



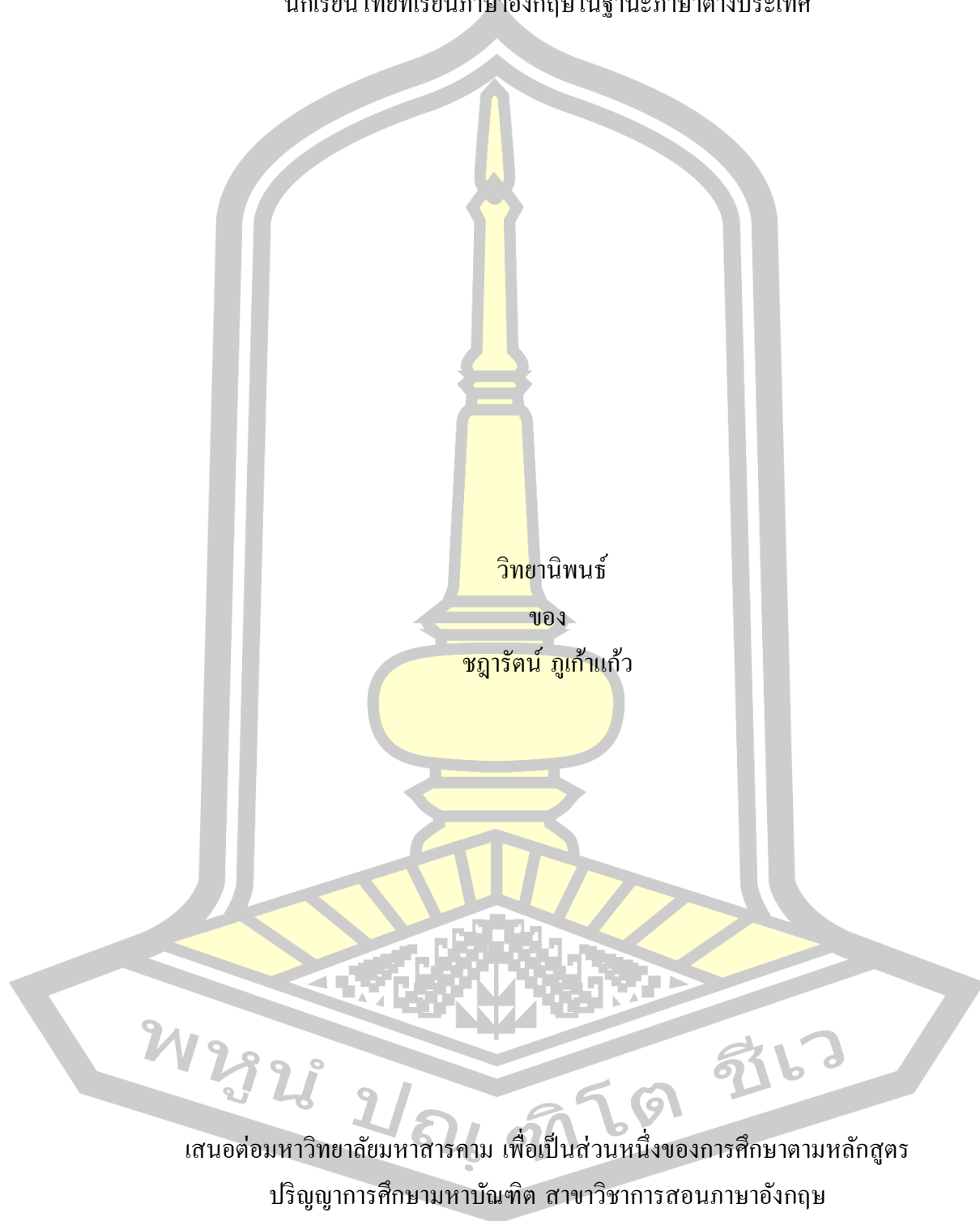
Effects of Extensive Reading on Thai EFL Students' Reading Comprehension and Reading Motivation

Chadarat Phookaokaew

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Master of Education in English Language Teaching  
May 2023

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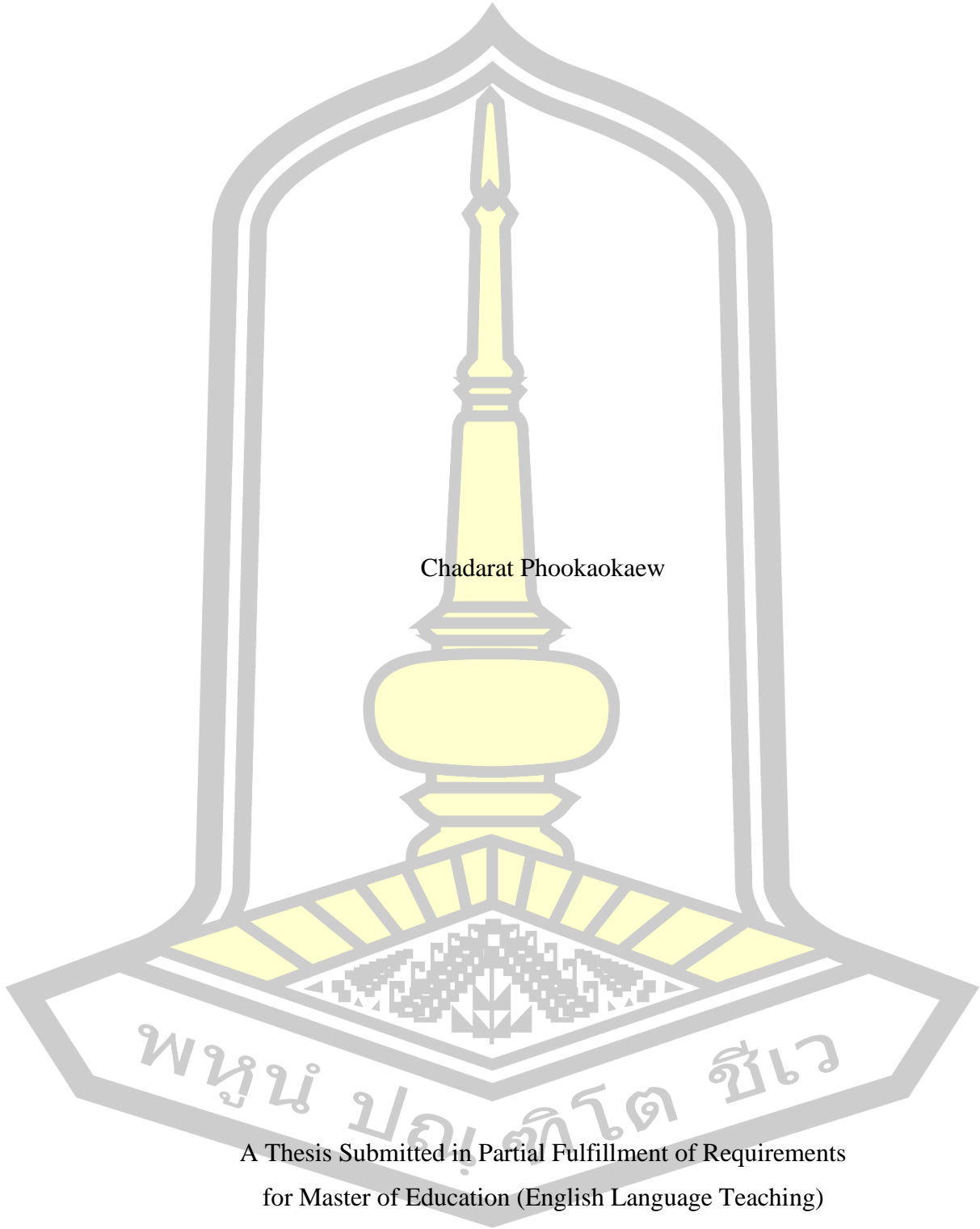
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Chadarat Phookaokaew



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May 2023

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### ABSTRACT

This research aimed to examine reading comprehension improvement and reading motivation enhancement after exposure to extensive reading for six weeks during the academic year 2022. The participants were 30 Thai EFL students at a secondary education level. The research instruments consisted of a reading report and the questionnaire of motivation of reading. A reading report was analyzed by using the reading comprehension rubric, descriptive statistics, and the SPSS program. Moreover, the four-point Likert scale questionnaire of motivation of reading as the pretest and posttest was administered to collect the quantitative data and the data were analyzed by using descriptive and correlation statistics through SPSS. The results revealed that extensive reading positively affected participants' reading comprehension over time. The results showed a significant improvement from the first to the last week of the study: from a moderate to a high level. Additionally, the results of reading motivation questionnaires found that ER positively affected participants' reading motivation, specifically increasing their reading involvement, recognition of reading, reading for grades, and compliance while remaining the level of their dislike of reading, without negatively impacting other aspects of their reading motivation. These findings also offered several significant implications. Other valuable recommendations for future studies and the limitations of this study were also discussed.

Keyword : Extensive reading, reading comprehension, reading motivation, Thai EFL junior high school students

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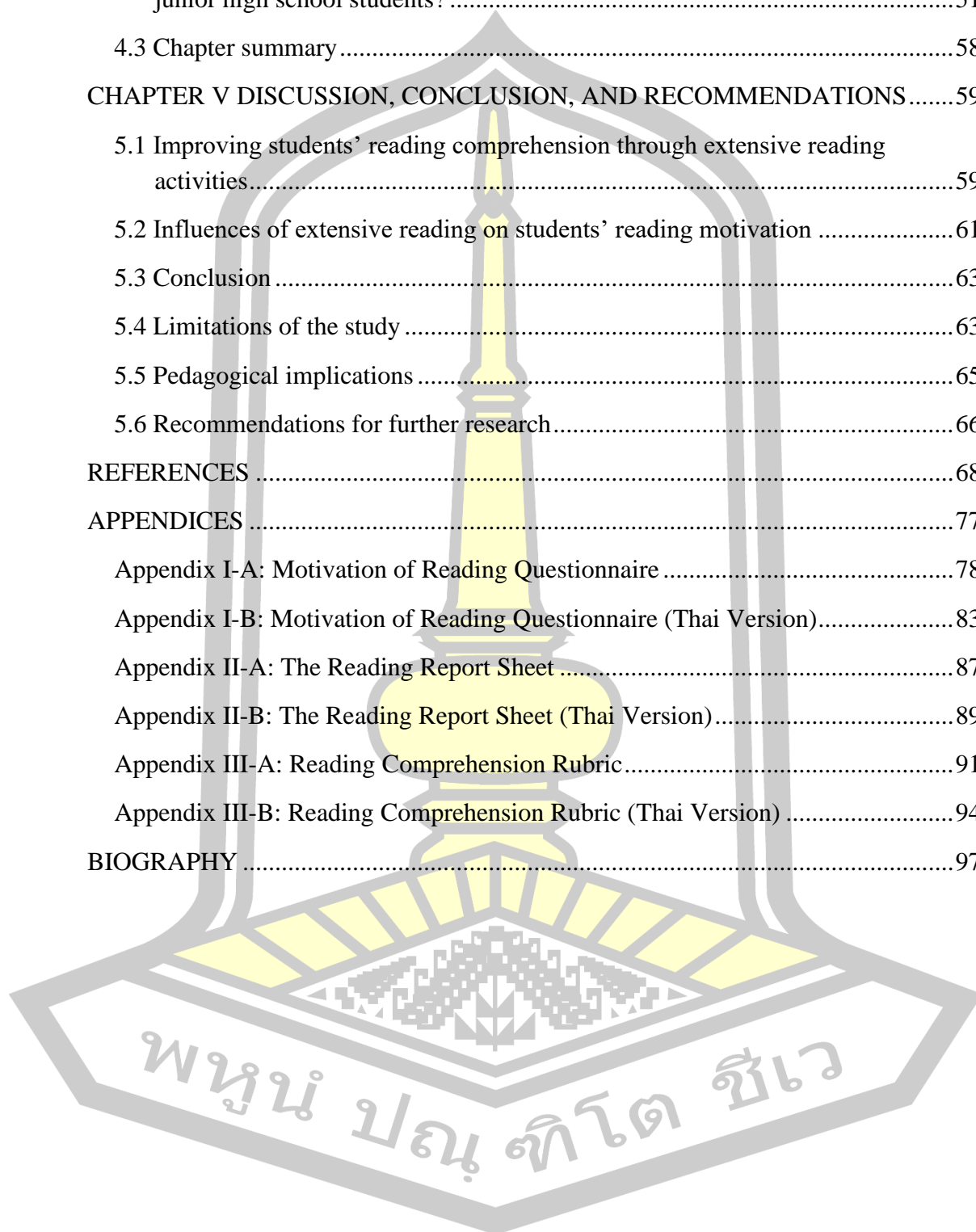
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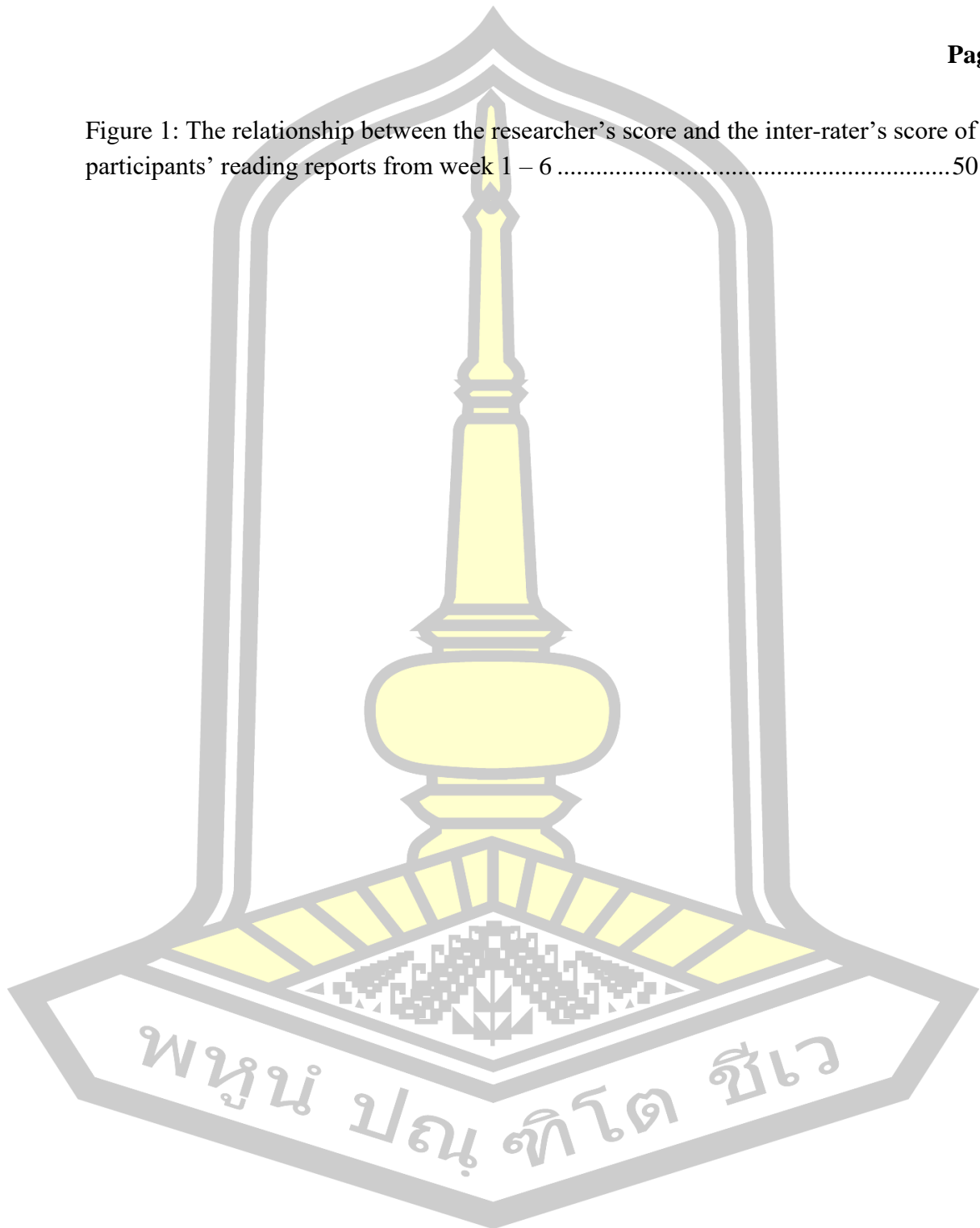
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# CHAPTER I

## INTRODUCTION

Firstly, this chapter began with an overview of the research by presenting the background of the study. Then, the purposes of the study, research questions, and scope of the study were explained in the chapter. The definition of key terms used in the research were also provided in this chapter. Lastly, the significance of the study was printed out. The researcher concluded this chapter with a summary of Chapter 1.

### 1.1 Background of the study

English proficiency is considered crucial for success in the global community in Thailand (Chaladmanon, 2017). However, the English language learning situation in Thai schools and universities presents challenges. More than 60 percent of sixth- and ninth-graders did not achieve a satisfactory score in English exams (Niets, Chuwiruch, 2019). Limited lexical knowledge, spelling difficulties, and complex grammar rules contribute to the difficulties faced by Thai students in acquiring English proficiency (Boonkit & Samruan, 2012). Inadequate teaching methods and lack of exposure to English materials outside the classroom exacerbate these difficulties. Students struggle with vocabulary, grammar, spelling, and speaking due to various factors such as limited vocabulary knowledge, differences in grammar rules, and lack of practice opportunities (Sriborisutsakul, 2019; Chakorn, 2017; Yimprasert, 2018; Nonthapa & Ngaosuwanukul, 2020). Despite instruction, many students feel anxious and lack confidence in effectively communicating in English.

The Thai government has implemented measures to improve English language learning, focusing on reading, writing, speaking, and listening skills to enhance students' English proficiency (Deboonme, 2019; Pongsudhirak, 2016). The "English for All" program launched in 2015 aims to improve English proficiency and promote communication with native English speakers (Thai PBS World, 2015). Reading is considered essential for English proficiency, as it offers more opportunities for practice than speaking (Sukyingcharoenwong & Intaraprasert, 2015). Engaging and relevant reading materials are crucial to motivate students. Research emphasizes the importance of reading for second language acquisition, vocabulary development, and language proficiency (Carrell et al., 1988; Nation, 2009). Cognitive and affective

processes, such as motivation and individual choice, play a role in the reading process (Hilgard, 1980; Corno, 2021). Reading activities with diverse materials inside and outside the classroom can foster enjoyable and active reading, benefiting vocabulary, spelling, and grammar (Ahmad, 2012; Carrell & Grabe, 2010; Karshen, 2003).

