, 29
Reading Efficacy	9	6, 7, 8, 9, 12, 15, 21, 26, 30
Total	30	

As shown in Table 1, 30 items refers to factors of the reading motivation. They are classified into four categories. The questionnaire items 1, 5, 10, 11, 16, 18, 19, 20, 24, 25, and 27 refer to a factor of Intrinsic Value of Reading. The questionnaire items 2, 3, 17, 27, and 28 refer to a factor of Extrinsic Utility Value of Reading. The questionnaire items 4, 13, 14, 22, 23, and 29 refer to a factor of Importance of Reading. The questionnaire items 6, 7, 8, 9, 12, 15, 21, 26, and 30 refer to a factor of Reading Efficacy.

4. The ERP Evaluation Form

This evaluation form was used to explore the students' opinions towards the extensive reading program. There are two parts of the attitude questionnaire. Part 1 aims to obtain the students' attitudes towards the extensive reading program. Part 2 is the open-ended questions asking students' opinions, problems, and suggestions on the extensive reading program (See Appendix D).

5. The Observation Form

The researcher recorded the problems found and advice given of each student every week (see Appendix E).

6. The Book Report Form

The Book Report Form was used when the students finish reading each book. The students were asked to record the title of the book, the type of the story, the author, the dates, and the total pages they read. The students also needed to write a summary of the book and their comments (see Appendix F).

7. The Reading Record Sheet

To help students keep track of their reading and progress, the students have to record the titles of books, the dates, level of difficulty, rating, and the total pages. After finish the program, the students sum up the books they had read and indicated their top-three favorite books (see Appendix G).

Data Analysis

This study aimed to investigate whether the extensive reading program improve students' reading ability and enhance students' motivation. The results answered the three research questions. The data collected as discussed above was analyzed both quantitatively and qualitatively.

To answer the first research question, the data from the Pre-Reading Test and Post-Reading Test of the reading test were analyzed as follows:

1. To investigate whether the extensive reading program improve students' reading ability, the mean scores from Pre-Reading Comprehension Test and Post-Reading Comprehension Test were calculated to determine the Mean (M) and Standard Deviation (SD). Then the mean scores from the pre and post test of the Reading Comprehension Test were compared to examine whether there was a statistically significant difference by using Paired t-test of SPSS for WINDOW.

2. To investigate whether the extensive reading program lead to vocabulary acquisition, the scores from the Pre-Vocabulary Test and Post-Vocabulary Test were calculated to determine the Mean (M) and Standard Deviation (SD), and then the mean scores of the pre and post Vocabulary Test were compared to see whether there is a statistically significant difference by using Paired t-test of SPSS for WINDOW

To answer the second research question, the data from the Pre and Post Reading Motivation Questionnaire were analyzed by using descriptive statistics.

3. Determine the Mean (M) and Standard Deviation (SD) from the self-ratings of the Pre and Post Reading Motivation Questionnaire by using SPSS for WINDOW.

4. Find the difference between the mean score from the self-ratings of the Pre- and Post Reading Motivation Questionnaire by using the Paired t-test of SPSS for WINDOW.

The results revealed the difference between level of motivation before and after the extensive reading program.

5. To examine the students' opinions toward the extensive reading program, the self-ratings from the ERP Evaluation Form was calculated by using descriptive statistics to determine the Mean (M) and Standard Deviation (SD). The results indicated the level of attitude students possess toward the extensive reading program.

6. Data analysis for the self-reported from the questionnaire

For this study, the researcher wanted to determine the motivation and attitudes of the sample group towards the extensive reading program. As a result, there were two main goals: motivation in reading and attitudes on the extensive reading. First, the motivation in reading was considered and interpreted into 30 aspects/statements. Secondly, the attitudes in the extensive reading program were considered and interpreted into 12 aspects/statements. The language used in the questionnaire is easy and clear. The questionnaires were checked by the advisors.

There were 2 types of questions/statements in the questionnaire.

1. The first type is five-point Likert rating scale, comprising items, to allow the sample group to rate the level of their opinions on the scale of 1-5 (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The participants were asked to mark on number 1, 2, 3, 4, and 5 that reflect their opinions on the questionnaires. A mean score derived from the students' opinions was interpreted by the following range: Very high = 4.50-5.00, High = 3.50-4.49, Moderate = 2.50-3.49, Low = 1.50-2.49, Very low = 1.00-1.49.

2. The second type is open-ended question (3 items) provided at the end of the questionnaire to allow the participants to express their opinions, the problems found during the program, and the suggestions. The result revealed the students' opinions towards the extensive reading program.

Summary of the Chapter

This chapter presented the research methodology starting with description of participants, followed by the pilot study for the Reading Test and the plan of extensive reading program. It then discussed the data collection procedures comprising the

implementation of the extensive reading program, the administration of the Pre and Post Reading Test, and the Reading Motivation Questionnaire. The last section dealt with the data analysis method for the quantitative and qualitative data. Chapter four presents the results of the study.

CHAPTER IV

FINDINGS

This study was conducted to investigate whether the extensive reading program (ERP) can develop students' reading ability and enhance students' reading motivation. The study also aimed to find out the students' opinions toward the extensive reading program. This chapter then presents the results of the study from quantitative data analysis. The first section presents the results of data analysis from the students' scores of the pre-and post- reading test, and the second section presents the results from the self-ratings of the Reading Motivation Questionnaire. Third, the level of students' opinion toward the Extensive Reading Program is discussed. Finally, the results from the Observation Form are described.

Quantitative Results of the Study

The following section aimed to answer the first research question:

1) Does the extensive reading program improve students' reading ability?

1.1) Does the extensive reading program improve students' reading comprehension?

1.2) Does the extensive reading program lead to vocabulary acquisition?

The analysis of the students' overall means of the pre-and post- reading test, the reading comprehension part and vocabulary part were examined. First, the results show the differences between the overall means of students' pre-and post- reading test. Second, the differences between the mean scores of students' pre-and post- reading comprehension and vocabulary test are presented.

The Improvement in the Students' Reading Ability

Differences between the mean scores of students' pretest reading and posttest reading.

To investigate whether the ERP improve students' reading comprehension, first the overall mean scores of the pre-reading test and post-reading test of students who participated in the ERP were compared. The results showed the difference between the mean scores of the pre- and post-reading of students before and after the ERP. Then means of the reading comprehension part were compared using paired t-test. The results showed the difference between the mean scores of the pre- and post-reading of comprehension of students before and after the ERP. That is, the improvement in the reading comprehension of students effected by their participating in the ERP. Third, the mean scores of the pre- and post-reading test regarding vocabulary part were compared using paired t-test. The results revealed the difference between the mean scores of the pre- and post-vocabulary test of students before and after the ERP. That is to say, the extent to which the ERP helps to improve students' vocabulary acquisition.

In this study, the ERP was treated as the independent variable while the scores from the students' post reading test were dependent variables.

The analysis of results revealed that there was a significant difference between the overall means of students' pre-and post-reading at the 0.05 level. Table 2 shows the differences between the mean scores of the pre-and post reading test.

Table 2

The Overall Mean, Standard Deviation, and the Mean Differences of Students before and after Participating in the ERP

Reading Test	Students (N)	Before Participating in the ERP		After Participating in the ERP		t-value	p
		Mean ($\overline{X}$)	S.D.	Mean ($\overline{X}$)	S.D.		
Reading Comprehension and Vocabulary	21	13.38	3.735	29.05	4.821	31.383	0.000*

* Significant at the 0.05 level (p<0.05)

As shown in Table 2 the overall mean scores of the pre-reading test and the post reading test of the students were significantly different at the 0.05 level (t=31.383). Before the ERP, the overall mean score of the students' reading pretest was 13.38 with the standard deviation of 3.735, but after the ERP, the overall mean score of the students' reading posttest was 29.05 with the standard deviation of 4.821. The latter overall mean score was significantly higher than the former. That is to say, the results of the paired t-test indicated that overall the students have made a substantial improvement in their reading ability as a whole.

The further analysis of the mean score of the reading comprehension part and vocabulary part of reading pretest and posttest revealed that after the ERP students outperformed in their reading comprehension when the mean score of the posttest was significantly higher than that of the pretest. Also, the mean score of the vocabulary part of the reading posttest was higher than the pretest mean score. Table 3 showed the differences between means of the reading comprehension and vocabulary before and after the ERP.