Proficiency in reading plays a crucial role for second language (L2) learners in academic settings, as it facilitates learning and task completion (Anderson, 2015; Grabe, 2009; Rosenfeld et al., 2001). Therefore, the development of L2 reading skills is a significant concern, and extensive reading (ER) has emerged as an highly effective approach. ER exposes learners to meaningful input, fosters motivation, and cultivates advanced reading abilities (Day & Bamford, 1998; Grabe, 2009; Krashen, 2004, 2011). Reading holds critical value for ESL/EFL learners as it enables them to comprehend written texts, acquire knowledge, gather information, and enhance their grasp of grammar and vocabulary (Bamford & Day, 1988; Wei, 2005). At the heart of reading lies comprehension, where learners not only understand the literal meaning but also interpret the intended message of the text (Hermida, 2009). Without comprehension, the acquisition of reading skills becomes meaningless (Ameriratrini, 2017). Thus, emphasizing comprehension is vital for the development of language proficiency and overall academic success.

Kitjaroonchai and Aroonrua (2019) state that Thai students have trouble reading due to a lack of access to high-quality reading resources. Books and other reading tools may be in short supply at many Thai schools due to a lack of funding. As a result, students may lose interest in reading and their ability to comprehend. Putwadee and Suksringarm (2015) found that Thai EFL educators value reading widely for their students' language development. Despite this, many teachers say they struggle to apply this strategy because there aren't enough books. In 2019, Pansiri and Sukornpaisarn investigated how well the Reading for Pleasure course performed for Thai EFL students. They found that the program substantially impacted the participants' reading attitudes and vocabulary. Both Srikwan (2014) and Sripicharn and Meechai (2017) investigated what influences Thai EFL students' English reading comprehension. An important element was found to be the accessibility of reading materials. Wongwanich and Lertputtarak (2019) studied reading habits and factors

affecting motivation among Thai college students. Researchers found that students who were more enthusiastic about reading had easier access to reading resources. In order to boost students' reading skills and interests, these studies highlight the significance of providing them access to high-quality reading materials. As a result, Thai students often read slowly and depend heavily on word-by-word translation, leading to poor reading comprehension as well as a lack of desire to read. Reading strategies that boost students' motivation and comprehension, aid in the growth of their English reading abilities, and eventually instill a love of reading is essential for solving these problems.

Extensive reading (ER) appears to be one of the most promising methods for enhancing students' linguistic abilities in countries like Thailand, where English literacy is significantly low. It involves students engaging in extensive and critical reading to deepen their understanding of the language and literature (Day & Bamford, 1998; Horst, 2005). Giving students the autonomy to choose their own reading materials enhances their desire to learn and their ability to comprehend required texts (Krashen, 2004). ER has proven benefits in enhancing reading comprehension skills (Aka, 2019; Bahmani & Farvadian, 2017; Nako, 2018; Shin et al., 2018; Suk, 2017). Moreover, it has been found to significantly increase students' motivation to study and learn the language (Day, 2010). By allowing students to select materials aligned with their personal interests, ER promotes a sense of ownership and initiative in their language learning journey (Mikami, 2018). ER not only exposes students to literature from various countries, but it can also be used as an instructional approach in language education (Day & Bamford, 1998). Researchers like Carrell and Carson (1997) and Harold Palmer have argued that ER prioritizes the text and contributes to its comprehension (Carrell & Carson, 1997; Palmer, cited in Carrell & Carson, 1997). In countries like Thailand, where reading is a significant concern, ER proves to be an effective strategy for enhancing linguistic proficiency (Aka, 2019; Bahmani & Farvadian, 2017; Day, 2010; Nako, 2018; Shin et al., 2018; Suk, 2017). Access to interesting and informative reading resources sparks students' interest, improves their comprehension, and enables them to apply what they have learned. As a result, numerous local, national, and international initiatives are dedicated to promoting and implementing ER as a widely recognized reading exercise worldwide.



Reading comprehension is a vital skill that involves understanding the psychological aspects and subtleties of a text (Buckley, 2019). It plays a crucial role in learning new vocabulary and gaining insights into various topics. According to Duke et al. (2011), reading comprehension is essential for academic and professional success. Singkum and Chinwonno (2021) emphasize the importance of grasping the complete meaning of what is read, beyond simply understanding individual words and sentences. Extensive Reading (ER) is an approach that promotes reading for pleasure using a wide range of materials to help students develop a general understanding and enjoyment of the language (Richards & Schmidt, 2010). Research indicates that ER can enhance students' reading comprehension skills. Studies by Aka (2019), Bahmani and Farvadian (2017), Nako (2018), Shin et al. (2018), and Suk (2017) have shown that allowing students to choose texts they are interested in and creating a relaxed reading environment can improve comprehension. ER fosters a lifelong love of reading and the development of healthy reading habits, ultimately improving reading comprehension (Richards & Schmidt, 2010). Renandya and Jacobs (2016) suggest that providing students with accessible reading materials can enhance learning and enjoyment. Teachers recognize the importance of motivating students to read and acknowledge that a wide selection of reader-friendly literature contributes to their pleasure and growth in reading comprehension (Dornyei, 2001; Renandya & Jacobs, 2016).

To promote regular reading and enhance comprehension, teaching strategies should prioritize enjoyment and comprehension. Motivated students typically spend significantly more time reading than their less motivated peers (Wigfield & Guthrie, 1997). Boosting students' motivation can be achieved by allowing them to choose novels they find interesting, which also makes learning English more enjoyable (Jacobs & Farrell, 2012). Reading motivation is connected to individual interests and a love for the reading process. ER enables students to select texts based on personal interest, positively influencing their second-language reading motivation (Jacobs & Farrell, 2012; Suk, 2016; Day, 2018). Enjoyment from reading leads to higher motivation and consistent long-term reading (Suk, 2016; Day, 2018). ER resources and activities contribute to sustaining students' interest and drive to read (Jacobs & Farrell, 2012). Moreover, ER is recognized for improving literacy, fostering cross-

cultural understanding, and facilitating conversation (Horst, Cobb, & Meara, 1998). In conclusion, ER not only increases motivation to read but also strengthens reading comprehension. It cultivates a lifelong reading habit and supports language acquisition by granting students the freedom to choose their reading material and providing positive reading experiences.

In countries where English is a second language, ER studies improved vocabulary, reading abilities, language development, and reading motivation. Reading motivation and comprehension are vital for ER, but little study has been done on how an extensive reading strategy benefits Thai junior high school students in EFL contexts. Experimental studies of lengthy reading are lacking in Thailand. EFL nation. This study investigates how an extended reading method influences Thai junior high school students' reading comprehension and motivation. Extensive reading in ESL has been studied extensively, whereas experimental investigations in EFL countries like Thailand are sparse. This study investigates the benefits of extended reading in such contexts. This study examines whether Thai junior high school students benefit from increased reading time. Reading is one of the greatest strategies to improve reading comprehension in any language (Aka, 2019; Bahmani & Farvadian, 2017; Nako, 2018; Shin et al., 2018; Suk, 2017). Few studies have examined how reading extensively affects Thai EFL students. This study will examine the effects of heavy reading on Thai junior high school students' reading comprehension. The second goal of the study is to determine if increased reading will make Thai primary school students like reading. Language learners must appreciate literature (Wigfield & Guthrie, 1997). Extensive reading motivates EFL students (Day, 2018; Jacobs & Farrell, 2012; Suk, 2016). This impact may not apply to Thai junior high pupils. This study may illuminate the benefits of encouraging Thai students to read broadly to enhance their English reading abilities and promote a reading culture. As an English instructor and scholar, I want to know if ER can assist Thai students develop a reading culture and improve their English skills. The study seeks to determine if employing ER as a teaching tool would help students comprehend and be more motivated to read, increasing their language abilities and interest in reading. ER boosts reading motivation, which is essential for language learning (Jacobs & Farrell, 2012; Suk, 2016; Day, 2018). ER's effects on students' interest in and comprehension of their



studies, especially in EFL contexts like Thailand, need further study. However, most of the ER studies were done in universities (e.g., Belgar & Hunt, 2014; Hagley, 2017; Huffman, 2014; McLean & Rouault, 2017; Park, 2016; Suk, 2016; Tien, 2015). Only a few studies (Khansir & Dehghani, 2015; Lee et al., 2015; Webb & Chang, 2015) were done with middle and high school students. In light of the numerous linguistic and non-linguistic benefits of ER, the younger children are, the more children have a much better chance of capitalizing on these benefits if they could start on ER earlier; hence, more research should be carried out with younger learners especially in the specific settings where the students hardly read.

In conclusion, this study examines how ER influences Thai junior high school students' reading comprehension and motivation. This research will assist EFL teachers in creating successful reading lessons that inspire readers and enhance language abilities.

This study employed a single-group experimental design. The purpose of the research is to compare participants' levels of reading motivation at the beginning and end of the study using a questionnaire designed to spark that interest. (MRQ). In one experimental group, reading reports or reading diaries are used both before and after intensive reading activities to see how well students understood what they had read.

### **1.2 Purposes of the study**

The current study aimed to investigate whether extensive reading can develop students' reading comprehension and reading motivation throughout an extensive reading activity, used to determine the Thai junior school students. Besides, the Oxford Bookworms Series level 3, 4, and 5 were selected and the reading comprehension checklist through a reading report sheet was used for checking students' comprehension in each book. The students' reading motivation are measured by using Motivations for Reading Questionnaire (MRQ) as pretest and posttest. Within the context, this study concentrates on two major purposes as follows:

1. To examine if extensive reading can improve Thai junior high school students' reading comprehension.

2. To investigate if extensive reading can promote Thai junior high school students' reading motivation.

### **1.3 Research questions of the study**

To investigate an extensive reading approach and its relations to reading motivation and reading comprehension growth, within the context of the study, answers to the following two questions were sought:

1. To what extent does extensive reading improve reading comprehension skills among Thai junior high school students?
2. How does extensive reading promote reading motivation among Thai junior high school students?

### **1.4 Scope of the study**

This present study aimed to investigate whether extensive reading affects Thai EFL students' improvement of reading comprehension in the experimental group or not. After ER practices, the researcher provided students reading comprehension questions according to reading comprehension checklists through a reading report sheet. This study also aimed to explore whether extensive reading enhance students' Thai EFL reading motivation or not. This study was conducted in 6 weeks with EFL junior high school students in the English class. The participants are 30 students aged 14-16 years old who are studying in a high school located in a province in Northeast Thailand.

### **1.5 Definition of key terms**

For the purposes of the study, the following key terms are defined.

Extensive Reading (ER) in this study refers to both reading inside and outside of the classroom on English language written texts that are selected according to students' own interests. As defined by Nation (2013), extensive reading involved the practice of reading English language texts both in and out of the classroom, with a focus on selecting texts based on personal interests. In addition, extensive reading has been found to be an effective way to improve language proficiency and reading comprehension skills (Day & Bamford, 2002; Krashen, 2004). It also promoted a love for reading, which can lead to lifelong learning (Mikami, 2017). By selecting texts based on their own interests, students were more likely to engage with the material

and develop a love for reading (National Literacy Trust, 2019). In this current study, there were three different levels of the books for students; the third level was lower than their background knowledge, the fourth level was comparatively matched with their level, and the fifth level was higher than their background knowledge. Students read continually both in and outside of the classroom.

Reading comprehension in this study refers to understanding the meaning of entire written texts, not only recognizing individual words or sentences, but the readers were able to answer the basic question according to the information from the books (Grellet, 1981).

Reading motivation in this study refers to both internal and external driven that push readers to continuously read with positive ideas (Fongpaiboon, 2017).

Graded readers in this study refer as reading materials that were adapted and simplified for students learning to read or studying a foreign language at their language proficiency level, starting at the basic level.

Thai EFL junior high school students were 30 Thai junior high school students aged 14-16 years old who were studying in a high school located in a province in Northeast Thailand and they have been studying English as their foreign language.

### **1.6 Significance of the study**

The present study attempted to serve as the basis for students' reading comprehension and motivation through an extensive reading approach. The results of this study could assess the benefits of employing ER techniques to enhance the reading skills and motivation of Thai junior high school students learning English as a foreign language. By allowing students to read material of their interest and within their linguistic proficiency, this approach aids in their overall reading development. To develop this L2 learning and teaching strategy effectively through reading, this ER study could be a starting point for teachers who focused on teaching reading in EFL contexts. The study tended to provide ideas for language teachers to go beyond the old traditional way of teaching L2. The result of this study was expected to contribute to and inspire to development of teaching English reading quality. It could also be a suggestion for

providing readers opportunities to become highly motivated and better readers, developing participants' reading comprehension proficiency.

### **1.7 Organization of the thesis**

There are five chapters for this thesis.

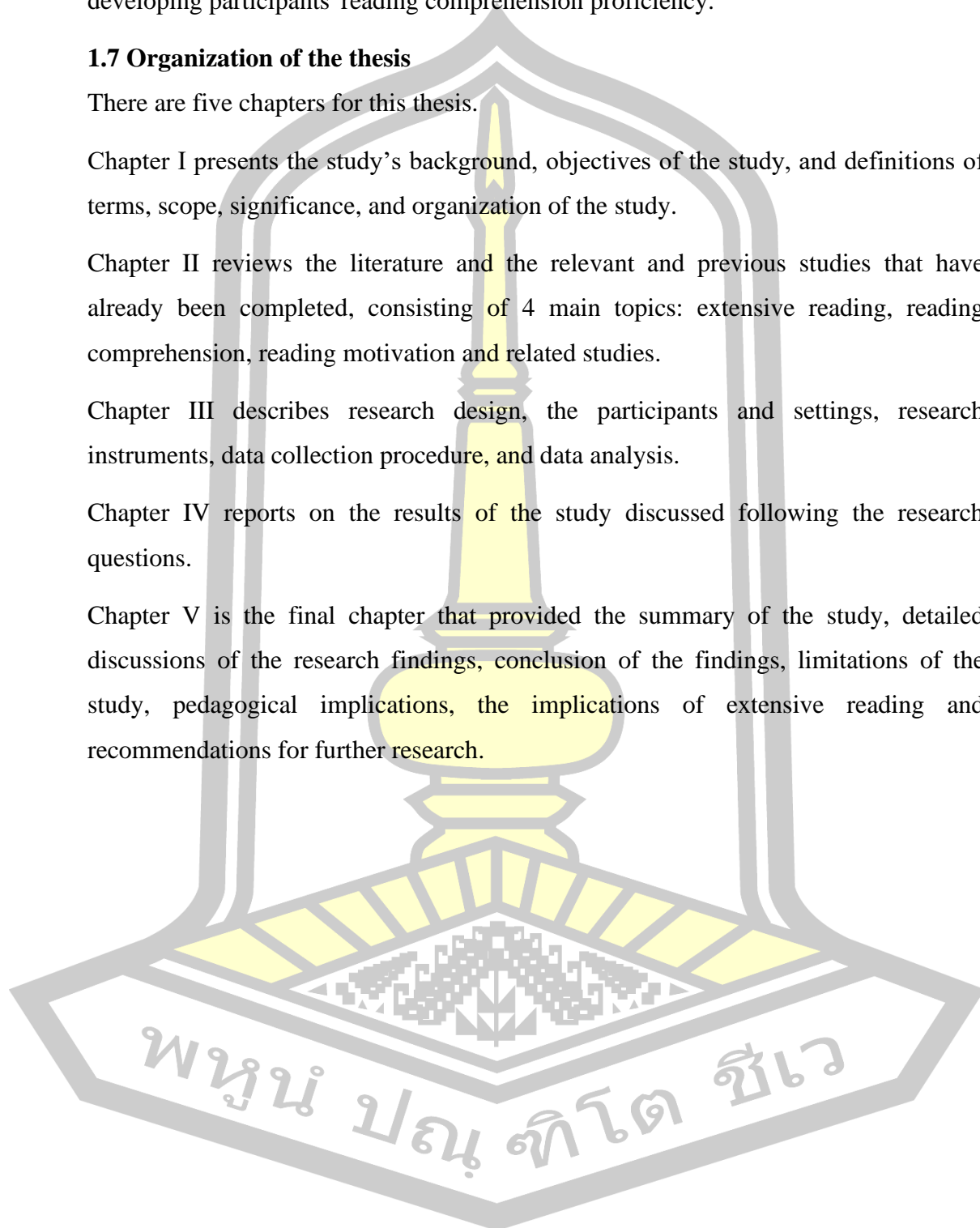
Chapter I presents the study's background, objectives of the study, and definitions of terms, scope, significance, and organization of the study.

Chapter II reviews the literature and the relevant and previous studies that have already been completed, consisting of 4 main topics: extensive reading, reading comprehension, reading motivation and related studies.

Chapter III describes research design, the participants and settings, research instruments, data collection procedure, and data analysis.

Chapter IV reports on the results of the study discussed following the research questions.

Chapter V is the final chapter that provided the summary of the study, detailed discussions of the research findings, conclusion of the findings, limitations of the study, pedagogical implications, the implications of extensive reading and recommendations for further research.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter concentrates on the literature review and previous research studies. The first three parts discuss literary terms including extensive reading, reading comprehension, and reading motivation which are integrated into an English course for EFL Thai junior high school students. The last part explains more in detail about previous related studies, indicating how reading motivation and reading comprehension relate to the researcher's extensive reading content from the results of the related studies. Lastly, the researcher will conclude the chapter with a summary.

#### **2.1 Reading**

##### **2.1.1 Definitions of reading**

Reading is a complex skill that encompasses not only the ability to understand and interpret written texts, but also the ability to recognize and associate written words with their corresponding sounds and meanings. Additionally, reading is a vital language skill for daily life, as both Thai and English are ubiquitous in society, from signs on roads to food and drink menus and product labels. Reading is an important way for English as a Foreign Language (EFL) students to learn and improve their language skills. To master English reading, students' reading comprehension and motivation are two crucial factors. Reading is also a key part of learning new words, spelling, and grammar. Using different reading materials and activities in and out of the classroom can make reading more fun and help students become more active readers. Reading activities are a great way to help Thai students learn English and develop a positive attitude toward language learning. They also help students become comfortable and confident readers who can read in any situation. Ultimately, the goal of reading is to be able to read anytime and anywhere with ease and enjoyment.