Table 3

The Mean, Standard Deviation, and the Mean Differences of Students' Reading Comprehension and Vocabulary before and after Participating in the ERP

Reading Test	Students (N)	Before Participating in the ERP		After Participating in the ERP		t-value	p
		Mean ($\overline{X}$)	S.D.	Mean ($\overline{X}$)	S.D.		
Reading Comprehension	21	8.0	2.519	17.30	3.635	21.845.	0.000*
Vocabulary	21	5.4	2.039	11.80	2.406	14.541	0.000*

* Significant at the 0.05 level (p<0.05)

Table 3 shows that the mean scores of the pretest and the posttest of the reading comprehension part were significantly different at the 0.05 level (t=21.845). Before the ERP, the mean score of the students' pretest was 8.0 with the standard deviation of 2.519, but after the ERP, the mean score of the students' posttest was 17.30 with the standard deviation of 3.635, and it was significantly higher than the pretest mean score. As shown in Table 3 the results of the paired t-test indicated that overall the students have improved reading comprehension.

In addition, Table 3 reveals that the mean scores of the pre- test and the post- test of the vocabulary part were significantly different at the 0.05 level (t=14.541). Before the ERP, students' pretest mean score was 5.4 with the standard deviation of 2.039, but after the ERP, the mean score of the students' posttest was 11.80 with the standard deviation of 2.406, and it was significantly higher than that of the pretest. That is to say, the results of the paired t-test indicated that overall the students have developed their vocabulary knowledge.

The Students' Reading Motivation toward the ERP

The following section aimed to answer the second research question: Does the extensive reading program enhance students' reading motivation?

The analysis of the students' scores of the pre-and post- reading motivation questionnaire were examined. First, the results show the differences between the mean scores of students' pre-and post- reading motivation questionnaire. Second, the differences between the mean scores of students' pre-and post- reading motivation in four variables: Intrinsic Value, Extrinsic Utility Value, the Importance of Reading and Reading Efficacy are presented.

Differences between the mean scores of students' Pre-and Post Reading Motivation Questionnaire.

To examine whether the ERP enhances the students' reading motivation, the overall mean scores of the pre- and post- Reading Motivation Questionnaires of students who participate in the ERP were compared using paired t-test. The results showed the difference between the mean scores of the pre- and post- Reading Motivation Questionnaire of students before and after the ERP. That is, the increase in the reading motivation of students was affected by their participating in the ERP, and the extent to which the ERP helps to develop students' reading motivation.

The analysis of the self-ratings from the pre- and post Reading Motivation Questionnaires of the students before and after the ERP showed that after the ERP, overall the students increased in the level of reading motivation, and there was a significant difference between the means of the self-ratings before and after the ERP.

Table 4 presents difference between the means of the level of reading motivation of the students before and after the ERP.

Table 4

The Mean, Standard Deviation, and the Mean Differences of Students' Reading
Motivation before and after Participating in the ERP

	Students (N)	Before Participating in the ERP		After Participating in the ERP		t-value	p
		Mean ($\overline{X}$)	S.D.	Mean ($\overline{X}$)	S.D.		
The Reading Motivation Questionnaire	21	2.46	0.888	4.06	0.685	19.051	0.000*

* Significant at the 0.05 level (p<0.05)

  As shown above in Table 4, the overall means of the self-ratings from the pre-Reading Motivation Questionnaire and post Reading Motivation Questionnaire were 2.46 and 4.06 with the standard deviation 0.888 and 0.685, respectively. The significant difference was found between the means of the pre-questionnaire and the post questionnaire at the 0.05 level (t=19.051). The results indicated that the students' reading motivation after participating in the ERP was higher than before attending the program. This shows that the students dramatically increased in the level of reading motivation as shown in Figure 9.
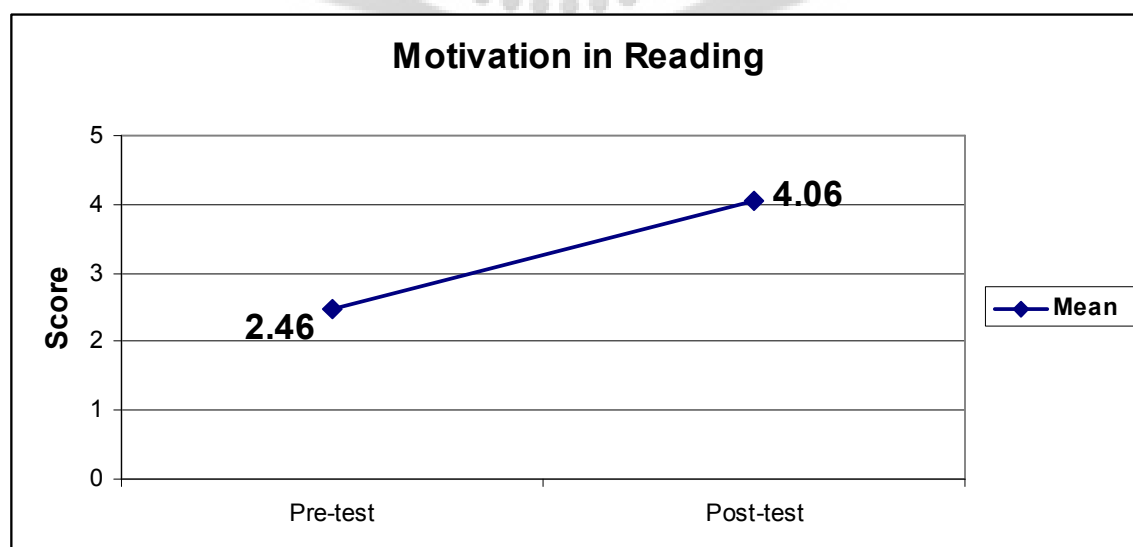

Figure 9. The Increase in the Level of Reading Motivation

The further analysis of the self-ratings from the pre- and post- Reading Motivation Questionnaire in accordance with the four variables also showed that the students have made a significant change in each variable of the reading motivation after the ERP as presented in Table 5.

Table 5

The Mean, Standard Deviation, and the Mean Differences of for subcategories of Students' Reading Motivation before and after Participating in the ERP

Categories of Reading Motivation	Students	Before Participating in the ERP		After Participating in the ERP		t-value	p
		Mean ($\overline{X}$)	S.D.	Mean ($\overline{X}$)	S.D.		
Intrinsic Value of Reading	21	2.61	.98	4.02	.68	13.936	0.000*
Extrinsic Utility Value of Reading	21	2.70	.85	4.10	.69	17.679	0.000*
Importance of Reading	21	2.69	.86	4.21	.70	19.475	0.000*
Reading Efficacy	21	2.03	.86	4.00	.71	20.478	0.000*
Overall	21	2.46	.89	4.06	.69	19.051	0.000*

* Significant at the 0.05 level (t = 19.051, p<0.05)

As illustrated in Table 5, the overall means of the self-ratings from the Reading Motivation Questionnaire (RMQ) were classified into 4 categories. First, in terms of Intrinsic Value of Reading, the overall means of the self-ratings from the pre- and post-Reading Motivation Questionnaires were 2.61 and 4.02, respectively. The significant difference was found between the means of the pre- and the post questionnaires at the 0.05 level (t=13.963). Second, regarding Extrinsic Utility Value of Reading, the overall means of the self-ratings from the pre- and post- Reading Motivation Questionnaires were 2.70 and 4.10, respectively. The significant difference was found between the means of the pre- and the post questionnaires at the 0.05 level (t=17.679). Third, with regard to the

Importance of Reading, the overall means of the self-ratings from the pre- and post-
Reading Motivation Questionnaires were 2.69 and 4.21, respectively. The significant
difference was found between the means of the pre- and the post questionnaires at the
0.05 level (t=19.475). Last, in term of the Reading Efficacy, the overall means of the
self-ratings from the pre- and post- Reading Motivation Questionnaire were 2.03 and
4.00, respectively. The significant difference was found between the means of the pre-
and the post questionnaire at the 0.05 level (t=20.478). The results indicated that after
participating in the ERP the latter mean scores of students' reading motivation in all 4
categories was higher than the former.

The analysis of these results revealed that four categories of reading motivation
have effected students' reading motivation.

The Students' Opinions toward the Extensive Reading Program

This section presents the students' opinions toward the extensive reading program.
First of all, it shows the level of students' opinions toward the ERP. Next, the students'
problems in reading is presented. Finally, the background information of participants is
described.

To investigate whether participants were satisfied with the ERP, the ERP
evaluation form was distributed. The results showed the mean scores of each item of
opinions toward the ERP.

The further analysis of the self-ratings from the ERP evaluation form showed the
level of students' opinions toward the ERP as presented in Table 6.

Table 6

The Mean, Standard Deviation, and the Level of Students' Opinions after Participating in the ERP

No.	Items	Level of Attitude		
		Mean ($\overline{X}$)	S.D.	Level
1	The number of books is enough for the ERP program.	4.10	0.83	High
2	The level of difficulty of each book suits with M.3 students' English competency.	4.00	0.71	High
3	Classifying books into 3 levels, helps students to make a decision to choose.	4.52	0.51	Very High
4	There is a variety of books for students to choose.	4.76	0.44	Very High
5	Book Report Form is necessary for Extensive Reading.	3.90	0.70	High
6	Reading Record Sheet helps students to see their own reading progress.	4.38	0.50	High
7	Questions in the Book Report Form are suitable.	4.60	0.50	Very High
8	Class meeting once a week helps students to continue their reading and sharing ideas.	4.71	0.46	Very High
9	Reading Period in 12 Weeks is suitable.	4.14	0.36	High
10	The Extensive Reading should be added in every semester.	4.67	0.48	Very High
11	The room that provided for this program is suitable.	3.38	0.50	Moderate
12	Reading at home, helps students to learn how to manage their time.	4.33	0.48	High
	Total	4.29	0.41	High

As the results in Table 6 shown, the total mean score of students' satisfaction of the ERP was 4.29 with the standard deviation of 0.41. It revealed that the students were satisfied with the organization of the extensive reading program at the high level (3.50 - 4.49). The highest mean score fell into item no.4; it revealed that the books provided were diverse and the students were very satisfied with this at the very high level (4.76). The lowest score was in item no.11, with the moderate satisfaction level (3.38); it reflected that ERP reading room needs some improvement to support the reading atmosphere.

According to the students' comments on the extensive reading program, good points, weak points/problems, and suggestions were presented as follows:

For the good points, it revealed that students can read and practice based on their own reading ability. They can have fun finishing up the book they choose. In addition, it is good for them to learn to manage their time themselves. On the other hand, as for the weak points, it showed that the numbers of copies are rare/too limited: one copy for each book for students to manage because they have to wait until their friends finished the book.

The analysis of results revealed that the students' opinions were positive with the high level of satisfaction. That means the students enjoyed with the extensive reading program.

Students' Problems in the Extensive Reading Program

The findings from the observation form, in which the researcher observed the participants during the extensive reading program once a week, revealed that students talked with their friends about the stories they read. They shared ideas or their feeling about the story. They discussed the problems and difficulties in reading and tried to find the ways to solve the problems with the whole class. They also had informal interviews with the researcher. The record of the observation form showed that all students had a problem with unknown words. They revealed that when they did not know some new words, they tried many ways to learn those words by themselves such as using contexts clue, guessing, skipping some parts and using dictionary. Most students believed that their reading speed was faster when comparing with the first book they had read. They stated that they could read English books faster.

Background Information of Participants

The data from the Background Information Questionnaire of the respondents showed that all 21 participants in grade 9 (or Mattayomsuksa 3) were between 14 to 15 years old. They have studied English for 8 years since grade 1 (or Prathomsuksa 1). Five participants evaluated their English reading competency at good level. Next, 12 participants evaluated their English reading competency at fair level, and the poor level, there were 4 participants. About participants' reading habits, most of them rarely read English texts outside class. Some participants read English magazine or newspaper but not very often. According to the background information of the respondents, the researcher provided a variety of books into 8 categories: Romance, Thriller and Adventure, Crime/Mystery/Spy, Teenager, Science Fiction, Biography, Non-Fiction/Documentary, and Short stories/tales to suit their interest. The books are short (10-50 pages). The books are in between 200 to 700 headwords. The participants can choose any books they like. They might not finish a book they choose if they find it too difficult or boring, and then they can try another one. Along the 12 weeks, the percentage of books used is shown in Table 7.

Table 7

Types of Book and Percentage of Book Provided in the ERP

No.	Types of Book	Number of Books	Percentage (%)	Number of Books Used	Percentage (%)
1	Romance	9	18	8	26.7
2	Thriller and Adventure	8	16	6	20.0
3	Crime/Mystery/Spy	14	28	7	23.3
4	Teenager	6	12	5	16.7
5	Science Fiction	2	4	1	3.3
6	Biography	5	10	2	6.7
7	Non-Fiction/ Documentary	2	4	1	3.3
8	Short Stories/Tales	2	4	-	0.0
	Total	50	100	30	100

Table 7 showed the number of books and percentage of book provided in the ERP. The results revealed that most students enjoyed reading romance story. Next, they liked the stories about Crime/Mystery/Spy, Thriller and Adventure, and Teenager respectively. Nobody choose to read a Short Story or Tales.

The analysis of the results also revealed that the students' interest was mainly on a romance story. Being teenagers, people usually enjoy love story. Next, they were interested in Crime/Mystery/Spy, Thriller and Adventure, and Teenager. Curiosity and learning with new things are also in the age of young people. Even though students seemed not to be interested in short stories/tales, it can be assumed that they have many different interests as what normally appears in personal individual difference.

Summary of the Chapter

The chapter presented the results of the study in according the three research questions. First, the results from the Pre-and Post Reading Test showed that the students significantly improved their reading comprehension and vocabulary learning. In addition,

The results revealed that the participants had significantly higher reading motivation after participating in the extensive reading program. The results form the attitude questionnaire revealed that most of the students were satisfied with the extensive reading program. The last section presented the findings from the Background Information Questionnaire including information about the participants and the types of books they are interested in. The chapter presents the summary of the major findings of the research and discussion.

CHAPTER V

CONCLUSION AND DISCUSSION

The aims of this study were to examine whether the extensive reading program (ERP) can develop students' reading ability and enhance students' reading motivation. This study has three main purposes: firstly to find out whether the extensive reading program can improve students' reading ability, secondly to explore the students' reading motivation toward the extensive reading program, and finally to investigate the students' opinions toward the extensive reading program. This chapter then presents a conclusion of the study together with discussions of the findings. Also, the limitation of the study and recommendations for further studies are presented.

Summary of the Study

The purposes of this study were to investigate whether the extensive reading program can improve students' reading ability and enhance students' reading motivation. The study was conducted with 21 grade 9 students in Khamsaenwittayasan Secondary School in the academic year 2008. The participants were purposively selected from the students who participate in the ERP. The duration of the experiment was 12 weeks. To collect quantitative data, first the reading test and reading motivation questionnaire were administered before starting the ERP. During the 12 weeks of the ERP, students had a group meeting once a week to discuss on their problems in reading and their feelings about the stories they read. After finishing the ERP, the participants were examined with the reading test and reading motivation questionnaire. In addition, the participants' opinions toward the ERP were investigated through the ERP evaluation form.

The findings in quantitative study showed that students have developed their reading comprehension. The mean scores of the posttest were significantly higher than the pretest. The students can understand and specify a main point of a story as showed in summarizing the story in the book report form. Surprisingly, they can read and understand the whole story though they do not know meaning of every word. It can be consisted that the extensive reading program helps students to improve their reading comprehension.

For the vocabulary part, students got higher scores in vocabulary test. The mean scores of the vocabulary posttest were significantly higher than the pretest. It can be supported that the extensive reading program helps students to gain more words.

As mentioned above, it indicated that the improvement of students' reading comprehension and vocabulary gain, it can be concluded that the extensive reading program can improve students' reading ability.

To answer the second research question: does the extensive reading program enhance students' reading motivation or not, the motivation observation questionnaire was examined. As the findings showed, the reading motivation has been significantly increased. The results of the students' motivation revealed that the ERP helps students in increasing their reading motivation.

Finally, the third research question investigated students' opinions toward the extensive reading program. The findings showed that the students satisfied the extensive reading program at a high level (4.29 from 5.00). The highest score of students' opinion is in item no.4, it revealed that the books provided were diverse. There are a variety of books for students to choose. They can independently choose a book they like. Only item no.11 is in a moderate level (3.38 from 5.00) and the lowest score of all. It reflects reading room should be improved to support reading atmosphere. The rest are between

high to very high (3.50-5.00). During the 12 weeks extensive reading program students enjoyed reading and felt comfortable to read. As a result it can be concluded that the extensive reading program satisfied the students.