Reading is not only the ability to gain information, understand written texts and interpret its meaning, but with students' basis of past experience, reading is also the ability to recognize how words are written associating a sound form and students' background knowledge of vocabulary (Kennedy, 1981). Besides, one of the most frequently used language skills in daily life is reading since both Thai and English language is found to be seen in everywhere such as signs on the roads, food and

drinks menus, and labels (Tamrakitkun, 2010). Furthermore, reading provides a crucial opportunity for learning new knowledge as well as second language acquisition for EFL students (Day & Bamford, 1998). Moreover, to master students' English reading, there are two main factors including students' reading comprehension and reading motivation. In addition, as reading is a basic foundation to learn vocabulary acquisition (Ahmad, 2012; Carrell & Grabe, 2010), spelling and grammar (Karshen, 2003), providing students reading activities in and out of the classroom with variety of reading materials can influence them to read enjoyably and to become more active readers. Thus, to develop Thai students' English skill, a reading activity can be an essential factor to facilitate students to learn the target language with positive thoughts and without the burden of language acquisition. In addition, the best way of reading is to be able to read in everywhere and every time you want to with comfortable feelings (Buckley, 2019).

## **2.2 Extensive Reading (ER)**

### **2.2.1 Definitions of extensive reading**

Extensive Reading (ER) is both a teaching and learning approach for second or foreign language reading with large amounts of books according to readers' interests and other materials to help students improve their language competence (Day & Bamford, 2017). Furthermore, according to Chanthap (2019), ER is explained as "extensive reading instruction is an alternative approach to traditional reading instruction". ER is also considered as pleasure reading (King, 2004). Besides, Richard and Schmidt (2002) also indicate about the meaning of ER that "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" (pp. 193-194). In the other words, Richard & Julian (2002) give the purpose of ER "reading is usually related to pleasure, information and general understanding." In an extensive reading approach, student-centered learning is a part of teachers' encouragement, orient and guidance to lead students to read on their own. Therefore, extensive reading as pleasure reading allows students choose reading materials that suit their knowledge and interests while getting the general understanding with a very few using dictionary (Koch, 2006). Therefore, not only reading pleasure that appears



in ER, but students also gain reading proficiency and overall language learning (Richard & Bamford, 2002). In conclusion, Nation and Waring (2020) state what ER entails are “learners independently and silently reading large quantity of enjoyable texts, at the right level, with comprehension and reading outside of the classroom”. Hence, it is clearly that ER becomes one of the spontaneous ways in second or foreign language acquisition.

### **2.2.2 Characteristics of extensive reading**

Most of ER classes usually follow these ten characteristics of teaching extensive reading approach in order to achieve the goals of ER as proposed by Day and Bamford (2002) as follows:

1. Easy reading materials are relatively for readers’ levels and must be available for extensive reading.
2. A variety of reading materials, different kinds of books and large amount of topics must be available.
3. To allow readers to select books according to their own interests and desires, it is readers’ freedom so they can read enjoyably.
4. Readers’ reading amounts are continuously increased as much as possible.
5. Reading for pleasure, gaining in information while understanding general knowledge.
6. Without any tests after reading, readers’ personal experience is the reward for readers.
7. Reading speed is continuously faster and faster.
8. Reading individually and silently at readers’ own pace.
9. Guidance from teachers show students purposes and procedures of extensive reading.
10. Teachers as role models for students to read.

Besides ten characteristics of extensive reading proposed by Day and Bamford (2002), Nation and Waring (2020) also explain about the essential features of an extensive reading are, in order of importance as following:

1. The reading material is at the right level for the learners.
2. The learners do a large quantity of reading.

3. The learners have some choice in what they read.

In conclusion, as ER is reading for pleasure, it can motivate students to read what they want to and read what matches their level. ER can be an interesting activity to motivate students to read better and to engage in plentiful reading with comprehension of the target language as well. With variety of easy-to-read and interesting materials, students can become better readers and more active readers. In the reading activity process like ER activities, furthermore, reading motivation becomes an essential factor to facilitate students to keep reading and learning the target language with positive ideas whereas reading comprehension have been well aware of its importance of English learning language.

### **2.2.3 Graded readers**

The extensive reading materials are mostly referred to graded readers (Nation & Ming-tzu, 1999). Graded readers are defined as easy reading materials which are simplified and graded books which have different difficulty levels from novice to expert readers. The language in graded readers is simplified in vocabulary and grammatical structures, helping EFL students avoid frustration on reading. These graded readers' designs decrease EFL students' struggles on comprehend the texts and avoid their failure on linking their prior knowledge to new knowledge. Therefore, reading graded readers motivate readers to read continuously and help readers improving their individual reading abilities of second language learners (Waring, 2000).

### **2.2.4 Significance of extensive reading**

Throughout ER practice, the more readers continuously read, the better their reading skill improve (Day & Bamford, 1998). According to Donaphy (2016), ER doesn't only help students become high motivated and better reader (Day & Bamford, 1998), students gain more vocabulary knowledge, gain in overall language competence improvement including writing skill (Elley & Mangubhai (1981) and Hafiz & Tudor, 1989), listening and speaking skills (Cho & Krashen, 1994). With readers' personal reading choices and easy reading materials, ER helps students read comfortably with positive thoughts, increasing readers' confidence, readers' motivation on foreign language reading and comprehension skill improvement (Grabe, 1991).



## **2.3 Reading comprehension**

### **2.3.1 Definitions of reading comprehension**

In the reading process, comprehension is seen as reading ability of understanding a reading text (Grellet, 1996 and Edy, 2014). According to (Brantmeier, 2005), researchers has been described reading comprehension as “a critical part of the multifarious interplay of mechanisms involved in L2 reading”. Reading books provide the opportunities for students to acquire inside and outside classroom. Besides, Miller (2008) has explained more about reading comprehension; “Reading comprehension as the ability to comprehend or to get meaning from any kind of written materials”. Additionally, Grellet (1981) adds it up “reading comprehension is getting written text means extracting the needed information from it as effectively as feasible”. Therefore, reading comprehension can be, in general, defined as the interaction between readers’ prior linguistic knowledge and the written text (Ahmadi, Ismali, & Abdullah, 2013). In other words, reading comprehension is being able to recognize ideas, understand general information and interpret written texts’ meanings. It can be concluded that reading comprehension is relate to interpretation and evaluation of the writer’s ideas through a written text.

### **2.3.2 The process of reading comprehension**

The construct of reading comprehension involves with complex reading process with psycholinguistic factors, schemata and processing texts (Grabe & Stoller, 2002). In the reading comprehension process can be explained as gaining, understanding, and catching the content through reading (Nunan, 1991). Reading comprehension process also defines as the mental process where readers read continuously and where readers ascertain the writer’ ideas and the text.

### **2.3.3 Reading comprehension difficulties**

The three main difficulties in reading comprehension including insufficient reading guidance from teachers, wrong reading materials, and the difficulties of vocabulary (Keneday, 1981).

Guidance and instruction from teachers are the keys to begin reading properly. With adequate suggestion from teachers, it will lead to wrong instructions and students will

pick up wrong ideas and skills toward reading. Without proper reading instruction, frustration on reading will be occurred.

The right reading material should be selected by readers' interests and it should be relatively match readers' levels. Therefore, with unsuitable reading materials lead readers to situation of reading comprehension difficulty due to their inadequate background knowledge and burden to read what they do not want to read.

Vocabulary difficulties come from books which are beyond readers' prior knowledge and the readers rely on dictionaries too often. When readers cannot recognize too many words, struggling to make meaning, reading comprehension difficulties will occur and they will gain negative feelings toward reading.

#### **2.3.4 Types of reading comprehension**

Kennedy (1981) states that there are three major types of reading comprehension consisting of literal, inferential, and critical reading comprehension as follows:

##### **2.3.4.1 Literal reading comprehension**

Literal reading comprehension refers to reading and ascertaining the main ideas, details, sequence, cause effect relationship and patterns from the beginning, middle, and end of the story. In other words, readers can be able to answer literal comprehensions which are who, what, where, and when questions from what actually happens in the story.

##### **2.3.4.2 Inferential reading comprehension**

Inferential reading comprehension refers to readers' prior experience and intuition which are linked to make reasoning or discovering the underlying information that is not directly provided in the story.

##### **2.3.4.3 Critical reading comprehension or Evaluative reading comprehension**

Critical or evaluative reading comprehension requires readers' individual reading knowledge to respond, reflect and compare with their experiences and opinions to topics which are relevant to the text.

## **2.4 Reading motivation**

### **2.4.1 Definition of reading motivation**

Motivation in learning second language seems to be very important to keep students on learning and to make them achieve their goal in learning in the target language. According to Zoltan Dornyei (1993), he states “motivation is one of the main determinants of second/foreign language (L2) learning achievement and, accordingly, the last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the L2 learning process.” This quotation supports that motivation in learning language affects to learners inevitably. Moreover, Zoltan Dornyei (2001)’s a developed process-oriented model of three motivation phases includes choice motivation, executive motivation, and motivation retrospection. Firstly, choice motivation is the learner’s instinctive motivation that the learners choose or want to do something by their own self. Secondly, executive motivation refers to the situation where learners have to handle tasks to keep on learning motivation. The third phase is motivation retrospection which refers to the situation where the learners satisfied with learning and want to improve more advanced level.

The influences from people’ reasons, willingness, and internal drive pushing people to act in a certain way through the mental and emotional processes can be called motivation (Kirchhoff, 2013). Reading motivation is related to readers’ own purposes, thoughts, needs and the results of the reading (Guthrie & Wigfield, 2000). Reading motivation also refers to readers’ intrinsic motivation consisted of internal drives, positive ideas and reason or readers’ extrinsic motivation which are outside factors; both kinds of reading motivation continue readers to read or leads readers to avoid reading (Fongpaiboon, 2017). Nevertheless, Moley Bandre, and George (2011) explain when motivation occurs while students learn “students develop an interest in and form a bond with a topic that lasts beyond the short term”.

Besides, reading motivation can be a supportive factor for students to read more as students have to decide whether the reading has got their positive or negative feelings about reading (Hairul, Ahmadi, and Pourhossesin, 2012). Besides, it also has the significant relation to reading and understanding texts. Reading for pleasure with strategies to support students’ understanding is an important factor to make students

become readers with high motivation. Therefore, to become a motivated reader is to allow that reader read what he chooses as he would discover what he has done is an enjoyable activity and he would feel positive about reading, reading more and better. In other words, it can be concluded that reading motivation influence reading appreciation abundantly. Besides, the theory of motivation has two main components including intrinsic motivation and extrinsic motivation. The following sections explain in detail.

### **2.4.2 Components of motivation**

The theory of motivation posits that there are two primary components: intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to engaging in an activity for the inherent satisfaction or enjoyment derived from the activity itself, while extrinsic motivation involves engaging in an activity to obtain some external reward or outcome (Ryan & Deci, 2000).

#### **2.4.2.1 Intrinsic motivation**

Intrinsic motivation can be students' engagement or their inner desire towards something they like to do at their own pace, finding what they do or like interesting or enjoying (Rayn & Deci, 2000). The influences of intrinsic motivation can also involve with positive experiences about reading and getting pleasure when students read. Therefore, with their individual interest in what they learn and the right to choose what they want read, these factors can help students' learning improvement and increase their intrinsic motivation.

#### **2.4.2.2 Extrinsic motivation**

Whereas, extrinsic motivation is opposite to intrinsic motivation. It can be the desire when students want the rewards or something that influence them to learn (Wang & Guthire, 2004). For example, a teacher wants students to read books and the first one who finish all the books will get the rewards. According to Hairul, Ahmadi, and Pourhossein (2012), they explain about extrinsic motivation that it is a construct that involve with when some situation is done in order to achieve the target goal or get the award.

In contrast to intrinsic motivation, extrinsic motivation is driven by external rewards or incentives that influence students to learn (Wang & Guthire, 2004). For instance, a

teacher may offer a reward to the first student who finishes reading a set of books. Hairul, Ahmadi, and Pourhossein (2012) describe extrinsic motivation as a construct that involves taking specific actions in order to achieve a particular goal or receive an award. While extrinsic motivation can be effective in encouraging students to participate in an activity, it may not necessarily lead to long-term learning and may even detract from intrinsic motivation if overemphasized.

### **2.5 Effect of ER on reading comprehension**

Extensive reading (ER) encourages students to improve their reading fluency as it requires them to read several books at a level that is just right for them. This method helps readers become more fluent by reducing the number of breaks they have to take while reading (Stoller, 2015).

Belgar and Hunt (2014) studied the impact of text type (simplified vs. unsimplified) and text level (students' vocabulary knowledge vs. above students' vocabulary knowledge) in an ER program with 76 incoming Japanese first-year college students over the course of one academic year. Students with poorer intermediate English competence benefited more from reading simplified texts at a lower level than from reading simplified texts at a higher level or unsimplified materials, according to the study's findings. Therefore, this study lends credence to the idea that simple texts are best for fostering reading fluency.

Huffman (2014) compared the effectiveness of ER and intensive reading (IR) on the development of reading fluency (silent reading rate) in a cohort of 66 first-year nursing students in Japan. The ER group improved their reading speed by a significantly larger margin than the IR group did. Results from a pre- and post-test comparison of comprehension scores showed no statistically significant differences between the two groups, suggesting that ER improves reading fluency without negatively impacting comprehension. Similarly, Suk (2016) compared ER to IR over the same time period with 171 Korean university students and found that the ER group improved their reading speed significantly but their understanding very little.

McLean and Rouault (2017) examined into how first-year Japanese university students' reading speeds changed over the course of a year, using both ER and grammar translation. Fifty people took part in the study, and the results showed that

the ER group improved their reading speed more than the grammar-translation group ( $d=1.73$ ). It's worth noting that McLean and Rouault actively worked to keep reading comprehension at or above 70%. This demonstrates that ER is more efficient at boosting reading speeds than grammar-translation.

All four of these studies revealed that ER helped college students improve their reading fluency. Multiple studies, including those by Huffman (2014), Suk (2016), and McLean and Rouault (2017), have found that ER is superior to IR and the grammar-translation approach for enhancing reading speed.

## **2.6 Related studies**

### **2.6.1 Related studies in global contexts**

Extensive reading allows EFL students to read better and to read enjoyably text while enhancing students' reading skill and facilitating the target language at same time (Hosseini, Nasri, & Afghari, 2017; Namaziandost, Nasri, & Rahimi Esfahni, 2019; Nuttal, 2000). Therefore, an ER program provides opportunities for students to read an unfamiliar reading text silently in a large quantity, reading at the right level and enjoyably with sufficient understanding (Day & Bamford, 1998). Moreover, many research on extensive reading has revealed many significant benefits in learning foreign language and developing reading ability. Through Elley and Mangubhai's (1983) Fiji Book Flood study, it has revealed that the control groups have better performance than the treatment groups in reading comprehension improvement when it comes to reading large quantity (Robb & Susser, 1989; Tanaka & Stapleton, 2007). Similarly, through Karlin & Romanko (2008) and Mori (2002) research, it has resulted in a significant relation between ER and reading motivation in creating increasingly positive ideas toward reading. Although ER has many benefits as mentioned above, ER seems to be difficult in conducting ER research (Grabe, 2009).

Nevertheless, numerous studies have explored the effects of extensive reading on reading comprehension and vocabulary acquisition, especially in the context of foreign language learning. For instance, a meta-analysis by Chen, Yang, and Lv (2021) found that extensive reading had a positive effect on both vocabulary development and reading comprehension among Chinese EFL learners. Similarly, Akbari and Razavi (2021) reported that extensive reading improved vocabulary



development and language learning strategies among Iranian EFL learners. Whereas, extensive reading has also been shown to have a positive impact on reading motivation. Jittrapirom, Niyomsean, and Suwannatthachote (2020) found that extensive reading had a significant effect on increasing reading motivation and English proficiency among Thai EFL learners. Punsri (2018) also reported that extensive reading had a positive effect on Thai EFL learners' reading motivation and attitude. In addition, the use of extensive reading has been explored in various Asian countries, including Taiwan and Thailand. Kung (2020) found that Taiwanese college EFL learners who participated in extensive reading programs had higher reading comprehension, vocabulary knowledge, and motivation compared to those who did not participate. Lertola and Ratana-Ubol (2018) reported that Thai university students who engaged in extensive reading showed significant improvement in reading comprehension and vocabulary knowledge.

Moreover, prior researches have checked the impacts and relationship of ER on EFL reading motivation and reading comprehension in different settings, but it is insufficient when it comes to using an extensive reading activity. Edy (2015) researched the effectiveness in improving reading comprehension through an extensive reading and the interaction between an extensive reading and reading motivation. The researcher used a quasi-factorial design with a pretest and posttest. The participant in this study is the second semester students of STAIN Curup, The English study program in the academic year 2011-2012. Their reading comprehension is measured by using multiple-choice tests and their reading motivation is measured by reading motivation questionnaire. The finding of this study from reading comprehension test is that extensive reading activities help these students improve their reading comprehension achievement whereas there is no significant interaction between their reading motivation and extensive activities.

Kuşdemir and Bulut (2018) aimed to investigate the relationship between the Turkish elementary school fourth grade students' reading comprehension and reading motivation, but an extensive reading activity was not used in this research. The cloze test and the open-minded questions were used to measure students' reading comprehension skill. Text-oriented Reading Motivation Scale" developed by Aydemir

and Öztürk (2013) and the scoring of the five-point Likert-type scale was used for measuring students' reading motivation. The two main results of this research; 1) There are both positive and medium significant correlation between reading comprehension and reading motivation and 2) The more students' reading motivation increase, the more their reading motivation affect their reading comprehension positively and significantly (Kuşdemir and Bulut, 2018).

Besides, Chen, C. N., Chen, S. C., Chen, S. H. E., and Wey (2013) also researched effects of extensive reading on 89 tertiary level EFL students' English reading attitude, reading comprehension and vocabulary using e-books. Stokmans's Reading Attitude questionnaire and TOEFL reading comprehension and vocabulary test were utilized as research instruments. The review of this study showed that an e-books extensive reading program have helped students improved English reading attitude, reading comprehension and vocabulary.

Moreover, Kao, Tsai, Liu, and Yang, (2016) examined the differences in reading motivation and reading comprehension between students who have high interactive electronic storybooks and students who have low interactive electronic storybooks in reading. Another main purpose of this research is to explore the relationship between students' reading motivation and reading comprehension through e-books reading. The participants of the study are 40 fourth-grade Taiwan elementary school students. With reading e-books, the Reading Motivation Questionnaire for e-book, the Story Comprehension Test, and the Chromatics Concept Test as post-tests were used as research instruments. The outcome has revealed that the group of students with high interaction performance has better results in reading motivation and reading comprehension.

With varieties of difficulty levels' reading materials, Namaziandost, Esfahani, Ahmadi, and Yates (2019) researched the impacts on reading comprehension and reading motivation of 54 Iranian pre-intermediate EFL students aged 16 to 21 years. The Cambridge First Certificate in English (FCE, 2008) was used to measured students' reading comprehension and for measuring students' reading motivation, Motivated Reading Questionnaire was used in this research. The results demonstrated



that not only their reading comprehension level increased, but also their reading motivation.

Jang, Kang, and Kim (2015) attempted to explore if there a positive effect on 36 Korea high school students' reading motivation and proficiency through an extensive reading. Two reading tests were used for reading proficiency and a reading motivation questionnaire, revised with reference to Suk-Ki, Choi (2010), Kathleen (1986) and Clement (1994) was utilized for students' reading motivation. This study supported the result of Kao, Tsai, Liu, and Yang, (2016) that the higher students' reading motivation, the higher their proficiency improved.

### **2.6.2 Related studies in Thai EFL contexts**

In Thai contexts, a considerable number of studies on Thai population have demonstrated a significant and insignificant effects of extensive reading on reading comprehension and reading motivation. Even though there are some studies about Thai people do not like to spend time on reading (Ngamwittayaphong, 2010; Koonprasert, 2019), there are also many studies attempting to develop Thai students' reading skill by using ER approach. For ER and reading comprehension, starting with Pratontep & Chinwonno's (2008), it has showed that after 10 weeks, a significant improvement on Thai students has appeared trough their post mean scores in both upper-level and lower-level group. For ER and reading motivation, beginning with Srimalee & Charubusp's (2018) about the effect of using Reader's Theatre (RT) in Extensive Reading (ER) to enhance reading motivation of Thai students, it has resulted in increasing reading motivation among 38 first-year students by pre- and post- reading motivation questionnaires and a semi-structured interview. In contrast, through Hayikaleng, Nair & Krishnasamy's (2016) research on Thai students' motivation on English reading comprehension without using ER, the result has demonstrated that the participants have lower level of motivation in learning the target language. Similarly, with using ER on Thai university students' reading comprehension, the result of pretest and posttest has not showed any significant differences (Partontep, 2007). On the other hand, Uraiman (2010)'s study has showed that by engaging ER, the participants' reading comprehension and reading motivation has increased. Hence, conducting ER might has failed and succeed sometimes

depending on other factors, but in Thai contexts, ER still has many angles that need to be searched and find out if ER really works other contexts and other level of participants.

In conclusion, Grabe (2009) stated many researchers have been well aware of the importance of reading motivation in target language learning and how positive reading motivation improves reading comprehension directly among language learners. Besides, there are numerous studies proved that Extensive Reading or ER is one of the most effective strategies to help students improve their English and gain reading comprehension as well as reading motivation. All studies reviewed here support the idea that extensive reading involving with EFL students' reading motivation or reading comprehension in English reading improvement. Evidences from previous studies mentioned above investigated those higher motivated readers have high opportunity to comprehend the text better than lower motivated readers. Therefore, ER is one of the spontaneous ways in second language acquisition and it is similar to the way students acquire the first language and with a variety of easy-to-read and interesting materials, students can become better readers and students are able to deal with ability to comprehend reading texts.

## **2.7 Chapter summary**

In chapter 2, it has presented the literature review of extensive reading, reading comprehension and reading motivation that will be useful for further understanding this research study. In chapter 3, this next section discusses research methodology in this current study in order to conceive profoundly the research methodology of the study. Therefore, it is cleared that the detail in this chapter is required in methodology process appearing in the next chapter.

พหุ ประถมศึกษา

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the research methodology of the current study is presented along with what method is used in the study. This chapter begins with the research design of the study and setting and population including how the participants are selected in participants' section. Besides participants section, research instruments, research procedures of data gathering or data collection, and data analysis are described in this chapter.

#### **3.1 Research design**

The purpose of the study is to investigate the effect of extensive reading on improving Thai EFL students' reading comprehension and another purpose is to explore the students' reading motivation toward an extensive reading program. When investigating the effects of extensive reading on students' reading comprehension and reading motivation through extensive reading activities, one independent variable and two dependent variables are involved. The one independent variable is an extensive reading instruction. The two dependent variables are students' reading comprehension and students' reading motivation.

The design of this research is one-group experimental research design, requiring the observation of a single one group. According to Cresswell (2014), there are two types of one-group experimental research design including one-group posttest-only design and one-group pretest-posttest design. In this research, having no control group, measuring the same dependent variable in one group of participants and using pretest and posttest are the characteristics of one-group pretest-posttest design (Cresswell, 2014). This research design is used for this research. Before and after an extensive reading instruction, the researcher measure students' reading motivation whereas students' reading comprehension are measured after finished reading each book through students' reading logs. The advantage of this design is that the researcher can compare pretest and posttest scores with the same research instruments and the same participants. The disadvantage of the research design is having no comparison group.

### **3.2 Setting and population**

The population of this study is almost 900 Thai students at a Thai high school located in Maha Sarakham province in Thailand. They have been studying English as a foreign language for 14-16 years which mostly focused on English grammatical rules and vocabulary learning. They have studied three main English course including fundamental English (mainly about grammatical rules and vocabulary), English listening and speaking course (creating simulated situation to communicate in English) and English reading and writing course (learning through stories and authentic written texts). Thus, for conducting research study on ER, this reading course is appropriate according to the course description and purposes.

### **3.3 Participants**

The target participants of this study were selected from the population who were 30 Mattayom 3 students (9<sup>th</sup> grade students) from one class, with an age around 14-16 years old who were studying in a high school located in a province in Northeast Thailand. This one class which was chosen to be in the experimental group was based on the average score of the class and their scores were proven from the latest English grade from previous semester. Therefore, it could be considered that the whole class was comparatively homogeneous and the class was neither inferior nor superior, compared to other Mattayom 3 classes. However, most of the students' levels of English proficiency were considerably lower than standard. Lastly, for time of the study, the study was conducted at 9<sup>th</sup> grade students of located in Maha Sarakham province, Northeast Thailand in the academic year 2022. Overall, creating a classroom environment where no student was vastly inferior or superior to any other is essential for promoting a positive, motivating, and inclusive learning environment that encourages fairness, equality, and respect; The benefits of such an environment extend beyond the classroom and can have a positive impact on students' academic and social development (National Education Association (NEA), 2014; Kimmel, E. W., & Volet, S. E., 2018; Hidi, S., & Renninger, K. A., 2006). However, most of the students' levels of English proficiency were considerably lower than standard. Lastly, for time of the study, the study was conducted at 9<sup>th</sup> grade students of located in Maha Sarakham province, Northeast Thailand in the academic year 2022.

### **3.4 Research instruments**

To investigate whether the participants have positive results toward reading motivation and reading comprehension improvement during ER practice or not, the two main instruments were employed in this study. Firstly, the researcher adapted reading comprehension questions within the main constructs of reading comprehension checklist (Scholastic Inc., 2005) and formed a reading report sheet for collecting qualitative data in order to measure students' reading comprehension. Therefore, the reading report was adapted from reading comprehension checklist (Scholastic Inc., 2005) which was administered after finished reading a graded reader. Then, the researcher and the inter-rater used reading comprehension rubric adapted from Shawn Lyn on iRubric: Reading Comprehension rubric website in order to rate students' score from the reading report consistently and properly. Secondly, Motivations for Reading Questionnaire (MRQ) developed by Wigfield & Guthrie, 2010) was administered in the pretests before intervention and the posttests after intervention. Lastly, ER materials or graded readers were applied throughout ER practices.

#### **3.4.1 Descriptions of research instruments**

In order to answer the two research questions of the study, the two research instruments were utilized in this study and two instruments were explained more as follows:

##### **3.4.1.1 Reading report**

To evaluate students' progress in reading, pre-tests and post-tests of reading comprehension tests are frequently utilized. Teachers can use them to track their students' progress and evaluate the program's effect on students' ability to understand what they read. These exams are standardized to ensure comparable quantitative data from students and classes. However, reading reports can demonstrate how well students understand on a more qualitative and specific level. Reading reports provide students a chance to demonstrate what they've learned in their own words while also revealing something about the way they have processed and interpreted the material. While reading comprehension is an important skill, reading reports may not always be an accurate reflection of that skill due to differences in

format and quality. Therefore, it is suggested that teachers employ reading reports, as well as pre-tests and post-tests, to acquire a broader view of their students' reading comprehension.

Due to the characteristics of an extensive reading instructional model, the reading report was assessed to check the participants' understanding toward the content of the text in order to avoid students' frustration on taking actual exams after extensive reading activities. In addition, implementing a reading report has been identified as a valuable instrument for enhancing students' reading comprehension in the context of extensive reading activities. When implementing extensive reading programs, teachers often encourage students to read a large volume of materials within a specified time frame. However, it is essential to ensure that students comprehend the information they are reading. Besides, in order to record and track the participants' reading comprehension trace, the participants have to complete their reading report sheet every week.

In this current study, each reading report was used for assessing the students' responses and following comprehension strategies when answering the literal, inferential, and critical or evaluative questions throughout the stories read by the participants. The researcher used and adapted the checklist found in both Read 180 Stage A RBook (Scholastic Inc, 2012) and Scholastic Read 180 Stage A Resources for Differentiated Instruction Book 1: Reading Skills and Strategies (Scholastic Inc, 2005) in order to form the reading report for measuring the students' reading comprehension (Appendix B). Typically, the guided checklist that found in both Read 180 Stage A books tended to use to keep track of the participants reading comprehension skills. To answer these literal, inferential, and critical or evaluative questions, the researcher adapted and followed the main five constructs of reading comprehension checklist which consisted of 13 items as shown as below:

a. Main idea and Details (3 items)

- recognize the main idea within a text
- recognize the supporting details within a text
- identify the differences between significant details and insignificant details



b. Read for Detail (2 items)

- recognize details from a specific topics or ideas
- recognize details within a text by answering what, who, when, where, why, or how

c. Sequence of Events (3 items)

- recognize sequence signal words
- write a chronological order of events from the story
- identify an event by answering why and when according to an event in the text which may not be presented in order of time.

d. Summarize (3 items)

- identify the main topics and details when writing a summary
- summarize the story in readers' own words
- recognize the irrelevant details presented in the story

e. Draw Conclusions (2 items)

- build new understanding from the combination of the clues within the text and readers' knowledge and experiences
- identify their valid conclusions by using logical reasoning

Therefore, the full score in each reading report is 20 points according to the main five construct of reading comprehension checklist and reading comprehension rubrics.

According to Kennedy's (1981) types of reading comprehension including literal, inferential and critical reading comprehension, the 5 questions in the reading report were categorized in three types of reading comprehension as follows:

Question 1: What does the main character want to do? (Where, when, and why) referenced from literal reading comprehension.

Question 2: What is this story mostly about? referenced from literal reading comprehension.

Question 3: What is your favorite part that happened in the story? and why? Referenced from inferential reading comprehension.

Question 4: Write a summary including the beginning, middle, and end. This question is referenced from literal reading comprehension.

Question 5: What lesson did you learn from the story? This question is referenced from critical or evaluating reading comprehension.

The participants can write their answers in their first language, Thai. The questions in the reading report were translated in Thai version. Furthermore, the last open-ended question in the reading report was to ask the participants “What lesson did you learn from the story?” in order to find out if participants can respond, reflect or compare the story and their experiences and thoughts which were relevant to the topics that they had read. This question also reflected the participants’ answers about lessons, impression, new vocabulary and grammar that they had gained through the book that they had read in each week. After the participants finished reading, they answered these five questions mentioned in above according to these five main constructs through their reading report sheets. Then, the researcher and the inter-rater checked the participants’ reading reports and next, the researcher used and calculated both scores from the researcher’s and the inter-rater’s in order to find out the participants mean scores. With their answers, it demonstrated whether they were able to comprehend the texts or not.

#### **3.4.1.2 Motivations for Reading Questionnaire (MRQ)**

Motivations for Reading Questionnaire (MRQ) was developed by Wigfield and Guthrie (2010) with reference to the originally MRQ Wigfield and Guthrie (1995). For these purposes of the study, MRQ was utilized as the pre-questionnaire and post-questionnaire to measure students’ reading motivation. This reading motivation questionnaire as developed by Wigfield and Guthrie (2010) was adapted and translated into the participants’ mother tongue, Thai language. Due to validating MRQ’s Thai version and checking equivalence between Thai and English version, the researcher applied the back-translation methods. Furthermore, the MRQ is suitable students from grade 6-8 as it was used successfully by other researchers. This questionnaire was utilized as an individual set of 53 items and students mostly can



finish the questionnaire within 15-20 minutes (Wigfield & Guthrie, 1997). According to the revised version of MRQ developed by Wigfield and Guthrie (2010). There are 11 main sub scores parts of reading motivation which consisted of 53 items as shown below:

a. Reading Efficacy (3 items)

Item 7: I know that I will do well on reading next year.

Item 15: I am a good reader.

Item 21: I learn more from reading than most students in the class.

b. Reading Challenges (5 items)

Item 2: I like it when the questions in books make me think.

Item 5: I like hard, challenging books.

Item 8: If a book is interesting, I don't care how hard it is to read.

Item 16: I usually learn difficult things by reading.

Item 20: If the project is interesting, I can read difficult material.

c. Reading Curiosity (5 items)

Item 4: If the teacher discusses something interesting, I might read more about it.

Item 14: I enjoy reading books about people in different countries.

Item 19: I read to learn new information about topics that interest me.

Item 25: I like to read about new things.

Item 29: I read to learn new information about topics that interest me.

d. Reading Involvement (7 items)

Item 6: I enjoy a long, involved story or fiction book.

Item 10: I have favorite subjects that I like to read about.

Item 12: I make pictures in my mind when I read.

Item 22: I read stories about fantasy and make believe.

Item 30: I like mysteries.

Item 33: I read a lot of adventure stories.

Item 35: I feel like I make friends with people in good books.

e. Importance of Reading (2 items)

Item 17: It is very important to me to be a good reader.

Item 27: In comparison to other activities I do, it is very important to me to be a good reader.

f. Reading Work Avoidance (4 items)

Item 13: I don't like reading something when the words are too difficult.

Item 24: I don't like vocabulary questions.

Item 32: Complicated stories are no fun to read.

Item 40: I don't like it when there are too many people in the story.

g. Competition in Reading (6 items)

Item 1: I like being the best at reading.

Item 9: I try to get more answers right than my friends.

Item 41: I am willing to work hard to read better than my friends.

Item 44: It is important for me to see my name on a list of good readers.

Item 49: I like being the only one who knows an answer in something we read.

Item 52: I like to finish my reading before other students.

h. Recognition for Reading (5 items)

Item 18: My parents often tell me what a good job I am doing in reading.

Item 28: I like having the teacher say I read well.

Item 37: My friends sometimes tell me I am a good reader.

Item 43: I like to get compliments for my reading.

Item 47: I am happy when someone recognizes my reading.

i. Reading for Grades (4 items)

Item 3: I read to improve my grades.

Item 38: Grades are a good way to see how well you are doing in reading.

Item 50: I look forward to finding out my reading grade.

Item 53: My parents ask me about my reading grade.

j. Social Reasons for Reading (7 items)

Item 11: I visit the library often with my family.

Item 26: I often read to my brother or my sister.

Item 31: My friends and I like to trade things to read.

Item 39: I like to help my friends with their schoolwork in reading.

Item 42: I sometimes read to my parents.

Item 45: I talk to my friends about what I am reading.

Item 48: I like to tell my family about what I am reading.

k. Compliance (5 items)

Item 23: I read because I have to.

Item 34: I do as little schoolwork as possible in reading.

Item 36: Finishing every reading assignment is very important to me.

Item 46: I always try to finish my reading on time.

Item 51: I always do my reading work exactly as the teacher wants it.

To measure students' scores from their reading motivation, there are different four scales including very different from me (for 1 score), a little different from me (for 2 scores), a little like me (for 3 scores), and a lot like me (for 4 scores). The whole reliability of the MRQ is in the range of 0.43 to 0.81. Whereas the reliabilities of Work Avoidance and Reading for Grades is in the range of 0.44 and 0.43 at one time point and in the range of 0.60 and 0.59 at a different time point, the remaining nine

constructs of reading motivation is consistently in range of 0.52 to 0.81 (Wigfield & Guthrie, 2010).

### **3.5 Data collection procedure**

Before data collection and to make sure the book level is the right difficulty level for the participants, the participants did online Oxford Graded Readers Level Tests; <https://elt.oup.com/student/readersleveltest>. Following to Rob Waring's suggestions from the Extensive Reading Foundation website, when the participants decided what book they want to read by reading one page in the book and participants are able to read without dictionary, read fast, and understand the content of the text, then, they should try a book which is one higher level than their level or a book which is match their level. In contrast, if the participants are not able to do one of three things mentioned in previous sentence, they should select a book which is one lower than their level. In the other words, graded readers in this study were in the range of level 3, 4, and 5 from different publishers such as Cambridge Readers, ELI Publications, Ladybird, and Oxford Graded Reader. Level 3 was lower than the participants' levels; level 4 relatively matched the participants' levels, and level 5 was higher than participants' level. The participants read a book per week. Then, 6 weeks means each participant read 6 books through extensive reading activities. Therefore, the researcher provided 240 graded readers which included 48 books for level 3, 144 books for level 4, and 48 books for level 5.