Discussion

The Improvement in the Students' Reading Ability

The following discussion, based on the outcomes of the study, is presented to answer the first research question

1. *Does the extensive reading program improve students' reading ability?*

For reading comprehension part, even though the overall mean score of the posttest was not very high (17.3 from 30), it was double of the pretest mean score (8.0). This means that there was a significantly change in the students' reading comprehension. This showed that the ERP helps students to improve their reading ability in order to comprehend texts. The findings of the study were correlated with the results of previous studies (Tutwisoot, 2003; Chaimanee, 2004) which found that the students' reading comprehension has been improved through the extensive reading program. In addition, the findings of the study of Kirin and Wasanasomsithi (2010) supported the finding of this study that the extensive reading program can help poor readers increase their reading speed and develop reading comprehension.

Considering the scores in vocabulary part, the scores of this part also increased. For this part of the test, the students got low scores in vocabulary at the beginning of the program (Pre-test scores). Surprisingly after finishing the ERP, the scores significantly improved. At the beginning of the ERP, the overall mean score was only 5.4 from 20,

while after completing the ERP; their overall mean score was up to 11.8. It revealed that the ERP helped students to gain more vocabulary knowledge.

According to the findings above, the students imporved their reading ability for both reading comprehension and vocabulary. It can be concluded that the extensive reading program can improve students' reading ability.

The Students' Reading Motivation toward the Extensive Reading Program

The next section discusses the findings of the second research question:

2. *Does the extensive reading program enhance students' reading motivation?*

According to the results of the students' reading motivation, the mean scores of pretest and posttest was significantly different. The difference of the mean scores of the reading motivation pretest and the posttest can be considered as significant at the 0.05 level. It supported that the students' positive feelings/opinions have increased. The findings were in line with a previous study by Kirin and Wasanasomsithi (2010). This study conducted the extensive reading program to compare the progress of reading comprehension, speed and motivation. The findings showed that the extensive reading program can help poor readers increase their reading speed, develop reading comprehension and increase students' motivation. In addition, the four categories of reading motivation have significantly changed. It indicated that the students' reading motivation had increased in four different factors.

As the ERP is an independent program, students volunteered to join in without any conditions. Students can read any books as they want at their own speed. They competed with themselves because it depended on their reading pace. They did not compete with others, so they felt relaxed and comfortable to read. During the ERP, the students had an interview with the researcher. According to the observation of the

informal interview, the students reported that they felt relaxed to read without stress. They were more confident to read English books because they had opportunities to share ideas with their friends and the teacher when they have some problems in reading.

The evidences as mentioned previously can be concluded that the extensive reading program helps students in increasing their reading motivation and students enjoy reading.

The Students' Opinions toward the Extensive Reading Program

The discussion for third research question is as follows:

3. *What are the students' opinions toward the extensive reading program?*

The findings in the students' opinions questionnaire showed that the students were satisfied the ERP with a high level (4.29 from 5.00). The satisfaction level of all items was between high to very high (3.50-5.00). Even though the students had problems in reading at the first time, later on they can read English book with more confident. They did not need to look up new words in a dictionary at any time. During the period of 12 weeks, students enjoyed the extensive reading program and felt comfortable to read as they had sharing ideas each week with the group meeting. Students' attitude in the ERP was positive because they enjoyed selecting the books they like and tried to finish reading by themselves with their own pace. Interestingly, after finishing the ERP, five students continued their extensive reading. They borrowed another book to read. As a result, it can be concluded that the students were satisfied the extensive reading program.

Limitations of the Study

There were some limitations in this study. Firstly, the number of books was not sufficient. Only 50 books without copies with 21 participants made difficulty in management. If students wanted to read the same book, they had to wait until their friend finished and returned it. Secondly, during the duration of the ERP, there were too many activities/day-off, so in some weeks students could not attend a group meeting for the ERP. The ERP could not end in one semester; the researcher had to expand the time to complete the study in the second semester.

Implications of the Study

The findings of this present study had several implications and suggestions for reading teachers and program designers to take into accounts when designing the learning activities teachers for the reading courses.

This study investigated the effectiveness of the extensive reading program on developing reading ability and motivation in reading. It also examined the students' opinion on the extensive reading program. The results of this study demonstrated that using the extensive reading program can develop students' reading ability both in reading comprehension and vocabulary. Moreover, it promoted the students' motivation in reading. Students had positive attitudes on the extensive reading program. Students in any groups (strong, moderate or weak) can take the extensive reading program without pressure because they read for pleasure without a certain test. Extensive reading program benefits classes of students with different abilities. Teachers should give encouragements at all time because sometimes students seem to have difficulties in reading. A group meeting once a week is suitable for reading activity because students can reflect their

problems in reading and teacher can give them suggestions. Therefore, discussion hour is necessary for the extensive reading program. Book report form and reading record sheet are needed for students in order to see the students' progress. Accordingly, their motivation will be increased when they can see their progress from their record. It is also very useful for teacher to help students in order to improve their reading skills.

Recommendations for Further Studies

Recommendations for implementation the ERP in schools are suggested as follows:

1. General Recommendations

1.1 There should be substantial copies of books available for students. The number of different kinds of books should be increased more with 2 or 3 copies.

1.2 The room provided for a group meeting should be tidy, quiet, and comfortable, with relaxing and colorful atmosphere.

1.3 The program should be set during school break so that they can read continuously and have more time to read.

1.4 The extensive reading program should be included in the curriculum.

2. Research Recommendations

2.1 Further studies should be conducted with students at other levels of education.

2.2 Further studies should be conducted to investigate whether the extensive reading affects other language skills: speaking and writing.

Conclusion

This study was conducted to investigate whether the ERP can develop students'
reading ability, specifically reading comprehension and vocabulary acquisition, and
enhance students' reading motivation. In addition, the study examined the students'
opinions toward the ERP. Based on the results of the study, reading a book a week for 12
weeks in the ERP can help students to be better in reading comprehension and
vocabulary. Moreover the results indicated that students' reading motivation has
increased in all four variables: Intrinsic Value, Extrinsic Utility Value, the Importance of
Reading, and Reading Efficacy. Furthermore the results also revealed the students'
positive attitude on reading and they were satisfied with the extensive reading program.
According to the results, it can be concluded that the extensive reading program is
beneficial students to improve their reading ability and enhance their reading motivation.

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APPENDICES

APPENDIX A

The Reading Test: M.3

Part 1: Reading Comprehension   30 marks   Time: 50 minutes

Directions: Read the following passages and choose the best answer for each question.
(40 items)

Passage 1 (Items 1 – 3)

A Day in The Life of Joe Wolf

Joe Wolf is a disc jockey (DJ) on the radio. You can listen to his program from midnight to six in the morning on Monday, Tuesday, Wednesday and Thursday. He doesn't work on Friday, Saturday and Sunday.

Joe gets up at about three in the afternoon and he has 'breakfast' at 3.30. Then he goes out with friends or plays tennis. He works from midnight to six in the morning.

Joe lives in a flat in West London. He gets home at about half past six but he doesn't go to bed then. He drinks coffee and, yes, he listens to the radio! Finally, he goes to bed at about eight. And that is a day (or a night!) in the life of disc jockey, Joe Wolf.

Source: Imbert, H. et al. (1998). Compass 1. Bangkok: Aksorn Charoentat, p. 57.

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1. What is Joe's job?
    a. A singer   b. An actor   c. A disc jockey   d. A programmer

2. What many days a week does he work?
    a. 3 days   b. 4 days   c. 5 days   d. 7 days

3. What time does he work?
    a. At 3 in the afternoon.   b. Midnight to 6.
    c. Midnight to 3.30   d. At 3.30

4. How long does it take him to go home from work?
    a. About 30 minutes.   b. About 45 minutes.
    c. About an hour.   d. No information from the passage.

Passage 2 (Items 5 – 7)

<div style="border:1px solid">

23 Goodwin Road,
Chesterton

Dear Lucas,

How are you? I hope that you're O.K. I'm fine. I had a fantastic weekend! On Saturday I went to the ballet. It was great. Then on Sunday afternoon I went horse riding. It was really exciting! What did you do last weekend?

Where are you going for your holiday? I'm going to Barmouth (in Wales) for two weeks. It's too expensive by train, so I'm going by coach. I'm staying in a holiday center. Oh! I nearly forgot to tell you – I'm going with my parents, I'm going with my friend, Nora!

Well, write to me soon.
Love, Lucinda

Source: Radley, P. & Sharley, A. (1998). Trio 2. Bangkok: Aksorn Charoentat, p. 59.

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5. What did Lucinda do on Saturday?
        a. She went to the ballet.   b. She played tennis.
        c. She did homework.   d. She went horse riding.

6. How will she go to Barmouth?
        a. By coach   b. By car   c. By train   d. By plane

7. Who does NOT go to Barmouth with Lucinda?
        a. Lucas   b. her mum   c. her dad   c. Nora

Passage 3 (Items 8 – 10)

<div style="border:1px solid">

A Cicada and a Wild Cat

As a cicada was singing in a full bloom mango tree, a wild cat passed by and stopped at the tree. The cat looked up at the tree, thinking of a trick to eat it.

"How beautiful your song is!, I've heard the melody from a long way off. You can sing to such a far distance, let me see how big you are!" the wild cat said flatteringly.

Not easily tricked, the cicada dropped a piece of broken branch in front of the wild cat. The wild cat promptly pounced on the branch, biting it, thinking that it was a cicada.

"My dear wild cat, it's your wrong!." said the cicada, "I know your trick because I saw wings of my friends in your droppings."

Hopelessly, the wild cat left the cicada.

Source: Srisuwan, C. (2007). Learning English with Aesop's Fables. Bangkok:
      Sataptornbooks, p. 59.

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8. Which one is **not** true?
   a. The cat wanted to eat the cicada.   b. The cicada liked singing.
   c. The cat and the cicada were friends.   d. The cat's trick did not work.

9. Why didn't the cat eat the cicada?
   a. The cat was friendly.   b. The cicada was faster than the cat.
   c. The cicada knew the cat's trick.   d. The cat could not climb up the tree.

10. What is a lesson from this story?
   a. First come, first serve.   b. Diamond cut diamond.
   c. Greed is a cause of danger.
   d. A sensible person learns from other's misfortune.

Passage 3 (Items 8 – 10)

SOCCER STAR CAN'T FIND TEAM!

   12-YEAR-OLD Sally Bates loves football and is an excellent player. But she's got a big problem: she can't find a team!
   Sally lives in Glenville, a village in Somerest. Last year she played for a team in an under-twelve league. Now she's too old for this league and girls can't play in the local leagues for older boys.
   Sally can't play football at school because girls have got to play hockey or volleyball. 'It's a tragedy,' says Sally's father, Bert, who is a football referee. 'She's very upset. She really loves the game… she started kicking a football when she was very young – before she could walk properly! Now she's a really good player; she's better than most boys of her age. She scored 18 goals in the league last season!
   However, Fiona Shaw, the headmistress of Glenville Comprehensive School, thinks that soccer isn't a sport for girls. 'I know that girls now have the same education as boys,' Mrs Shaw told us. 'They study the same subjects at school. But football is a sport with a lot of physical contact and so it isn't suitable for girls. There are a lot of other sports that girls can play: volleyball, for example.'
   Meanwhile, Sally continues to train two or three times a week with the boys that live near her. 'I don't like volleyball,' she insists. 'Football's my favorite sport and I want to play for a team. It's not fair!'

Source: Radley, P. & Sharley, A. (1998). Trio 2. Bangkok: Aksorn Charoentat, p.111.

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11. What is the minimum age for the local women's teams?
   a. 10   b. 11   c. 12   d. 15

12. Which sports do girls play at Sally's school?
   a. volleyball   b. basketball   c. hockey   d. both volleyball and hockey

13. What is Sally's favorite sport?
   a. basketball   b. tennis   c. volleyball   d. soccer

14. Why does Mrs. Shaw think football is **not suitable** for girls.
    a. Football is hard to play.   b. It is a dangerous sport.
    c. It is not a fair game.   d. There is a lot of physical contact.

15. Which statement is NOT TRUE?
    a. Sally's father is a football referee.
    b. Fiona Shaw works for Glenville Comprehensive school.
    c. Sally's father does not want her to play football.
    d. Sally last played for Glenville women's league when she was 11 years old.

Passage 4 (Items 16 – 19)

'Miracle' return of lost dog

Robert Williamson and his two young sons recently went sailing around the islands of New Zealand. They took their dog, Trudi, with them. While they were at sea, Trudi gave birth to eight puppies. Then, one day, there was a storm. The weather got really bad and the waves were enormous. During the storm, Trudi fell into the sea and disappeared. Robert and his sons searched for her but they didn't find her. In the end, they gave up.

They returned home. Every day they gave the eight puppies milk and they all grew bigger and stronger.

Two weeks later, some fishermen saw Trudi on a deserted island, fifteen kilometers from where she disappeared. She was very thin and weak.

The fishermen saw the Williamsons' telephone number on her collar. So, when they got home, one of them phoned the Williamsons and told them the good news. 'We fond your dog last week on an island,' he said. 'She was thin, but she's all right. She was very lucky. There was a family of dolphins in the water near her.'

Source: Imbert, H. et al. (1999). Compass 2. Bangkok: Aksorn Charoentat, p. 78.

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16. How many puppies did Trudi have?
    a. 2   b. 4   c. 6   d. 8

17. Who found Trudi?
    a. the fishermen   b. the Williamsons   c. Robert   d. Robert's son

18. What caused Trudi to fall into the sea?
    a. shipwreck   b. storm   c. kidnapping   d. snow

19. How did the fishermen know the Williams' telephone number?
    a. From the boat   b. From Yellow pages
    c. From Trudi's collar   d. From Call center

Passage 5 (Items 20 – 23)

BMX IS GREAT

<u>BRITISH CHAMPION</u>

       When Andy Ruffell was thirteen, he saw a fantastic BMX bike in a shop window. He found a Saturday job and finally he had enough money to buy the bike. It cost £179. Now, at the age of 17, he is Britain's BMX Champion. He became a professional last year and he rides a Mongoose bike that cost £900!

<u>FIT</u>

       Andy had to work hard to become a success at BMX. Before he left school, he trained in the evenings and at weekends. Now he trains 6 hours a day, preparing for races and practicing acrobatics. He has to be very fit, so he often goes running and does exercises in the gym.

<u>WORLD RECORD</u>

       Why does he work so hard? 'BMX is a great sport. When I do a difficult jump in front of a big crowd, it's very satisfying.' He says. 'I hold the world record for the longest bunny-hop. I jumped over 26 people.'

Source: Radley, P. & Sharley, A. (1999). <u>Trio 3</u>. Bangkok: Aksorn Charoentat, p. 11.

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20. How old was Andy when he became Britain's BMX champion?
      a. thirteen   b. fifteen   c. seventeen   d. nineteen

21. Who bought him his first bike?
      a. he himself   b. his father   c. his mother   d. the BMX company

22. How much did a Mongoose bike cost?
      a. £179   b. £210   c. £450   d. £900

23. How many hours per day does he train with his bicycle?
      a. four   b. five   c. six   d. seven

Passage 6 (Items 24 – 26)

Last Monday was Darin' birthday. Her father and mother gave presents to her. Her uncle who lives in Bangkok sent her a present by mail. Her aunt who lives in Hong Kong sent her a birthday card. Darin was very happy. She liked all the presents. Yesterday a mailman came and gave her a small box. It was from hr teacher. She opened it. There was a book inside. It was a story book full of pictures. Darin did not like to read but she liked to look at those colorful pictures.

This morning Darin went to the teacher to thank her for the present.

"Have you read the book?" asked her teacher.

"No" Darin answered. "I just looked at the pictures. They are very beautiful."

"Do you know anything about the pictures?"

"Yes. They are about a prince and a princess. The prince is very strange. Sometimes he is very ugly."

"Why?"

"I don't know. I think the story tells all about it." Darin answered.

"Then, why don't you read the story?" her teacher said.

"OK I'll try to read it tonight."

Source: Kesornkam, L. & Suwanaksorn, S. (1998). Highlights of Reading & Writing 2. Bangkok: Wattanapanit, p. 116.

24. Who gave Darin a book on her birthday?
    a. her parents   b. her uncle   c. her aunt   d. her teacher

25. Who lives in Hong Kong?
    a. Darin   b. Darin's parents   c. Darin's uncle   d. Darin's aunt

26. Why did Darin go to her teacher?
    a. Because she did not like the book.
    b. Because the book was full of pictures.
    c. Because she wanted to thank her.
    d. Because her parents wanted to send letter to the teacher.

27. Why did Darin read the book?
    a. She liked the book.   b. She wanted to know the whole story.
    c. She had nothing to do.   d. Her teacher forced her to read.