The data were collected from November to December in the academic year 2022. Before the data were collected, all 30 participants were trained during the pilot study process according to an extensive reading instructional model in the reading course. Before collecting data, to ensure the appropriate book level selection for the participants, the researcher asked all the target group of 9<sup>th</sup> grade students to take the Oxford Graded Readers Level Tests online. Therefore, there was no group that is comparatively homogeneous among the participants. Nevertheless, during ER practice, the students read one page before selecting a book which allowed the students to select the appropriate English books according to their own levels and interests. During this one-group experimental research design process, 30 junior high school students in Thailand participated in this study. The researcher performed the

role as the teacher throughout the ER practice. The participants attended a one-hour class for 6 weeks on this reading course. The data were collected from the one single class using the three research instruments as follows:

- 1) Reading report sheets as the record paper were to track the participants evidence of their understanding in reading comprehension. The reading report was consisted of literal, inferential, critical, and evaluative comprehension questions adapted from the reading comprehension checklist for investigating students' reading comprehension improvement and the relationship between an extensive reading approach and reading comprehension.
- 2) The Motivation of Reading Questionnaire (MRQ) which was used as a pre- and post-questionnaire to investigate students' reading motivation.
- 3) Reading comprehension rubric as a tool for rating students' scores from their reading reports.

Moreover, as ER materials were referred to as graded readers (Nation & Ming-tzu, 1999), graded readers are utilized as extensive reading materials during the data collection procedure. The following research procedures table is briefly explained below, to make research procedures clearer.

Table 1: Research procedures

Week	Researcher as a teacher	Participants
1	<ul style="list-style-type: none"> <li>- administered the motivation of reading questionnaire or MRQ to the participants</li> <li>- introduced the concept of an extensive reading instructional model</li> <li>- demonstrated how to select reading materials properly</li> </ul>	<ul style="list-style-type: none"> <li>- the whole class completed the MRQ</li> <li>- selected graded readers</li> </ul>
2	<ul style="list-style-type: none"> <li>- administered the reading report sheet and explained how to answer the reading comprehension questions in the sheet</li> <li>- asked participants to read extensively inside and outside of the classroom</li> <li>- collected their previous reading report sheets and provided the new ones</li> </ul>	<ul style="list-style-type: none"> <li>- selected graded readers</li> </ul>

Week	Researcher as a teacher	Participants
3 - 5	<ul style="list-style-type: none"> <li>- administered the reading report after selecting their graded readers</li> <li>- observed and made notes</li> <li>- reminded participants about the reading report sheet after finished reading every week.</li> <li>- collected their previous reading report and provided the new ones</li> </ul>	<ul style="list-style-type: none"> <li>- read their selected material inside of the classroom for at least 20 minutes</li> <li>- reminded participants to read outside of the classroom for at least 15 minutes</li> <li>- select graded readers</li> </ul>
6	<ul style="list-style-type: none"> <li>- administered the motivation of reading questionnaire or MRQ to the participants</li> <li>- collected their last previous reading report sheets</li> </ul>	<ul style="list-style-type: none"> <li>- the whole class completed the MRQ</li> </ul>

In the first week, the participants were informed by the teacher that this extensive reading had no any effect on their grades. Before they complete the motivation of reading questionnaire, the teacher allowed students to complete it with their own answer according to their feelings and interests. Then, the participants were asked to fill the motivation of reading questionnaire. They were informed that the data from them were collected using all three research instruments during ER practice. Furthermore, their data were kept anonymously and were used in this research only. Also, the teacher introduced the concept of an extensive reading instructional model to the participants. Based on the outcomes of the online Oxford Graded Readers Level Tests (2020), students were assigned to read graded readers at Levels 3, 4, and 5. The teacher in the study provided the participants with the various graded readers. Next, the teacher demonstrated how to choose graded readers according to their own interests by reading only one page in reading materials. Thus, the participants were allowed to select their graded readers.

In the second week, the researcher as the teacher explained how participants answer the literal, inferential, and critical or evaluative questions in the reading report sheet after finished reading. Then, the teacher provided them the reading report sheet. After finished reading every week, the teacher collected their sheet and provided a new one in order to record their reading comprehension toward the books that they have read.



Therefore, at the end of the class or outside of the class, each of them was reminded to complete the reading report and the teacher allowed to select their new graded readers at the end of the class.

From weeks 3 to 5, the participants were administered the new reading report and the teacher collected the previous sheet. Besides, the key of an extensive reading is to read continuously and consistently, creating their reading habits. Therefore, they were assigned to read their graded readers extensively inside the classroom for at least 20 minutes and outside of the classroom for at least 15 minutes. While participants are reading in the class, the teacher observed and guided them when they asked some questions. Without the teacher's interruption, the participants allowed to read their selected extensive reading materials independently. Moreover, the teacher reminded participants to keep reading consistency both inside and outside of the classroom. At the end of each week 6, the teacher also reminded participants to finish eight reading materials.

Finally, after a six-week involvement in this research study, the motivation of reading questionnaire was administered to the participants as the immediate posttest. Plus, the participants were informed by the teacher that this extensive reading had no any effect on their grades. Also, their opinions toward the reading questionnaire did not affect their grades as well. As it is mentioned above, participants were told that the data from them were collected using all three research instruments during ER practice. Furthermore, their data were kept anonymously and were used in this research only. Lastly, the researcher collected their last previous reading report sheets in the end of the last class. The participants were reminded to keep reading even though the extensive reading program ends.

### **3.6 Data analysis**

In this current study, the one-group experimental method was used. With this design, it was obtained both qualitative and quantitative data from the three research instruments. After data collection process, the data were analyzed to answer the two research questions as explained shortly in the following.

Table 2: Research data analysis

Research questions	Instruments	Distribution	Data analysis
1. To what extent does extensive reading improve reading comprehension among Thai junior high school students?	- Reading report sheet	Throughout ER practice	<ul style="list-style-type: none"> <li>- Reading comprehension rubric</li> <li>- Mean score of each weekly reading report will be used to compare participants' progress.</li> <li>- Means (M), Standard-deviation (SD)</li> </ul>
2. How does extensive reading promote reading motivation among Thai junior high school students?	Motivation of Reading Questionnaire (MRQ)	Throughout ER practice	<ul style="list-style-type: none"> <li>- Means (M), Standard-deviation (SD)</li> <li>- Pair samples t-test</li> </ul>

Firstly, to answer the first research question, the answers from open-ended literal, inferential, and critical or evaluative questions through the main five constructs of the reading comprehension checklist formed into the reading report sheet was be transcribed, and the scores were rated and analyzed by the researcher and the inter-rater. The answers from the 5 reading comprehension questions were transcribed, rated scores, and analyzed by the researcher and the inter-rater. As it is mentioned above, by getting the appropriate mean scores, the participants' scores from the researcher and the inter-rater were calculated to determine the Mean (M) and Standard Deviation (SD). In other words, the researcher will use participants' mean scores of each weekly reading report and it was used to compare participants' progress.

### 3.6.1 Rubric for assessing students' reading comprehension

For answering research question 1, after collecting all of the reading report, it seems to be difficult to interpret students' answers consistently and it seems to require plenty of time to obtain scores in a similar way from the researcher and the inter-rater. The use of rubrics is widely assessed to rate performance standards for each individual student (Mijuskovic, 2014). Additionally, Mijuskovic (2014) explains more about rubrics "Rubrics are created by using various models that compare the good work

with the poor work”. Therefore, scoring method and performances criteria was provided in this current study by using reading comprehension rubric adapted from Shawn Lyn on iRubric: Reading Comprehension rubric website. In other words, students’ scores from answering reading reports were assessed by the rubric in order to reduce the time for the teacher and the inter-rater while they evaluated students’ answers (Eisner, 2009). Furthermore, the rubric which provided in this study helped the teacher and the rater check students’ precisely and without any bias. (As shown in Appendix C).

For the researcher and inter-rater, there were five levels of reading comprehension performance in the reading comprehension rubric in order to rate participants’ score toward five questions in the reading report. The five levels of reading comprehension performance were categorized in the reading comprehension rubric and these were included in this present study are as follows;

- 4 means ‘Exceed Standards’ with the item
- 3 means ‘Meets Standards’ with the item
- 2 means ‘Approaches Standard’ with the item
- 1 means ‘Below Standard’ with the item
- 0 means ‘Did not demonstrate knowledge of the skill’ with the item

To sum up the data from ER reading reports, the interpretation of mean scores for the scale of 5 score ranges and the reading reports from in each week results are as follows;

Mean score of 0.00-4.00 Generally, indicates a ‘very low’ level of agreement with the statement or item being measured.

Mean score of 4.10-8.00 Generally, indicates a ‘low’ level of agreement with the statement or item being measured.

Mean score of 8.100-12.00: Generally, indicates a ‘moderate’ level of agreement with the statement or item being measured.

Mean score of 12.10-16.0: Generally, indicates a ‘high’ level of agreement with the statement or item being measured.

Mean score of 16.1-20.00: Generally, indicates a 'very high' level of agreement with the statement or item being measured.

Then, the mean scores were compared and analyzed against the correlation between both mean scores in order to get proper scores for each participant's reading comprehension. To calculate statistical analysis, the researcher used SPSS for WINDOW. With this data analysis, the researcher discovered if ER practices affect the improvement of participants' reading comprehension skills.

For answering research question 2, the scale mean scores and standard deviation of each item from Motivation of Reading Questionnaire's pretest and posttest in a 4-point Likert scale were analyzed which was included in this present study are as follows;

- 1 means 'Very different from me' with the item
- 2 means 'A little difference from me' with the item
- 3 means 'A little like me' with the item
- 4 means 'A lot like me' with the item

The interpretation of mean scores for a 4-point Likert scale and Motivation of Reading Questionnaire's pretest and posttest results are as follows;

Mean score of 1.00-1.59: Generally, indicates a 'low' level of agreement with the statement or item being measured.

Mean score of 1.60-2.59: Generally, indicates a 'moderate' level of agreement with the statement or item being measured.

Mean score of 2.60-3.59: Generally, indicates a 'high' level of agreement with the statement or item being measured.

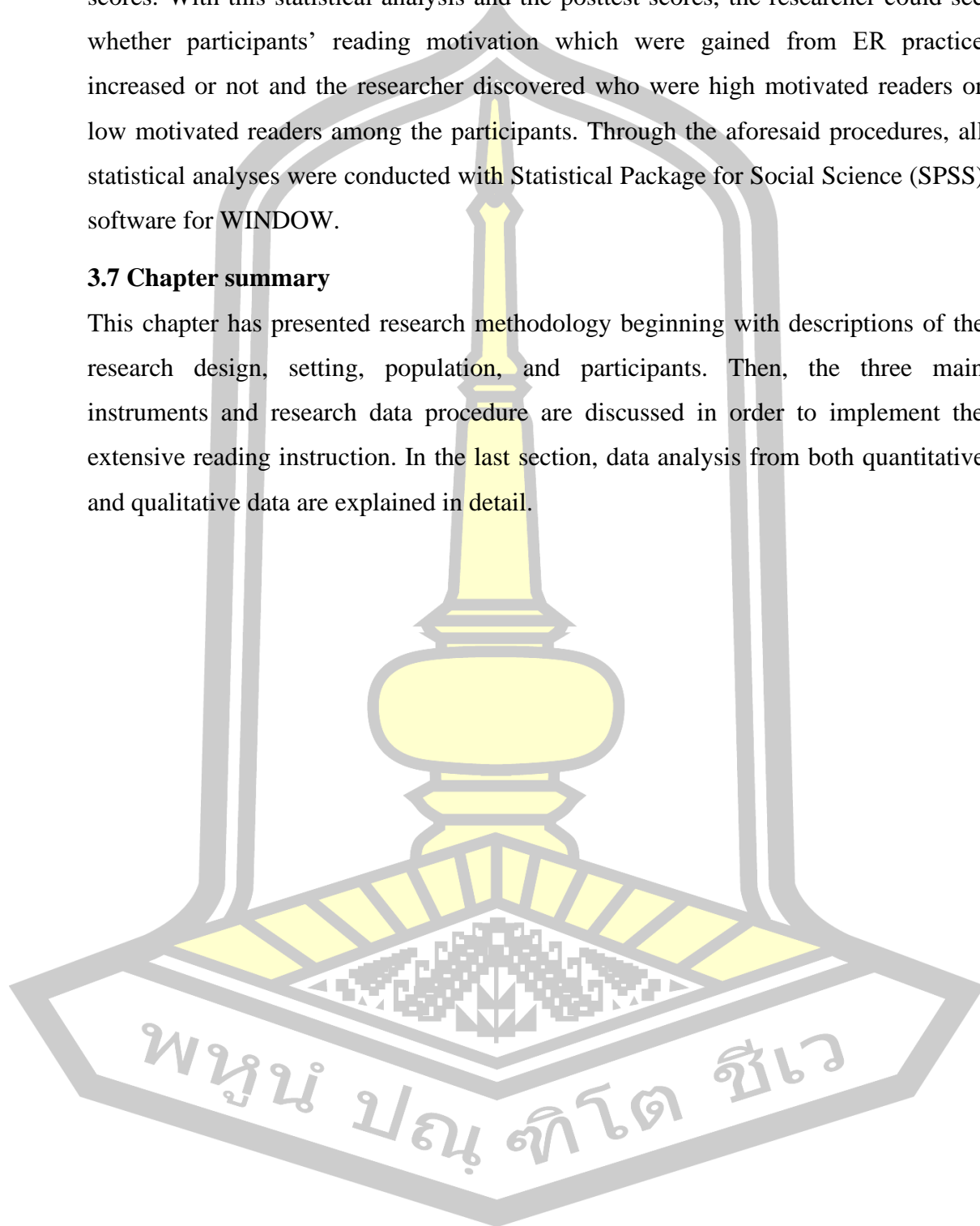
Mean score of 3.60-4.0: Generally, indicates a 'very high' level of agreement with the statement or item being measured.

Besides, the mean scores from the pre-questionnaire and post-questionnaire of participants' Motivation of Reading Questionnaire was calculated to determine the Mean (M) and Standard Deviation (SD). Also, to investigate a statistical difference, a

pair samples t-test were utilized to compare the data between pretest and posttest scores. With this statistical analysis and the posttest scores, the researcher could see whether participants' reading motivation which were gained from ER practice increased or not and the researcher discovered who were high motivated readers or low motivated readers among the participants. Through the aforesaid procedures, all statistical analyses were conducted with Statistical Package for Social Science (SPSS) software for WINDOW.

### **3.7 Chapter summary**

This chapter has presented research methodology beginning with descriptions of the research design, setting, population, and participants. Then, the three main instruments and research data procedure are discussed in order to implement the extensive reading instruction. In the last section, data analysis from both quantitative and qualitative data are explained in detail.



## CHAPTER IV

### RESULTS OF STUDY

This chapter presents the findings of the study, which consist of two main sections following the research questions. The data were accumulated for six weeks from participants' reading reports, reading comprehension rubric, and motivation of reading questionnaire. Then the data were analyzed through descriptive and inferential statistical analyses and presented in relation to the two main research questions together with the discussion.

#### 4.1 RQ1: To what extent does extensive reading improve reading comprehension among Thai junior high school students?

The data were obtained from the participants' reading reports for the six weeks since the beginning of the research study. The full score of reading comprehension questions in each reading report was 20 points according to the reading comprehension rubric, rated by the researcher and inter-rater. In each week, according to participants' reading reports, the raw scores from the researcher and the inter-rater were both calculated to determine the mean (*M*) and standard deviation (*SD*) as shown in the following table.

Table 3: Data from participants' ER reading reports

Students	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1	15	1.41	16	1.41	15.5	2.12	18	1.41	19	1.41	19	1.41
2	14.5	0.71	14.5	0.71	13.5	2.12	15	1.41	14.5	0.71	13	1.41
3	16	2.83	17	1.41	15.5	0.71	17	1.41	17	1.41	16.5	2.12
4	13.5	2.12	13.5	2.12	14	1.41	13.5	2.12	15	1.41	13	1.41
5	15	0.00	16.5	0.71	16.5	0.71	15.5	0.71	18.5	0.71	19	1.41
6	13	1.41	13	1.41	11	1.41	12.5	2.12	14.5	0.71	14.5	0.71
7	16.5	0.71	19.5	0.71	19	1.41	18.5	0.71	19.5	0.71	19.5	0.71
8	13	1.41	17.5	0.71	15.5	0.71	17	1.41	17	1.41	16.5	2.12
9	12.5	0.71	13.5	2.12	14	1.41	14	1.41	15	1.41	13.5	2.12
10	19	1.41	20	0.00	19	1.41	19.5	0.71	19.5	0.71	20	0.00
11	16.5	0.71	16.5	0.71	16	1.41	16.5	0.71	17	0.00	17.5	0.71
12	17.5	0.71	19.5	0.71	18	1.41	19.5	0.71	19	1.41	19.5	0.71



Students	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
13	16.5	0.71	19.5	0.71	16	1.41	19.5	0.71	19	1.41	19.5	0.71
14	19	1.41	20	0.00	19	1.41	20	0.00	19.5	0.71	20	0.00
15	17	1.41	17.0	1.41	15.5	0.71	17	1.41	18	0.00	17.5	0.71
16	16.5	2.12	17.5	0.71	17	1.41	17.5	0.71	17	1.41	17	1.41
17	15	0.00	15.0	0.00	14.5	0.71	15	0.00	15.5	0.71	14.5	0.71
18	14.5	0.71	14.5	0.71	14.5	0.71	13.5	2.12	16.5	0.71	14.5	0.71
19	15.5	0.71	15.5	0.71	15.5	0.71	17.5	0.71	16	1.41	15.5	0.71
20	14	0.00	16.5	0.71	16.5	0.71	16.5	0.71	16.5	0.71	15	0.00
21	15	0.00	17	0.0	17	0.00	17.5	0.71	16.5	0.71	17	0.00
22	15	1.41	16	1.41	16	1.41	17.5	0.71	18.5	0.71	19	1.41
23	15	0.00	15	0.00	14	1.41	15	0.00	15	1.41	12.5	0.71
24	16.5	0.71	19.5	0.71	18.5	2.12	19.5	0.71	18	0.00	19.5	0.71
25	15.5	0.71	15.5	0.71	16	1.41	14	1.41	17	1.41	14.5	0.71
26	16	1.41	16.5	0.71	16	1.41	14.5	0.71	16.5	0.71	16.5	0.71
27	16	1.41	16	1.41	16	1.41	17	1.41	17	1.41	15	0.00
28	17	0.00	17	0.00	16.5	0.71	17	0.00	18	1.41	17	0.00
29	16.5	2.12	17.5	0.71	17	1.41	17	1.41	18	0.00	17.5	0.71
30	16	1.41	16	1.41	16	1.41	17	1.41	17	1.41	17.5	0.71
<b>Total</b>	15.6	1.563	16.6	1.946	15.9	1.761	16.6	2.017	17.1	1.522	16.7	2.303
Meaning	Moderate		High		Moderate		Very high		Very high		Very high	

As can be seen from Table 3, the data gained from the reading reports in which each participant read six graded readers for six weeks straight, and the scores of six reading reports, were rated by the researcher and the inter-rater according to the reading comprehension rubric. The total mean score of the first week of reading graded readers was 15.6 out of 20 with SD 1.563, which represents a moderate level, whereas the total mean score of the last week was a little higher than the total mean score of the first week at 1.1 ( $M = 16.7$ ,  $SD 2.303$ ), which means a very high level. Results from the six reading reports from six weeks of reading extensively indicated the most participants in this study could answer the five main questions in the reading reports better than in the first week of reading. Interestingly, the mean scores of the 5<sup>th</sup> week of reading a graded reader increased with the highest mean score at 17.1 with SD

1.522. Finally, it can be said that all the participants from the first week to the last week of reading could manage to read extensively and managed to do better than the first week, when compared to the last week; (1<sup>st</sup> week M = 15.6, SD 1.56; 6<sup>th</sup> week M = 16.7, SD 2.30); from a moderate level to a very high level, respectively.