Passage 7 (Items 28 – 30)

The Thousand Paper Cranes

"What is it?" Sadako asked, staring at the paper.

Chizuko was pleased with herself. "I've figured out a way for you to get well," she said proudly. "Watch!" She cut a piece of gold paper into a large square. In a short time she had folded it over and over into a beautiful crane.

Sadako was puzzled. "But how can that paper bird make me well?"

"Don't you remember that old story about the crane?" Chizuko asked. "It's supposed to live for a thousand years. If a sick person folds one thousand paper cranes, the gods will grant her a wish and make her healthy again." Then she handed the crane to Sadako. "Here's your first one." Sadako's eyes filled with tears. How kind of Chizuko to bring **a good luck charm**! Especially when her friend didn't really believe in such things.

Sadako took the golden crane and made a wish. The funniest little feeling came over her when she touched the bird. It must be a good omen.

"Thank you, Chizuko San," she whispered. "I'll never, never part with it."

Source: Winch, G. (2006). <u>Growing up with Grammar 3</u>. Bangkok: Chomromdek
　　　　　　 Publishing House, p. 46.

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28. Why did Chizuko give paper crane to Sadako?
　　 a. She knows that Sadako likes a paper bird.　 b. She wants her to get well.
　　 c. She likes folding paper.　　　　　　　 d. She wants to surprised Sadako.

29. From the story, Sadako is …………... .
　　 a. healthy　　 b. excited　　 c. happy　　 d. sick

30. "a good luck charm" (line 10) refers to … .
　　 a. the gold paper　　 b. the old story　　　 c. the paper crane　　 d. the tears

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Part 2: Vocabulary Test   20 marks   Time: 25 minutes

Directions: Choose the most appropriate word to complete each sentence.
(Items 1-20)

1. Mary is only a small child. She still has to count with her…………………. .
  a. fingers b. calculator   c. computer   d. abacus

2. English is an international ………………… because people use it all over the world.
  a. center b. language   c. classic   d. kingdom

3. Leonardo likes drawing. 'The Mona Lisa' is one of his greatest…………………… .
  a. hobbies b. lyrics   c. painting   d. poems

4. Cinderella wanted to go to a dance but her stepmother would not …………. her.
  a. satisfy b. hate   c. let   d. expel

5. George Washington was the first ……………….. of United States of America and the latest one is Barack Obama.
  a. prime minister b. boss   c. president   d. headmaster

6. I can't talk to you now. I'll talk to you …………. .
  a. first b. later   c. immediately   d. before

7. People want to see any ……… that has won the Supannahong award.
  a. book b. concert c. football match d. film

8. When Jane is alone in the house, she's always ……………… .
  a. frightened b. greedy c. confused d. tired

9. The Romans used ………………….I, V, X as numbers.
  a. codes b. symbols c. letters d. scales

10. The train arrived at nine o' clock and ……………. at half past ten.
  a. landed b. repeated c. moved d. departed

11. Take this ………………….. and you will be better.
  a. bookmark b. medicine c. appointment d. bill

12. The Children all enjoyed listening to the old man who talked with …………… .
  a. sorrow b. terrible c. humor d. boring

13. Sam is leaving the hospital today but he still ……………… after his illness.
  a. strong b. disappointed c. shy d. weak

14. After the earthquake, Jane's husband died, but she ……………… .
  a. surprised b. disappeared c. survived d. remembered

15. Students in M.6 are …………………about the O-Net and A-Net exams for a university.
  a. shocked b. worried c. impressed d. lonely

Directions: Complete the story of Teddy bears with the best answer. (Items 16 – 20)

Teddy bears

  Children everywhere love toy bears and people have been making them for hundreds of years. They also like ……16……about young bears. Three of the most ……17…..story-book bears are Rupert Bear, Pooh Bear and Paddington Bear, and most children in Britain and America also know the story *Goldilocks and the Three Bears*. Nowadays so many children – and ……18…….too – like toy bears that there are shops that sell only toy bears of all kinds.

  Many people call toy bears 'teddy bears', although this name has been used only since the beginning of the century. The word 'Teddy'…..19……from Theodore Roosevelt. Theodore Roosevelt was the president of the United States from 1901 to 1909. Because people liked him very much, they called him Teddy, and …….20……. he had a toy bear they called their own bears Teddy too.

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16. a. countries b. stories c. reasons d. subjects

17. a. dangerous b. poison c. lucky d. famous

18. a. adults b. stepmothers c. princes d. actors

19. a. increases b. comes c. borrows d. brings

20. a. however b. before c. between d. because

***************End of Test****************

APPENDIX B

The Respondent's Background Questionnaire
(แบบสอบถามเกี่ยวกับข้อมูลทั่วไปของนักเรียนที่สมัครเข้าร่วมโปรแกรม ERP)

<u>**คำชี้แจง**</u> ให้นักเรียนกรอกข้อมูล หรือ กาเครื่องหมาย ✓ ลงใน ☐ หน้าข้อความ ตามความเป็นจริง

1. ชื่อ.. นามสกุล...

2. อายุ....................................ปี

3. เพศ ☐ ชาย   ☐ หญิง

4. วัน เดือน ปี (ที่กรอกข้อมูล) ....

5. นักเรียนได้เรียนวิชาภาษาอังกฤษ ตั้งแต่ ชั้นประถมศึกษาปีที่........ จนถึงปัจจุบัน รวมระยะเวลา......ปี

6. นักเรียนคิดว่า ความสามารถในการอ่านภาษาอังกฤษของตนเอง อยู่ในระดับใด

    ☐ ดีเยี่ยม   ☐ ดี   ☐ ปานกลาง   ☐ อ่อน

7. การอ่าน นอกเหนือจากการที่ได้รับมอบหมายจากครูผู้สอนแล้ว นักเรียนได้อ่านสิ่งพิมพ์ หรือ
หนังสือภาษาอังกฤษ นอกเวลาเรียนหรือไม่

    ☐ อ่าน   ☐ ไม่ได้อ่าน

8. ต่อจากข้อ 7 (ถ้าอ่าน) สิ่งพิมพ์ที่นักเรียนอ่าน คือ

    ☐ หนังสือพิมพ์ภาษาอังกฤษ (Newspaper)

    ☐ นิตยสาร/วารสาร (Magazine / Journal)

    ☐ หนังสืออ่านนอกเวลา (Extensive Reading Books) (โปรดระบุประเภท)

        ☐ ตื่นเต้นและผจญภัย (Thriller and Adventure)

        ☐ รักใคร่   (Romance)

        ☐ สยองขวัญ (Horror / Ghosts)

        ☐ อาชญากรรมและลึกลับ (Crime & Mystery)

        ☐ จินตนาการเชิงวิทยาศาสตร์ (Science fiction)

        ☐ ชีวประวัติ (Biography)

        ☐ เรื่องสัตว์ (Animal Stories)

        ☐ วัฒนธรรมและสังคม (Cultural and Social issues)

        ☐ เรื่องจริงและสารคดี (Non-Fiction: True stories & Documentary)

        ☐ อื่น ๆ (โปรดระบุ)..

APPENDIX C

The Reading Motivation Questionnaire
(แบบสอบถามความคิดเห็นเกี่ยวกับแรงจูงใจในการอ่านหนังสือนอกเวลาภาษาอังกฤษ)

คำชี้แจง

      แบบสอบถามชุดนี้ จัดทำขึ้นเพื่อสอบถามความคิดเห็นของนักเรียนระดับชั้น มัธยมศึกษาปีที่ 3 โรงเรียนคำแสนวิทยาสรรค์ ที่มีต่อการอ่านหนังสือนอกเวลาภาษาอังกฤษ

      กรุณาอ่านข้อความ และเลือกคำตอบตามความเป็นจริง เพราะคำตอบของนักเรียน ทุกคำตอบ จะนำไปใช้ เป็นข้อมูลเพื่อการวิเคราะห์โปรแกรมการอ่านหนังสือนอกเวลาภาษาอังกฤษ ที่ผู้วิจัยจัดขึ้น และเพื่อใช้ในการแก้ไขข้อบกพร่องของโปรแกรมการอ่านหนังสือนอกเวลาภาษาอังกฤษ โดย คำตอบ ทุกคำตอบของนักเรียน จะใช้เพื่อการวิจัยครั้งนี้เท่านั้น

แบบสอบถามความคิดเห็นเกี่ยวกับแรงจูงใจในการอ่านหนังสือนอกเวลา

(The Reading Motivation Questionnaire (RMQ))

คำชี้แจง โปรดกาเครื่องหมาย ✓ลงในช่องที่กำหนด ตามระดับความคิดเห็นของนักเรียน

ระดับที่ 5	หมายถึง	เห็นด้วยอย่างยิ่ง
ระดับที่ 4	หมายถึง	เห็นด้วย
ระดับที่ 3	หมายถึง	เฉย ๆ / ไม่แน่ใจ
ระดับที่ 2	หมายถึง	ไม่เห็นด้วย
ระดับที่ 1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ข้อ	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
1	ฉันชอบอ่าน นวนิยายภาษาอังกฤษ I like reading English novels.					
2	การเรียนรู้การอ่านภาษาอังกฤษ มีความสำคัญ เพราะฉัน ตั้งใจจะเรียนต่อมหาวิทยาลัย Learning English is important for me because I plan to study in a university.					
3	ฉันเรียนรู้การอ่านภาษาอังกฤษ เพื่อฉันจะสอบได้เกรดที่ดี I learn to read in English because I would like to get good grades.					
4	ฉันเชื่อว่า ความรู้ที่ได้จากการอ่านภาษาอังกฤษ สามารถ นำไปใช้เพื่อการเรียนรู้ในวิชาอื่น ๆ ได้อย่างมีประสิทธิภาพ I believe that learning English reading skill can be helpful to me in studying other subjects.					
5	ฉันสนุกกับการอ่านภาษาอังกฤษ I enjoy reading English.					

ข้อ	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
6	ฉันรู้สึกไม่ค่อยมั่นใจ เมื่ออ่านบทความหรือหนังสือ ภาษาอังกฤษ I have no confidence in reading English books or articles.*					
7	ฉันรู้สึกว่า การอ่านหนังสืออ่านนอกเวลา ภาษาอังกฤษเป็น เรื่องยาก* I think reading English Extensive Reading is difficult.*					
8	ฉันคิดว่า การไม่ค่อยรู้คำศัพท์ ทำให้ฉันมีปัญหาในการ อ่าน* Lack of vocabulary knowledge causes me problem in reading English.*					
9	ฉันคิดว่า การไม่ค่อยรู้โครงสร้างไวยากรณ์ทางภาษา ทำให้ ฉันมีปัญหาในการอ่าน* Lacking of Grammar knowledge causes problems in reading.*					
10	ฉันสนใจ การอ่านหนังสืออ่านนอกเวลา I am interested in Extensive Reading.					
11	ฉันจะเลือกอ่านหนังสือ ที่มีเรื่องราวที่ฉันอยากรู้ และน่า ติดตามก่อนเล่มอื่น ถึงแม้ว่า มันอาจจะมีระดับความยาก ของภาษาที่มากกว่า I prefer reading English books that can provoke my curiosity, even if they are difficult.					
12	ฉันต้องเปิดพจนานุกรมภาษาอังกฤษทุกครั้งที่ฉันพบ คำศัพท์ใหม่ I have to look up meanings in a dictionary every time I see new words.					

ข้อ	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
13	การอ่านหนังสือนอกเวลา จะช่วยเสริมการเรียนรู้ในรายวิชาภาษาอังกฤษพื้นฐาน Extensive reading will support my Fundamental English course.					
14	การอ่านหนังสือนอกเวลา นำมาซึ่งความเพลิดเพลิน และสนุกสนาน Extensive Reading is fun.					
15	ฉันสามารถเลือกอ่านหนังสือที่เหมาะกับระดับความสามารถทางภาษา และตามความสนใจของฉัน I can choose any book which suits my English competence and interest.					
16	ฉันคิดว่า การอ่านหนังสืออ่านนอกเวลา เป็นเรื่องน่าเบื่อ* Extensive reading is boring.					
17	ถ้ามีหนังสือนอกเวลา ที่หลากหลายให้เลือก และฉันสามารถยืมกลับบ้านได้ ฉันจะอ่านให้ได้มากที่สุด If there is a variety of books I can choose and borrow, I will read as much as possible.					
18	เมื่อมีเวลาว่าง ฉันเลือกที่จะอ่านหนังสือนอกเวลา เป็นลำดับต้น ๆ ก่อนไปทำอย่างอื่น In my free time, I will read a book rather than do anything else.					
19	หนังสืออ่านนอกเวลาหนึ่งเล่ม เหมาะสมกับการเรียนในหนึ่งภาคเรียน Only one external reading book is enough for a whole semester.					
20	นักเรียนทุกคนในชั้นเรียน ควรอ่านหนังสือนอกเวลาเรื่องเดียวกัน Everyone in class should read the same book.					

ข้อ	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
21	ฉันมีความเข้าใจ เกี่ยวกับการอ่านหนังสือนอกเวลา I clearly understand about extensive reading.					
22	การอ่านหนังสือนอกเวลา คือการให้รางวัลกับชีวิต Extensive reading is a reward itself to life.					
23	การอ่านหนังสือนอกเวลา มีส่วนช่วยให้ฉันพัฒนาทักษะการอ่านได้ดีขึ้น Extensive Reading helps improving my reading skills to be a better reader.					
24	การอ่านหนังสือนอกเวลา เป็นเรื่องเสียเวลาสำหรับฉัน* Extensive reading is a waste of time for me.					
25	ฉันขยันและเอาใจใส่ต่อการอ่านภาษาอังกฤษ โดยมุ่งเน้นที่ความเข้าใจในเนื้อหา Understanding is my main reason of reading English book.					
26	ฉันอ่านหนังสือภาษาอังกฤษ ไม่ค่อยเก่ง* I am not good at reading English.*					
27	เมื่อได้เรียนรู้การอ่านภาษาอังกฤษแล้ว ฉันคาดหวังที่จะอ่านหนังสือพิมพ์/วารสาร/เว็บไซต์ที่เป็นภาษาอังกฤษให้ได้ By learning to read in English, I hope to be able to read English newspapers, magazines, and websites.					
28	ฉันจะไม่อ่านหนังสือนอกเวลาภาษาอังกฤษ ถ้าครูไม่ได้สั่ง* I would not voluntarily read an English book unless it is assigned by a teacher.*					
29	การอ่านหนังสือนอกเวลามีความสำคัญ ช่วยให้ฉันได้เปิดมุมมองใหม่ ๆ Extensive reading is important because it broadens my view.					

ข้อ	ข้อความ	ระดับความคิดเห็น				
30	ฉันไม่สามารถ อ่านหนังสือนอกเวลาที่มีความยาวมากกว่า 10 หน้าให้จบได้* I cannot finish reading a text that consists of 10 pages or more.*					

ขอขอบคุณในความร่วมมือ

นายยุทธนา อุไรมาลย์

นิสิตปริญญาโท สาขาวิชา ภาษาอังกฤษ

คณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ

***************Translated Version*****************

APPENDIX D

The ERP Evaluation Form

(แบบประเมินผลโปรแกรมการอ่านหนังสือนอกเวลา)

<u>**ตอนที่ 1**</u> ความคิดเห็นของนักเรียน ที่มีต่อโปรแกรมการอ่านหนังสือนอกเวลา (ERP)

<u>**คำชี้แจง**</u> โปรดกาเครื่องหมาย ✓ ลงในช่องที่กำหนด ตามระดับความคิดเห็นความเห็นของนักเรียน

ระดับที่ 5	หมายถึง	เห็นด้วยอย่างยิ่ง
ระดับที่ 4	หมายถึง	เห็นด้วย
ระดับที่ 3	หมายถึง	ไม่แน่ใจ
ระดับที่ 2	หมายถึง	ไม่เห็นด้วย
ระดับที่ 1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ข้อ	หัวข้อการประเมิน	ระดับความคิดเห็น				
		5	4	3	2	1
1	จำนวนหนังสือนอกเวลาที่ใช้ในโครงการ (โปรแกรม ERP) มีเพียงพอกับจำนวนนักเรียนที่เข้าโครงการฯ					
2	ความยากง่ายของหนังสือนอกเวลา เหมาะสมกับระดับ ความสามารถของนักเรียน (ชั้น ม.3)					
3	การแบ่งหนังสือนอกเวลา เป็น 3 ระดับ ช่วยให้นักเรียน เลือกอ่านได้ง่ายขึ้น					
4	หนังสือในโครงการ มีความหลากหลาย					
5	แบบรายงานการอ่าน (Book Report Form) จำเป็นต่อการ อ่านหนังสือนอกเวลา (Extensive Reading)					
6	แบบบันทึกการอ่าน (Reading Record Sheet) ช่วยให้ นักเรียนเห็นถึงความก้าวหน้าในการอ่านของตนเอง					
7	ข้อคำถามในแบบรายงานการอ่าน (Book Report Form) มี ความเหมาะสม					