All 20 points of the scores from reading reports, which were used to measure the effect of ER on reading comprehension among Thai EFL junior high school students shown in Table 4.1, were used to investigate 13 items of the reading comprehension checklist adapted into five main questions in the reading reports consisting of main ideas and details (item 1: What is the story mostly about?); reading for detail (item 2: What does the main character want to do; where, when, and why?); sequence of events (item 3: What is the most enjoyable or memorable part of the story for you, and why?); summarizing (item 4: Write a summary including the beginning, middle, and end); and drawing conclusions (item 5: What is the lesson that you can gain from the story so far? (Or you can also write about lessons, impressions, vocabulary or grammar from the story you have read)). Then, the correlation analysis was run to compare the researcher's and the inter-rater's scores from the reading reports for reading comprehension improvement.

Table 4: Data from participants' ER reading reports according to answering question 1 from the week 1 to week 6

<b>Q1: Main ideas and details</b> (What the story is mostly about?)	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Week 1</b>	3	4	3.65	0.351
<b>Week 2</b>	3	4	3.92	0.189
<b>Week 3</b>	3	4	3.90	0.242
<b>Week 4</b>	3	4	3.91	0.230
<b>Week 5</b>	3	4	3.97	0.126
<b>Week 6</b>	3	4	3.90	0.242
<b>Total</b>	3	4	3.87	0.113

Table 4 displayed the data of question 1 from week 1 to week 6. This table presented the average scores determined by the researcher and inter-rater from the participants'

reading reports. Notably, the mean score for the first week was 3.65 with a standard deviation of 0.351, whereas the final week yielded a slightly higher score of 3.90 with a standard deviation of 0.242. Upon careful examination of the reading reports for question 1, it became evident that the majority of participants displayed improvement as the weeks progressed, with their scores rising steadily from the first week to the last. Based on the data obtained, it could be confidently asserted that most of the participants engaged in extensive reading and exhibited a statistically significant improvement in their scores over time from the first week to the last week of reading (1st week M = 3.65, SD 0.351; 6th week M = 3.90, SD 0.242). Finally, the findings indicated that as the participants engaged in extensive reading, their ability to comprehend the story improved over time, particularly in regard to their grasp of the main ideas and details of each book they had read.

Table 5: Data from participants' ER reading reports according to answering question 2 from the week 1 to week 6

<b>Q2: Read for detail</b> (What does the main character want to do; where, when, and why?)	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Week 1</b>	2	4	3.65	0.418
<b>Week 2</b>	2	4	3.73	0.388
<b>Week 3</b>	2	4	3.67	0.442
<b>Week 4</b>	3	4	3.85	0.233
<b>Week 5</b>	3	4	3.93	0.172
<b>Week 6</b>	2	4	3.65	0.511
<b>Total</b>	3	4	3.75	0.117

Presented in Table 5 are the results for question 2 gathered from the participants' reading reports over a six-week period. The researcher and interrater assessed mean scores, which revealed that the initial mean score of 3.65 (SD 0.418) in week one was consistent with the final mean score of 3.65 (SD 0.511) in week six. These data suggested that there was no statistically significant difference existed between the first and last weeks of the extensive reading program regarding participants' responses to question 2. However, upon careful analysis of the reading reports, a notable trend emerged. While no marked improvement in overall reading comprehension was

observed from the first to the last week, a majority of the participants demonstrated a steady improvement in their scores from week one to week five. Nonetheless, the participants' ability to comprehend the finer details of the books they read did not exhibit any noteworthy improvement throughout the program. Thus, the findings indicate that, despite the extensive reading program, the participants' ability to comprehend the intricacies of the story remained largely unchanged. This conclusion underscores the complexity of the cognitive processes involved in reading comprehension, and highlights the need for additional research to better understand how individuals engage with written texts.

Table 6: Data from participants' ER reading reports according to answering question 3 from the week 1 to week 6

<b>Q3: Sequence of events</b> (What is the most enjoyable or memorable part of the story for you? and why?)	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Week 1</b>	2	4	3.32	0.425
<b>Week 2</b>	2	4	3.53	0.472
<b>Week 3</b>	2	4	3.37	0.490
<b>Week 4</b>	2	4	3.60	0.423
<b>Week 5</b>	3	4	3.73	0.388
<b>Week 6</b>	2	4	3.45	0.562
<b>Total</b>	2	4	3.50	0.152

The present study presented a comprehensive analysis of the performance of participants engaging in extensive reading, with a specific focus on their ability to comprehend the sequence of events of each book they had read. Table 6 showcased the results of question 3, spanning a period of six weeks, and elucidated the average scores obtained by the researcher and inter-rater based on reading reports submitted by the participants. The first week of reading generated a mean score of 3.32 with a standard deviation of 0.425, while the sixth week produced a slightly elevated mean score of 3.45 with a standard deviation of 0.562. Interestingly, a detailed examination of the reading reports for question 3 revealed a marked improvement in the scores of the participants as the weeks progressed. The data obtained presented compelling evidence that the majority of participants diligently engaged in extensive reading,

leading to a statistically significant improvement in their performance, from the first week ( $M = 3.32$ ,  $SD = 0.425$ ) to the final week ( $M = 3.45$ ,  $SD = 0.562$ ). More importantly, the findings revealed that extensive reading served as an effective strategy to enhance participants' comprehension of the narrative sequence of events, with a pronounced improvement observed over the time of the study. The data thus underscored the significance of reading proficiency in bolstering students' comprehension skills.

Table 7: Data from participants' ER reading reports according to answering question 4 from the week 1 to week 6

<b>Q4: Summarize</b> (Write a summary including the beginning, middle, and end)	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Week 1</b>	2	4	2.87	0.490
<b>Week 2</b>	2	4	3.03	0.586
<b>Week 3</b>	1	4	2.82	0.579
<b>Week 4</b>	2	4	2.98	0.712
<b>Week 5</b>	3	4	3.20	0.651
<b>Week 6</b>	2	4	3.10	0.661
<b>Total</b>	2	4	3.00	0.141

Table 7 depicted the data related to question 4 from the first to the sixth week of the study. The table showcased the average scores calculated by the researcher and inter-rater from the participants' reading reports. It was noteworthy that the mean score for the first week was 2.87 with a standard deviation of 0.490, whereas the final week showed a slightly higher score of 3.10 with a standard deviation of 0.661. Upon careful examination of the reading reports for question 4, it became apparent that a majority of the participants exhibited improvement as the weeks progressed, with their scores steadily increasing from the initial week to the final week. Based on the obtained data, it could be confidently asserted that most of the participants actively engaged in extensive reading, which led to a statistically significant improvement in their scores over time (1st week  $M = 2.87$ ,  $SD 0.490$ ; 6th week  $M = 3.10$ ,  $SD 0.661$ ). Finally, the findings suggested that the participants' ability to comprehend the story significantly improved as they engaged in extensive reading, especially in terms of

writing summaries for each book they read. These results underscored the benefits of incorporating extensive reading into language learning programs and the potential for enhancing learners' reading comprehension over time.

Table 8: Data from participants' ER reading reports according to answering question 5 from the week 1 to week 6

<b>Q5: Draw conclusions</b> (What is the lesson that you can gain from the story so far? (Lessons, impression, vocabularies or grammars))	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Week 1</b>	1	4	2.08	0.526
<b>Week 2</b>	1	4	2.40	0.855
<b>Week 3</b>	1	4	2.18	0.579
<b>Week 4</b>	1	4	2.27	0.762
<b>Week 5</b>	1	4	2.35	0.645
<b>Week 6</b>	2	4	2.60	0.844
<b>Total</b>	1	4	2.31	0.181

Table 8 showcased the data pertaining to the last question, question 5, from week 1 to week 6. The table presented the average scores determined by the researcher and inter-rater from the participants' reading reports. It was worth noting that the mean score for the first week was 2.08 with a standard deviation of 0.526, while the final week exhibited a slightly higher score of 2.60 with a standard deviation of 0.844. An analysis of the reading reports for question 5 revealed a marked improvement among a majority of the participants as the weeks progressed, with their scores gradually rising from the first week to the last. The data obtained clearly indicated that most of the participants engaged in extensive reading and demonstrated a statistically significant improvement in their scores over time (1st week  $M = 2.08$ ,  $SD 0.526$ ; 6th week  $M = 2.60$ ,  $SD 0.844$ ). Furthermore, the findings suggested that the participants' ability to comprehend the story significantly improved as they engaged in extensive reading, particularly with regard to their capacity to draw conclusions from each book they read. These results highlighted the value of incorporating extensive reading into language learning programs as a means of enhancing learners' reading comprehension.



In summary, for Table 4 to Table 8, the study analyzed the results of participants' reading reports over six weeks. Table 4 showed that participants improved their scores gradually over time for question 1, indicating statistically significant improvement in understanding the main ideas and details of each book they read. Table 5 showed no significant difference in responses to question 2, but participants showed improvement in scores from week one to week five, except for their ability to comprehend finer details. Table 6 showed a significant improvement in the participants' ability to comprehend the narrative sequence of events in each book they read. Table 7 showed a significant improvement in the participants' ability to comprehend the story as they engaged in extensive reading, particularly in writing summaries for each book they read. Table 8 showed a notable improvement in participants' scores over time for question 5, indicating their active engagement in extensive reading and their ability to draw conclusions from the text. Overall, the study suggested that extensive reading can enhance learners' reading comprehension skills, but the complexity of cognitive processes involved in reading comprehension and the need for further research were also highlighted. Finally, the results of questions 1, 3, 4, and 5 that were categorized into main ideas and details, sequence of events, summarizing, and drawing conclusions indicated there were positive statistically significant differences in reading comprehension improvement over the duration of this study, whereas the results of question 2 under the category of reading for detail demonstrated that while there was no statistically significant difference comparing the first week and the last week of reading, a majority of the participants displayed improvement as the weeks progressed, with their scores rising steadily only from the first week to the fifth week of reading. Importantly, the findings analysis revealed that the improvement in participants' scores was particularly pronounced in their ability to comprehend questions that involved main ideas and details, sequence of events, summarizing, and drawing conclusions. This underscores the critical role of extensive reading in developing students' comprehension skills, particularly in the questions 1, 3, 4, and 5, but not for question 2. However, the following table presents the statistical relationship between the researcher's score and the inter-rater's score for participants' reading reports from week 1 to 6, by calculating Pearson correlation using the SPSS program.

Table 9: The relationship between the researcher's score and the inter-rater's score of participants' reading reports from week 1 – 6

		The researcher	The inter-rater
The researcher's score	Pearson Correlation	1	0.963**
	Sig. (2-tailed)		0.02
	N	6	6
The inter-rater's score	Pearson Correlation	0.963**	1
	Sig. (2-tailed)	0.02	
	N	6	6

\*\*Correlation is significant at the 0.01 level (2-tailed).

Table 9 revealed the Pearson correlation between the participants' six reading report scores from the researcher and the inter-rater was 0.963 ( $p = 0.02$ ) which mean there was positive significant correlation between these two variables at the significance level of 0.01. The more the participants' reading report scores from the researcher increased, the more participants' reading report scores from the inter-rater increased.

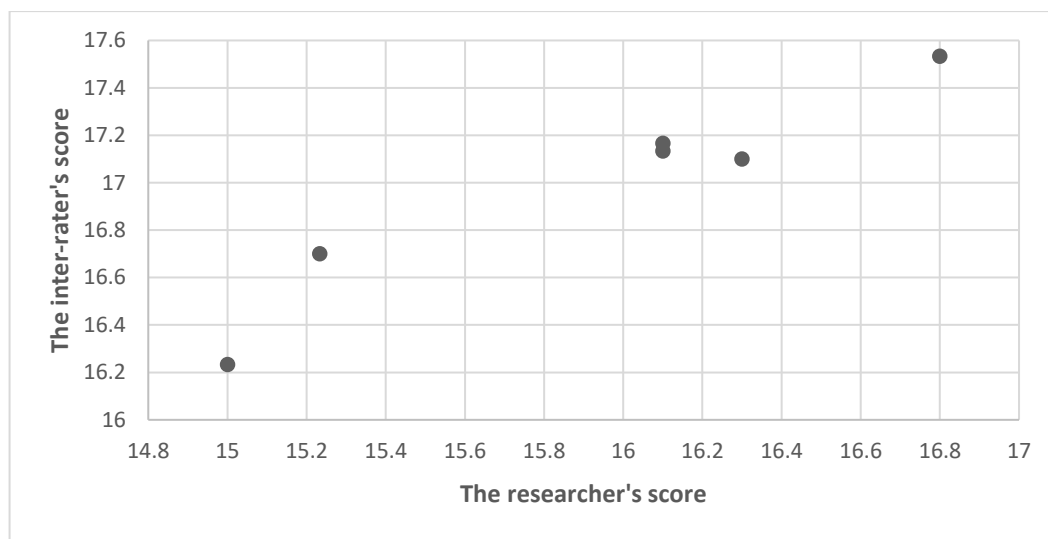
To confirm the findings above, a Pearson product moment correlation coefficient ( $r$ ) was used to analyze these two variables' relationship. According to Cohen's  $r$  scale for determining the strength of the relationship (Cohen, 1988), the value of  $|r|$  is as follows:

$|r| = 0.10 - 0.29$  is classified as small

$|r| = 0.30 - 0.49$  is classified as medium

$|r| = 0.50 - 1.00$  is classified as large





\*Correlation is significant at the 0.01 level (2-tailed).

Figure 1: The relationship between the researcher's score and the inter-rater's score of participants' reading reports from week 1 – 6

Figure 1 displayed a scatterplot of the relationship between the researcher's scores and the inter-rater's scores for 30 participants' reading reports obtained from Table 3 and Table 4 data. In this figure, the maximum score for the researcher's score occurrences were 16.80 out of 20 points, whereas the maximum score among the inter-rater's scores was 17.53 out of 20 points. There was significant large correlation between these two variables ( $r = 0.963$ ,  $p = 0.02$ ). It can be said that when the researcher's score increased, the inter-rater's score occurrences also increased.

To sum up, the findings of Research Question 1 suggested that extensive reading can significantly enhance learners' reading comprehension skills. The results showed a statistically significant positive improvement in reading comprehension for questions 1, 3, 4, and 5, which pertained to main ideas and details, sequence of events, summarizing, and drawing conclusions. However, no statistically significant difference was observed for question 2, which focused on reading for detail. Nonetheless, the majority of participants demonstrated improvement in their scores, particularly from the first to the fifth week of reading. Notably, the findings revealed that extensive reading was especially effective in improving students' comprehension skills in questions that require an understanding of the main idea and details, the sequence of events, and then a summary and conclusion. This highlighted the critical

role of extensive reading in enhancing students' reading comprehension skills, particularly in the areas of questions 1, 3, 4, and 5.

Overall, both ER reading reports and the reading comprehension rubric showed that the overall reading comprehension in this ER study improved at the significance level of 0.01. It is indicated the correlation between the researcher's score and the inter-rater's score together showed the values increasing respectively. In other words, the participants' reading comprehension score from the researcher largely correlated with the participants' reading comprehension score from the inter-rater in the ER reading reports. The data from the reading reports revealed that extensive reading of the chosen materials enabled the ER effect towards participants' reading comprehension, which in turn affected their reading comprehension improvement from the first week to the last week of reading.

#### **4.2 RQ2: How does extensive reading promote reading motivation among Thai junior high school students?**

This section explored EFL Thai junior high school students' motivation towards reading by analyzing the data obtained from the pretest and posttest motivation of reading questionnaire administered at the beginning and at the end of this research study. The participants were asked to rate a 53-item questionnaire to measure their four reading motivation variables from 'very different from me' which equals 1 point, a little different from me' for 2 points, 'a little like me' for 3 points, and 'a lot like me' for 4 points. However, items 13, 24, 32, 34, and 40 of dislikes in the field of reading are presented in different tables (Table 12) as dislikes are shown as negative sentiments towards some items or are considered as negative variables in this questionnaire.

Table 10: Descriptive statistics of pretest and posttest motivation of reading questionnaires

Motivation of Reading Questionnaire Items	Pretest			Posttest		
	<i>M</i>	<i>SD</i>	Meaning	<i>M</i>	<i>SD</i>	Meaning
1. I like being the best at reading.	2.70	1.12	High	2.73	1.08	High
2. I like it when the questions in books make me think.	1.77	1.14	Moderate	1.77	1.07	Moderate
3. I read to improve my grades.	2.97	1.03	High	3.27	0.74	High

Motivation of Reading Questionnaire Items	Pretest			Posttest		
	<i>M</i>	<i>SD</i>	Meaning	<i>M</i>	<i>SD</i>	Meaning
4. If the teacher discusses something interesting, I might read more about it.	2.67	0.92	High	3.03	0.56	High
5. I like hard, challenging books.	2.00	1.08	Moderate	2.30	1.15	Moderate
6. I enjoy a long, involved story or fiction book.	2.17	1.05	Moderate	2.50	0.94	Moderate
7. I know that I will do well in reading next year.	2.43	1.01	Moderate	2.73	0.87	High
8. If a book is interesting, I don't care how hard it is to read.	2.70	1.21	High	3.03	0.85	High
9. I try to get more answers right than my friends.	2.27	1.05	Moderate	2.30	1.02	Moderate
10. I have favorite subjects that I like to read about.	2.57	1.22	Moderate	2.90	0.84	High
11. I visit the library often with my family.	1.63	1.03	Moderate	1.53	0.86	Low
12. I make pictures in my mind when I read.	2.77	1.14	High	2.87	1.04	High
14. I enjoy reading books about people in different countries.	2.13	0.97	Moderate	2.33	0.84	Moderate
15. I am a good reader.	1.97	1.10	Moderate	2.03	0.96	Moderate
16. I usually learn difficult things by reading.	1.39	1.11	Low	1.90	1.12	Moderate
17. It is very important to me to be a good reader.	2.07	0.78	Moderate	2.13	0.73	Moderate
18. My parents often tell me what a good job I am doing in reading.	2.20	1.06	Moderate	2.23	1.04	Moderate
19. I read to learn new information about topics that interest me.	2.47	1.01	Moderate	2.63	0.85	High
20. If the project is interesting, I can read difficult material.	2.03	1.25	Moderate	2.43	0.97	Moderate
21. I learn more from reading than most students in the class.	2.87	1.04	High	2.97	0.85	High
22. I read stories about fantasy and make believe.	2.37	1.16	Moderate	2.63	0.89	High
23. I read because I have to.	2.43	1.28	Moderate	2.97	0.81	High
25. I like to read about new things.	2.80	0.96	High	2.90	0.80	High
26. I often read to my brother or my sister.	1.57	1.01	Low	1.60	0.93	Moderate
27. In comparison to other activities I do, it is very important to me to be a good reader.	1.57	0.73	Low	1.83	0.65	Moderate
28. I like having the teacher say I read well	2.93	1.01	High	3.07	0.78	High

Motivation of Reading Questionnaire Items	Pretest			Posttest		
	<i>M</i>	<i>SD</i>	Meaning	<i>M</i>	<i>SD</i>	Meaning
29. I read about my hobbies to learn more about them.	2.30	1.26	Moderate	2.20	1.10	Moderate
30. I like mysteries.	2.53	1.11	Moderate	2.77	0.97	High
31. My friends and I like to trade things to read.	1.70	1.09	Moderate	2.07	0.87	Moderate
33. I read a lot of adventure stories.	2.42	1.14	Moderate	2.53	1.04	Moderate
35. I feel like I make friends with people in good books.	1.93	0.91	Moderate	2.00	0.87	Moderate
36. Finishing every reading assignment is very important to me.	2.47	1.14	Moderate	2.70	0.92	High
37. My friends sometimes tell me I am a good reader.	1.70	0.92	Moderate	1.73	0.91	Moderate
38. Grades are a good way to see how well you are doing in reading.	1.67	0.92	Moderate	2.07	0.74	Moderate
39. I like to help my friends with their schoolwork in reading.	1.77	1.01	Moderate	1.93	0.94	Moderate
41. I am willing to work hard to read better than my friends.	1.97	1.07	Moderate	2.00	1.02	Moderate
42. I sometimes read to my parents.	1.30	0.70	Low	1.27	0.64	Low
43. I like to get compliments for my reading.	2.60	1.10	High	2.70	0.99	High
44. It is important for me to see my name on a list of good readers.	2.50	1.01	Moderate	2.53	0.97	Moderate
45. I talk to my friends about what I am reading.	2.20	1.19	Moderate	2.27	1.14	Moderate
46. I always try to finish my reading on time.	1.93	1.01	Moderate	2.33	0.71	Moderate
47. I am happy when someone recognizes my reading.	2.27	0.98	Moderate	2.47	0.78	Moderate
48. I like to tell my family about what I am reading.	1.47	0.73	Low	1.43	0.68	Low
49. I like being the only one who knows an answer in something we read.	1.60	0.93	Moderate	2.03	0.76	Moderate
50. I look forward to finding out my reading grade.	2.33	1.09	Moderate	2.80	0.81	High
51. I always do my reading work exactly as the teacher wants it.	1.80	1.00	Moderate	2.57	0.68	Moderate
52. I like to finish my reading before other students.	1.73	0.94	Moderate	2.03	0.85	Moderate



Motivation of Reading Questionnaire Items	Pretest			Posttest		
	<i>M</i>	<i>SD</i>	Meaning	<i>M</i>	<i>SD</i>	Meaning
53. My parents ask me about my reading grade.	3.13	1.20	High	3.20	1.03	High
<b>Total</b>	<b>2.19</b>	<b>0.45</b>	<b>Moderate</b>	<b>2.38</b>	<b>0.49</b>	<b>Moderate</b>

*(1.00-1.59=low; 1.60-2.59=moderate; 2.60-3.50=high; 3.59-4.00=very high)*

As can be seen from Table 10, the total mean score of the pretest was 2.19 with SD 0.45 which means a moderate level, whereas the posttest total mean score was a little higher than the total mean score of the pretest at 0.19 ( $M = 2.38$ ,  $SD 0.49$ ). Results from both pretest and posttest motivation of reading questionnaires indicated the same highest rated item, which was item 53 of the practical value (pretest = 3.13,  $SD 1.20$ ; posttest = 3.20,  $SD 1.03$ ). Interestingly, the mean scores of items 3 and 50 of the reading for grades value increased from 2.97 – 3.03 and 2.33 – 2.80 respectively in the posttest, which indicated that the mean score of item 3 remained at a moderate level whereas the mean score of item 50 changed from a moderate level to a high level. Furthermore, the posttest mean scores of items 23 and 36 of the compliance value were higher than the pretest mean scores at 0.54 and 0.23 respectively; from a moderate level to a high level.

All of the motivation of reading questionnaire items shown in Table 11 were used to explore 11 variables of reading motivation which consisted of reading efficacy (items 7, 15, 21), reading challenges (items 2, 5, 8, 16, 20), reading curiosity (items 4, 14, 19, 25, 29), reading involvement (items 6, 10, 12, 22, 30, 33, 35), importance of reading (items 17 and 27), reading work avoidance (items 13, 24, 32, 40 which reversed scores because of having negative sentiments toward reading motivation), competition in reading (items 1, 9, 41, 44, 49, 52), recognition of reading (items 18, 28, 37, 43, 47), reading for grades (items 3, 38, 50, 53), social reasons for reading (items 11, 26, 31, 39, 42, 45, 48), and compliance (items 23, 36, 46, 51, and item 34 which reversed scores because of having negative sentiments toward reading motivation). A pair sample t-test was run to compare the data from the pretest and posttest of the motivation of reading questionnaires.

Table 11: Pair sample t-test and descriptive statistics of reading motivation variables

Variable	<i>M</i>	<i>SD</i>	Meaning	<i>t</i>	<i>p</i>
<b>Reading Efficacy</b>					
Pretest	2.48	0.47	Moderate	-0.37	0.749
Posttest	2.52	0.48	Moderate		
<b>Reading Challenges</b>					
Pretest	2.17	0.39	Moderate	-0.30	0.778
Posttest	2.21	0.50	Moderate		
<b>Reading Curiosity</b>					
Pretest	2.51	0.22	Moderate	-0.65	0.552
Posttest	2.58	0.40	Moderate		
<b>Reading Involvement</b>					
Pretest	2.40	0.28	Moderate	-4.81*	0.003
Posttest	2.60	0.31	High		
<b>Importance of Reading</b>					
Pretest	1.82	0.35	Moderate	-1.60	0.356
Posttest	1.98	0.21	Moderate		
<b>Competition in Reading</b>					
Pretest	2.15	0.46	Moderate	-1.50	0.195
Posttest	2.27	0.30	Moderate		
<b>Recognition for Reading</b>					
Pretest	2.34	0.46	Moderate	-3.06*	0.038
Posttest	2.44	0.50	Moderate		
<b>Reading for Grades</b>					
Pretest	2.53	0.67	Moderate	-3.72*	0.034
Posttest	2.87	0.59	High		
<b>Social Reasons for Reading</b>					
Pretest	1.66	0.28	Moderate	-1.10	0.314
Posttest	1.73	0.37	Moderate		
<b>Compliance</b>					
Pretest	2.16	0.34	Moderate	-4.25*	0.024
Posttest	2.64	0.27	High		
<b>Total</b>					
Pretest	2.23	0.31	Moderate	-3.946*	0.004
Posttest	2.36	0.34	Moderate		

\* $p < 0.05$  (2-tailed)

Table 11 indicated the statistical differences between the pretest and posttest mean scores of the four reading motivational variables of reading motivation, namely reading involvement, recognition of reading, reading for grades, and compliance at the 0.05 level ( $p < 0.05$ ), but not for reading efficacy, reading challenges, reading curiosity, importance of reading, competition in reading, and social reasons for reading. This reveals that the participants' evaluative belief towards reading efficacy, reading challenges, reading curiosity, importance of reading, competition in reading, and social reasons for reading across two periods were at a similar baseline prior to the study. Moreover, compliance was the reading motivational variable with the highest mean scores difference.

This is another reading motivational variable which included reading work avoidance (items 13, 24, 32, 40) and compliance (item 34) from the motivation of reading questions named dislikes, which were investigated and presented separately as the only negative variable.

Table 12: Descriptive statistics of pretest and posttest motivation of reading questionnaires

Motivation of Reading Questionnaire Items	Pretest			Posttest		
	<i>M</i>	<i>SD</i>	Meaning	<i>M</i>	<i>SD</i>	Meaning
13. I don't like reading something when the words are too difficult.	2.60	1.13	High	2.50	0.63	Moderate
24. I don't like vocabulary questions.	2.03	1.00	Moderate	2.20	0.66	Moderate
32. Complicated stories are no fun to read.	2.33	1.15	Moderate	2.27	0.83	Moderate
34. I do as little schoolwork as possible in reading.	1.83	0.83	Moderate	1.73	0.52	Moderate
40. I don't like it when there are too many people in the story.	1.97	0.81	Moderate	1.67	0.76	Moderate
<b>Total</b>	<b>2.27</b>	<b>0.36</b>	<b>Moderate</b>	<b>2.41</b>	<b>0.46</b>	<b>Moderate</b>

(1.00-1.59=low; 1.60-2.59=moderate; 2.60-3.50=high; 3.59-4.00=very high)

The total mean score of the dislikes pretest was 2.27 with SD 0.36, which mean a moderate level, whereas the dislikes posttest total mean score was 0.14 higher than the pretest ( $M = 2.41$ ,  $SD 0.46$ ), which is at a moderate level. Even though the pretest and posttest mean scores are at the same level, which is a moderate level, this is considered to be good as dislikes is a negative variable, even though the posttest mean score of dislikes is a little higher than the pretest mean score. Therefore, the lower the

posttest mean scores of dislikes, the better the positive effect of ER. In conclusion, the mean scores of item 13 of the posttest were slightly higher than the pretest; from a moderate level to a moderate level.

Table 13: Pair sample t-test and descriptive statistics of participants' dislikes

Variable	<i>M</i>	<i>SD</i>	Meaning	<i>t</i>	<i>p</i>
<b>Dislike</b>					
Pretest	2.27	0.36	Moderate	-3.841*	0.001
Posttest	2.41	0.46	Moderate		

\* $p < 0.05$  (2-tailed)

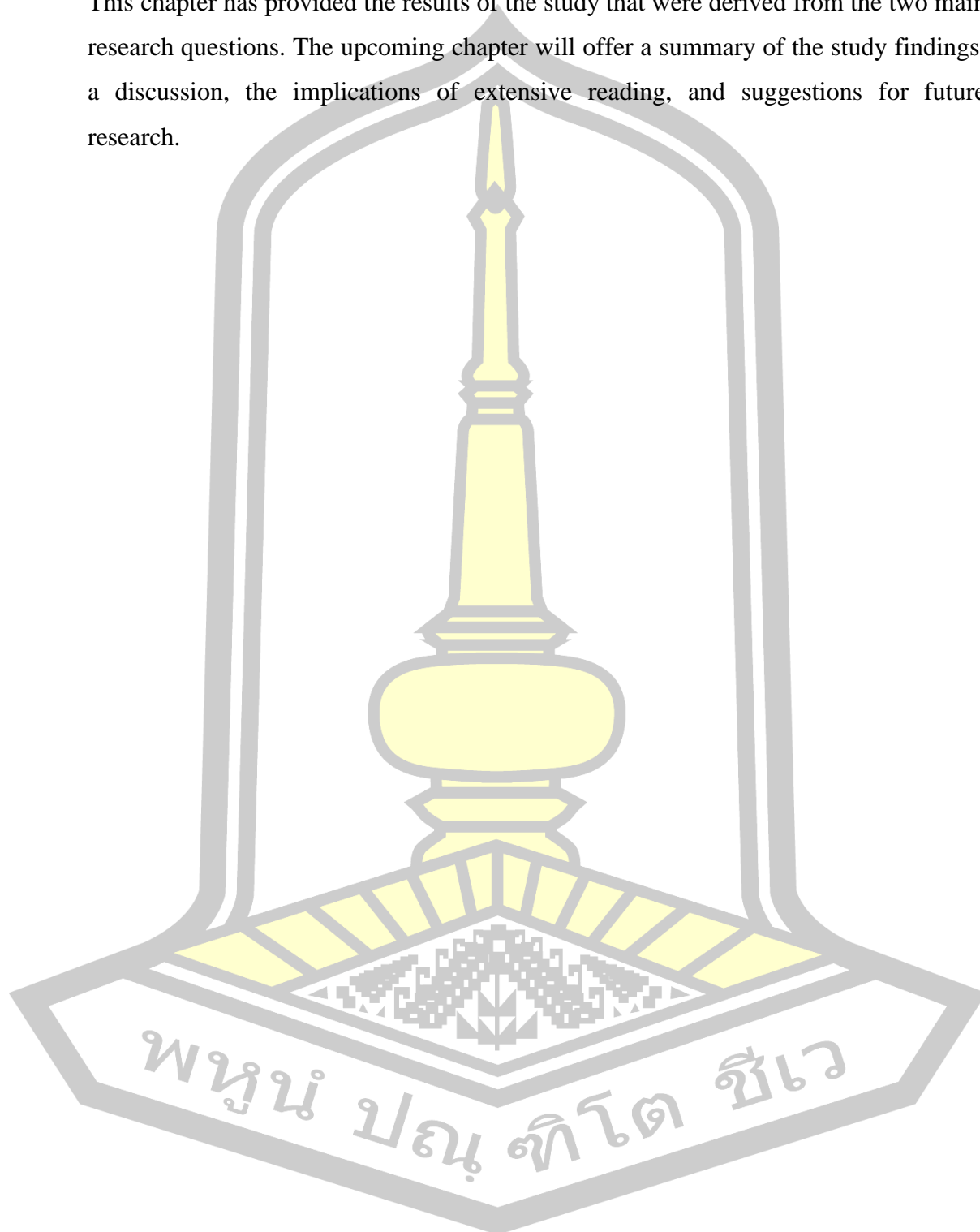
A pair sample t-test was run to compare the data from the pretest and posttest of participants' dislikes. Table 13 indicated that students' dislikes which were involved in the area of reading were statistically different at the 0.05 significance level ( $p < 0.05$ ).

Therefore, the students' motivation of reading indicates significant differences between the pretest and the posttest for reading motivation, namely reading involvement, recognition of reading, reading for grades, compliance, and dislikes at the 0.05 level ( $p < 0.05$ ), but there is no difference for reading efficacy, reading challenges, reading curiosity, importance of reading, competition in reading, and social reasons for reading. Therefore, the statistical result indicated that students' motivation of reading improved as the posttest mean scores were higher than the scores from the pretest at the significance level of 0.05.

To sum up, the findings of Research Question 2 showed that six weeks of conducting ER in English affected the participants' motivation towards reading at the significance level of 0.05 since ER could increase their reading involvement, recognition of reading, reading for grades, and compliance, and decreased their dislike of reading. They were also satisfied and had positive motivation towards reading as they could manage their motivation of reading without affecting reading efficacy, reading challenges, reading curiosity, importance of reading, competition in reading, and social reasons for reading.

### 4.3 Chapter summary

This chapter has provided the results of the study that were derived from the two main research questions. The upcoming chapter will offer a summary of the study findings, a discussion, the implications of extensive reading, and suggestions for future research.



## CHAPTER V

### DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

This final chapter describes a brief overview of the study and discussions on the findings. This study investigated whether extensive reading can develop students' reading comprehension ability as well as improving students' reading motivation toward extensive reading. The first aim was to determine if extensive reading can improve students' reading comprehension after reading graded readers. The second objective was to examine whether extensive reading can improve students' reading motivation through extensive reading. The results are summarized and discussed and then outlined the limitations of the study and some recommendations for future studies.

#### **5.1 Improving students' reading comprehension through extensive reading activities**

The present study explored the effect of extensive reading on the improvement of reading comprehension among Thai EFL junior school students in relation to their English reading skills. Firstly, the quantitative analysis first revealed that a significant positive correlation between the researcher's score and the inter-rater's score. It could be concluded that the more participants' scores that were evaluated by the researcher increased, the more their scores from the inter rater increased. Thus, the scores from the researcher and the inter-rater were consistent. Besides, the analysis of the quantitative data revealed that, following 6 weeks ER implementation, students' reading comprehension was improved. ER offers the participants the opportunity to choose their own graded readers that they prefer to read. The availability of simplified materials (graded readers) could make participants more motivated to read. These findings supported previous findings on the constructive effect of ER, which revealed that ER improved learner's reading comprehension. Therefore, it seems that ER develop Thai junior high school students' reading comprehension skills as the difficulty of reading materials were at the right level as their English proficiency. Also, the pictures in the graded readers could guide students to understand the main point of each story. These findings are consistent with previous studies that positive



outcomes in terms of reading comprehension through extensive reading (Aka, 2019; Bahmani and Farvadian, 2017; Nako, 2018; Shin et al., 2018; Suk, 2017).