ข้อ	หัวข้อการประเมิน	ระดับความคิดเห็น				
		5	4	3	2	1
8	การเข้าชั้นเรียน เพื่อพบกลุ่ม 1 ครั้งต่อสัปดาห์ ช่วยให้การอ่านมีความต่อเนื่อง และเกิดการแลกเปลี่ยนความคิดเห็นกับเพื่อนๆ					
9	ระยะเวลา 8 สัปดาห์ ตลอดโครงการมีความเหมาะสม					
10	ควรจัดให้มีโครงการการอ่านหนังสือนอกเวลา ตามความสนใจ ในทุก ๆ ภาคเรียน					
11	ห้องเรียนที่ใช้ในการจัดโครงการฯ มีความเหมาะสม					
12	การยืมหนังสือไปอ่านต่อที่บ้าน ช่วยให้นักเรียนจัดแบ่งเวลาสำหรับการอ่านหนังสือนอกเวลาได้อย่างเหมาะสม					

ตอนที่ 2 ความคิดเห็น

คำชี้แจง กรุณา เขียนข้อเสนอแนะ ความต้องการของนักเรียน ต่อโปรแกรมการอ่านหนังสือนอกเวลา ตามความสนใจ ในหัวข้อต่อไปนี้ เพื่อประโยชน์ในการนำไปพัฒนาและปรับปรุงต่อไป

1. ข้อดี / สิ่งที่นักเรียน**ชอบ** ในโปรแกรมการอ่านหนังสือนอกเวลา

....

....

....

2. ข้อจำกัด / สิ่งที่นักเรียน**ไม่ชอบ** ในโปรแกรมฯ / สิ่งที่อยากให้ปรับปรุง

....

....

....

3. อื่น ๆ

....

....

***************Translated Version***************

APPENDIX E

The Observation Form

Participant's name: ………………………………. Class: M. 3/……

Week:…………… Date:……………………………

What did the students do during this time period?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………

Problems that occurred during this time period.

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………

A record of materials used by the students.

Titles:

1……………………………...   7…………………………….
2……………………………..   8…………………………….
3……………………………..   9…………………………….
4. ……………………………   10…………………………….
5. ……………………………   11…………………………….
6. ……………………………   12…………………………….

APPENDIX F

The Book Report Form

*Fill in this form even if you read only one page of the book.

Your Name: ……………………………   Class:…………

Start date: ……………   Finish date:………………   (……..days)

Title of book:……………………………………………

Author:……………………………   Publisher:…………………

Type of the story:……………………………………

Summary: (You can do it in Thai or English.)

Main Characters:……………………………………………………………………….

This story is about…………………………………………………………………………..

……………………………………………………………………….…………

At the end,……………………………………………………………………

The sentence you like most:…………………………………………………………

Your Feedback/Comment:

I read all /……pages of the book. (circle "all" or indicate the number of pages read)

How did you like the book? (circle one)

a. Great (I loved it.)   b. Good (I liked it.)

c. OK (I didn't mind reading it)   d. Boring (I didn't like it.)

Prepared by Yutthana Uraiman

Adapted from: Bamford, J. & Day, R.R. (2004). Extensive Reading Activities for

Teaching Language. Cambridge: Cambridge University Press, p. 139.

APPENDIX G

The Reading Record Sheet

for the Extensive Reading Program

Name: …………………………..   Class: M…… /…….

No.	Book Title	Start Date (day / month)	Finish Date (day / month)	Level: Too easy; Good level; Too difficult	Rating: Great; Good; Average; Poor.	Number of pages
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12					Total pages	

Total books I have read: =……………books.

What are the three most favorite books you have read for this extensive reading program?   1)……………………………………………..
2)……………………………………………..
3)……………………………………………..

Prepared by Yutthana Uraiman

Adapted from: Bamford, J. & Day, R.R.(2004). Extensive Reading Activities for

Teaching Language. Cambridge: Cambridge University Press, p. 78.

APPENDIX H

The Reading Marathon Passport

APPENDIX I

Sample of Book Report Form

Adapted from: Bamford, J. & Day, R.R. (2004). <u>Extensive Reading Activities for</u>

<u>Teaching Language.</u> Cambridge: Cambridge University Press, p. 139.

APPENDIX J

The Reading Marathon Route
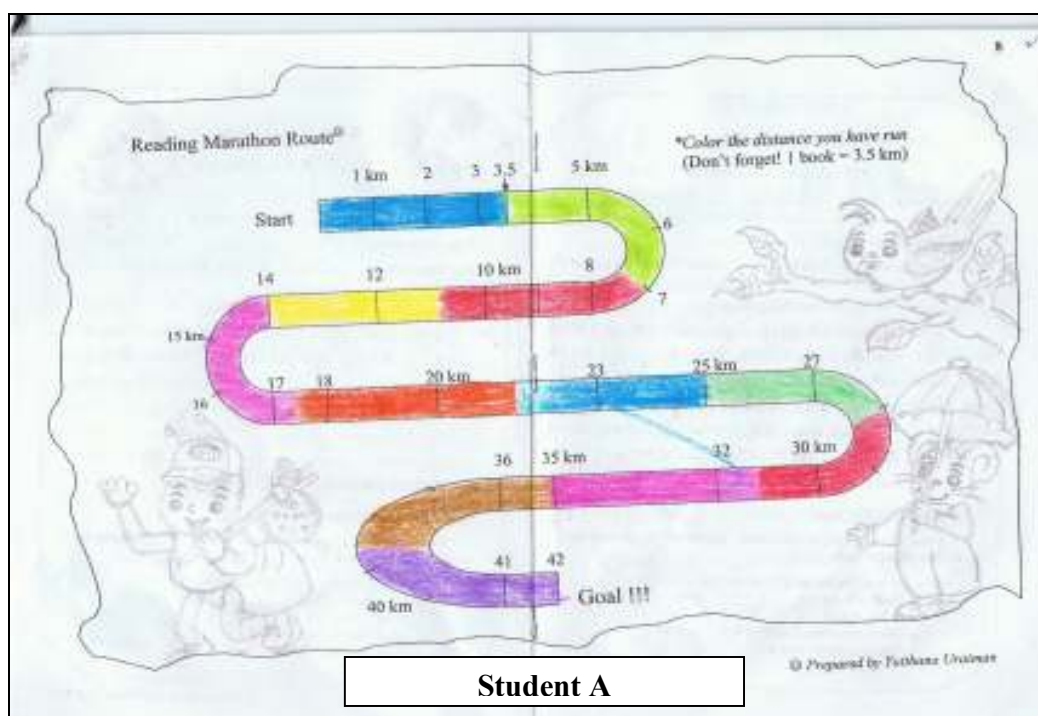
Student A

Adapted from: Bamford, J. & Day, R.R. (2004). Extensive Reading Activities for

Teaching Language. Cambridge: Cambridge University Press, p. 64.

APPENDIX K

Sample of Reading Record Sheet

Reading Marathon Record ☺

Name: **Student A**   Class: M. 3../.3..

No.	Book Title	Start Date (day/month)	Finish Date (day/month)	Level: Too easy; Good level; Too difficult	Rating: Great; Good; Average; Poor.	Number of Pages
1	The Long Tunnel	23	28	Good level	Great	
2	Newspaper Boy	30	5	Too easy	Great	
3	The Gerder	7	13	Good level	Good	
4	Green Island	21	2	Good level	Good	
5	The Sheriff	6	14	Good level	Good	
6	The house near the sea	17	25	Too easy	Great	
7	Lisa in London	1	10	Too easy	Great	
8	Sugar and Candy	5	8	Too easy	Great	
9	Paradise Island	13/11	30/11	Good level	Good	
10	Alissa	6/12	19/12	Good level	Good	
11	The Arcade	15	25	Good level	Good	
12	Flying Home	18	25	Good level	Good	
13						
14					Total pages	

Total books I have read: = ... 12 ....books

☺ *Prepared by Yutthana Uraiman*

Adapted from: Bamford, J. & Day, R.R.(2004). Extensive Reading Activities for

Teaching Language. Cambridge: Cambridge University Press, p. 78.

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