The current study also showed that as Thai junior high school students read more graded readers, they recurrently encounter the right difficulty of their English proficiency and the easy-to-understand pictures. As such, this could help Thai junior high school readers be incrementally able to comprehend the story that they prefer to read. For example, the results of question 1, which was asking about main ideas and details showed that most of the participants scored highly since the first week of ER implementation and remained the highest scores among other 4 questions in the last week. For question 2, the question was involved with what, where, when, why of the main character and the participants' results revealed that their ability to comprehend the text. Similarly, the question 3 was about the participants' most enjoyable part in each graded reader they have read. Even though the results of all questions were improved at the end of ER course, there were some questions which included question 4 (writing summary) and 5 (drawing conclusions) that need participants' effort to think more critical than other questions demonstrated the lower score than other questions. Interestingly, rather than not answering the question 4 and 5, they started to respond by writing one word or short answers at the first week. However, they proceeded gradually over time. Overall, the results showed that students significantly develop their ability to comprehend after reading by answering the literal, inferential and critical reading comprehension from the reading report. Students may have become familiar with the questions as they read, they predicted the meaning by guessing meanings of unknown words, asking peers, and looking at pictures depend on their preferred learning styles and characters.

In conclusion, in this study, the participants were taught to select English reading materials that were appropriate for their reading comprehension abilities before reporting their final outcomes on each reading. This approach led to positive outcomes in English reading comprehension, as it allowed the participants to read for general understanding and enjoyment, resulting in smoother reading experiences (Guthrie, Wigfield, & Perencevich, 2004).

## 5.2 Influences of extensive reading on students' reading motivation

The present study investigated the effect of extensive reading on enhancing reading motivation among Thai EFL junior school students in relation to their English reading skills. The results showed that average students' attitudes towards ER were reasonably positive. Specifically, the quantitative result analysis indicated a significant increase in Thai EFL junior school students' motivation in reading toward ER. Whereas, the negative variable named dislikes in reading remained the moderate level at the end of ER implementation as the same level as the first week. These findings are consistent with previous studies that ER promotes positive feelings and promoting learner autonomy and reading enjoyment in a learning context (Hagley, 2017; Lee et al., 2015; Porkaew & Fongpaiboon, 2018; Yamashita, 2013).

Using ER to motivate students to read and change their reading attitudes is a successful strategy. Numerous research studies have noted the beneficial impacts of ER on the growth of students' attitudes about reading and their motivation to read (Hagley, 2017; Mason & Krashen, 1997; Hayashi, 1999; Day & Bamford, 1998). Furthermore, Takase (2007) research demonstrated that extensive reading boosted students' drive to read English extensively with passion, and that this feeling remained throughout the course of the entire year as they continued to read in the L2. To encourage reading enjoyment and reading independence, ER provides students access to a wide range of reading materials. By selecting the books, they prefer to read and reading outside of class at any time and place of their choosing, students are taught to take ownership of their reading. If the book is uninteresting or not what they had anticipated, they can quit reading. Additionally, after being exposed to a variety of reading materials and given training in learning strategies, students' English reading abilities significantly improve, which gives them more confidence as they continue to learn the language. Students develop their reading skills and show increased interest in books written in foreign languages (Day & Bamford, 1998; Mason & Krashen, 1997).

Nevertheless, in the current study, the reading motivation which was more outstanding than self-selected materials and the right difficulty of reading materials was an extrinsic motivation. It was when students prefer the rewards or something

that influences them to learn. As the ER was presented the classroom first, some students might understand that participating ER course was involved with their grades. As a result, students develop a positive attitude toward learning and a perception of themselves as learners with the capacity to learn and regulate their own learning in the most efficient way. The following extracts derived from Thai EFL junior school students' motivation of reading questionnaire could provide evidence to support this claim:

“I have favorite subjects that I like to read.” (Question 10)

“I read to learn new information about topics that interest me.” (Question 19)

“I read stories about fantasy and make me believe.” (Question 22)

“I like mysteries.” (Question 30)

According the results of motivation of reading questionnaires, these above questions were positive signs of promoting students' reading comprehension due to self-selecting materials. These findings were at the moderate level at the pre-questionnaire and increased to the high level at the post-questionnaire. However, as it mentioned earlier, another motivational reading variable which was reading for grades also increased significantly as well.

Implementing ER instruction can offer students a valuable opportunity to enhance their reading proficiency. Students are allowed to choose for their own reading materials according to their personal interests and ability, thereby enabling them to select books that align with their individual proficiency level. They were motivated to manage their own reading time and take responsibility for their own reading outside the classroom. They gradually became active readers who enjoyed reading extensively, shifting from learning-to-read to a reading-to-learn. The development of reading skills and competency among students is expedited when they engage in reading self-selected books, as it allows for a level of flexibility that caters to their unique needs and interests.

In conclusion, as mentioned in section 2.1.2, Day & Bamford (2002) listed ten characteristics of ER. However, Yamashita (2015) argues that the most important characteristic of ER is reading in large quantity. According to Yamashita, when

students need to complete a large amount of ER materials, they should choose easy ones to read quickly and enjoyably, which will help them develop their reading fluency. Students may also try different types of materials to find the ones that they enjoy the most, leading to a sense of pleasure in reading.

### **5.3 Conclusion**

Overall, the results of the present study provided clarification of the effects of extensive reading on Thai EFL junior high school students' both reading comprehension and reading motivation. The findings from the current study revealed that extensive reading effected Thai EFL junior high school students' on improving reading comprehension in a positive influence according the results of each students' score in their reading reports. Whereas, the results of second question research showed that extensive reading effected Thai EFL junior high school students' on enhancing reading motivation as the students' mean scores of the reading motivation also increased after the pretest questionnaire compared to the posttest questionnaire as well. These results indicate that ER can be used in EFL classroom contexts to improve the students' motivation to read. The improvement of language learning performance can be attributed to reading motivation, regardless of the learning context and the learners' proficiency levels. Overall, it can be argued that EFL teachers should expand their traditional roles by providing chances for their EFL students to enhance their motivation and significantly improve their reading comprehension skills. Finally, the effect of extensive reading enabled Thai EFL junior high school students' reading comprehension improvement and reading motivation enhancement. It is vital for students to possess knowledge of the learning process to enable them to read with a specific objective, acknowledge their successes and failures, and evaluate their academic progress. Upon achieving the ability to manage their own learning process, students are deemed prepared to assume the role of autonomous learners.

### **5.4 Limitations of the study**

The current study investigated the reading motivation and reading comprehension among Thai EFL junior high school who learned English as second language. This study serves as of the research studies investigating the use of Extensive Reading or

ER to enhance their reading motivation and comprehension. However, some limitations should be taken into consideration for future research.

Firstly, this study cannot be generalized to other contexts due to the small number of participants associated with this study with only one experimental group from the participants in only one classroom. Thus, there is no group comparison in this study. With an experimental group, it might be easier to establish a causal connection between extensive reading and reading comprehension or motivation. An experimental group without extensive reading or employing an alternative reading intervention would allow for more conclusive results.

Secondly, the current study with short duration may prevent researchers from learning about reading's long-term consequences. A longer-term study could reveal more information about how people's reading habits and motivation change over time.

Thirdly, in this current study, there were also challenges with selecting 240 appropriate reading materials. The process of selecting appropriate reading materials represented certain difficulties. Selecting suitable 240 reading materials represented a potential obstacle in promoting extensive reading among Thai EFL students. The process of selecting reading materials that were both accessible and engaging for all Thai EFL students can be challenging due to their varying levels of English proficiency, as well as their diverse interests and backgrounds.

Fourthly, another of the potential challenges in promoting extensive reading among Thai EFL students was the requirement for teacher support and guidance. Providing teacher guidance and support can be advantageous for students in terms of assisting them in providing and selecting 240 suitable reading materials, establishing reading objectives, and formulating strategies for enhancing their reading and comprehension abilities.

Lastly, on the basis of these limitations and emerging trends in the field of reading motivation, we propose three future research directions. Firstly, it is recommended that researchers should examine the relationship between motivation, cognitive processes, and reading comprehension. This could be completed through interview studies to determine how individuals perceive the relationship between their



motivation and cognitive effort, in particular reading strategies. Interviewing the participants could also provide a more complete picture of their language needs, wants, and limitations. Focusing on specific cohorts of learners may prove useful as well. These studies could explicitly query students about their perceptions of these relationships. The researchers and teachers will be able to create more effective interventions to increase both the motivation for reading and the use of cognitive reading strategies if they have a deeper understanding of the processes involved in these relationships.

### **5.5 Pedagogical implications**

Therefore, integrating extensive reading (ER) into the Thai classroom context is recommended for stand-alone activities or as in-class reading exercises. Reading instructors ought to develop a course of study that fosters reading proficiency in younger learners, thereby inculcating positive reading practices at the outset of their educational journey. In addition, it is recommended that students should be offered a variety of graded readers to promote their active involvement in the reading process and sustain their motivation to read. It is recommended that alongside extensive reading (ER), student reading strategies should also be encouraged to enhance students' learning outcomes. The proposed approach would facilitate the students in establishing a specific objective and devising a strategy to achieve it before engaging in the reading process. Additionally, the students could assess their comprehension by implementing diverse strategies. The students can assess their own performance by analyzing their reading and recognizing the techniques that have led to their achievements or failures.

Additionally, this investigation indicates that the success of extensive reading (ER) primarily depends on the guidance provided by educators. It is recommended that the teacher provide guidance to students during the experiential learning process. As an illustration, it is recommended that educators maintain a comprehensive log of their pupils' reading advancements and their responses to the literary materials. It is recommended that educators promote extensive reading among their students and tailor the ER activity to their individual proficiency levels to optimize its advantages. One potential strategy for educators is to motivate advanced-level learners to select



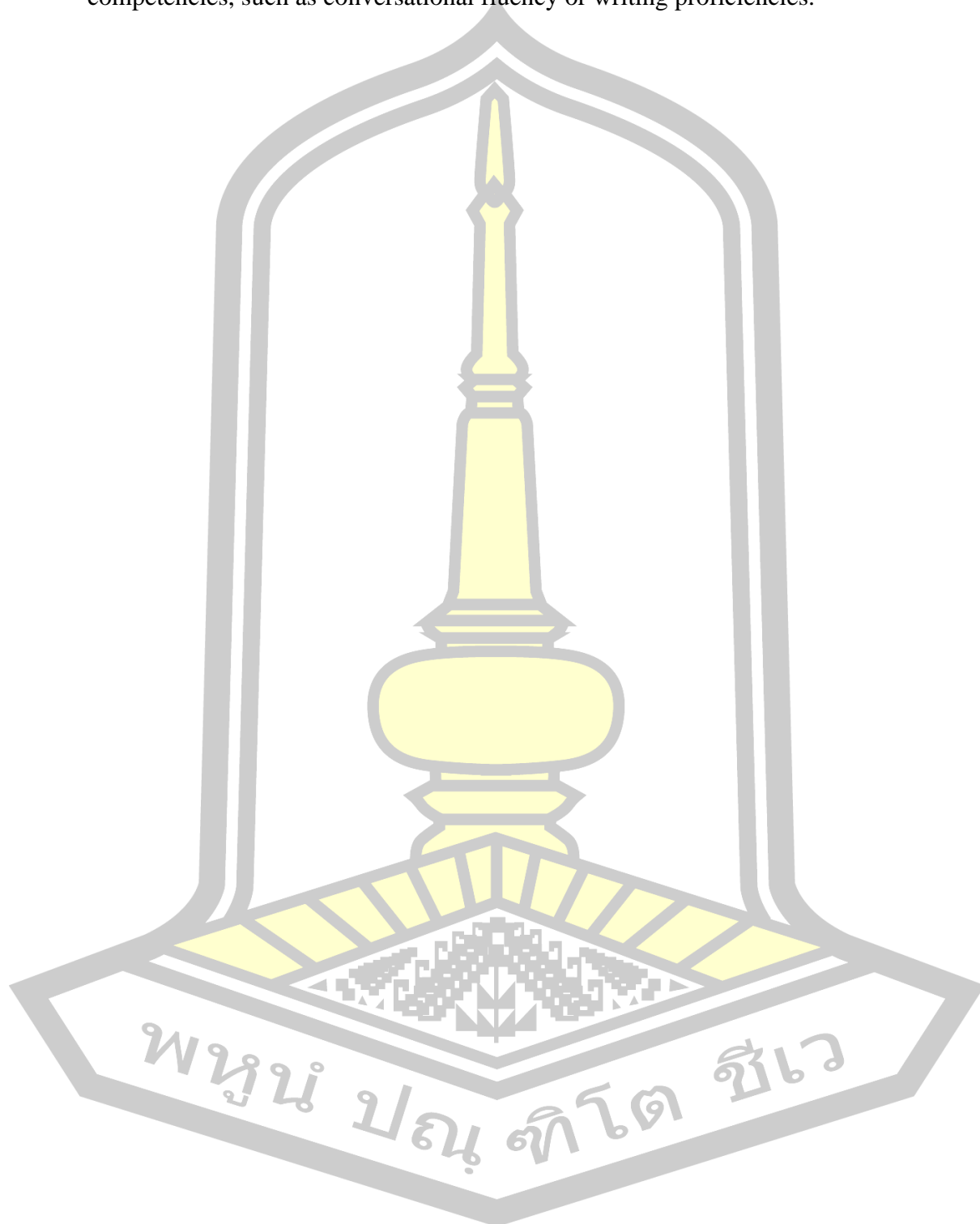
and peruse marginally more complex texts than their current English language proficiency level. This approach can serve as a means of stimulating intellectual growth and development among these students.

Finally, it is recommended that educators develop an active learning environment that fosters student engagement and encourages boosted reading habits. Implementing collaborative group discussions that enable students to share and discuss their reading experiences can help achieve it. Students with lower proficiency levels will require additional assistance from their instructors in reading tactics and encouragement. The students could begin their reading journey with books that align with their current proficiency level and gradually progress to more challenging texts as their language competence develops over the course of the semester. This measure will guarantee that the students perceive reading as a pleasurable pursuit rather than a cumbersome obligation. Students' motivation to read in their second language can be improved by offering them captivating materials that are appropriately challenging (Hidi & Renninger, 2006).

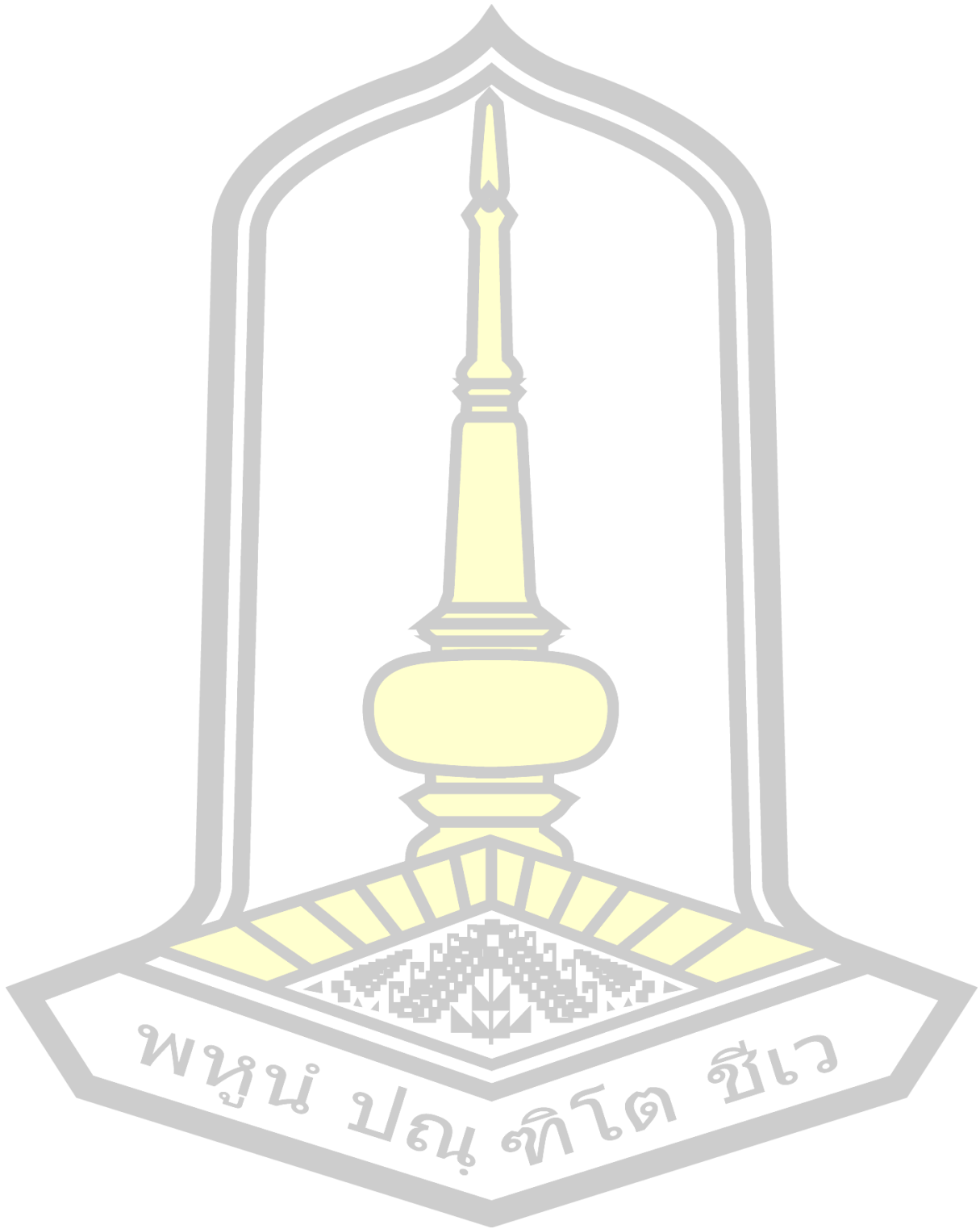
### **5.6 Recommendations for further research**

For future studies, it is recommended to expand the participant pool and consider other locations within Thailand, such as the north, east, and south regions. Besides, the participants in this current study showed homogeneity in terms of to their educational background, age, academic language exposure, and level of language proficiency. In addition, the size of the sample was limited. Therefore, it is possible that the generalizability of these findings may be limited. Further studies could potentially include diverse groups or a larger population of pupils to enhance the generalizability of the findings. The current study was carried out within the context of a junior high school environment over a short amount of time. Thus, the assessment of the long-term impact of ER instruction remains inconclusive. Future studies could consider examining the effect of ER instruction across diverse reading classes, involving students from alternative secondary schools, and extending the duration of the teaching intervention to encompass a complete academic year in order to evaluate the prospective educational benefits of ER more comprehensively. The present study exclusively concentrated on the English language reading proficiencies of students.

Hence, forthcoming research endeavors may consider exploring additional English competencies, such as conversational fluency or writing proficiencies.



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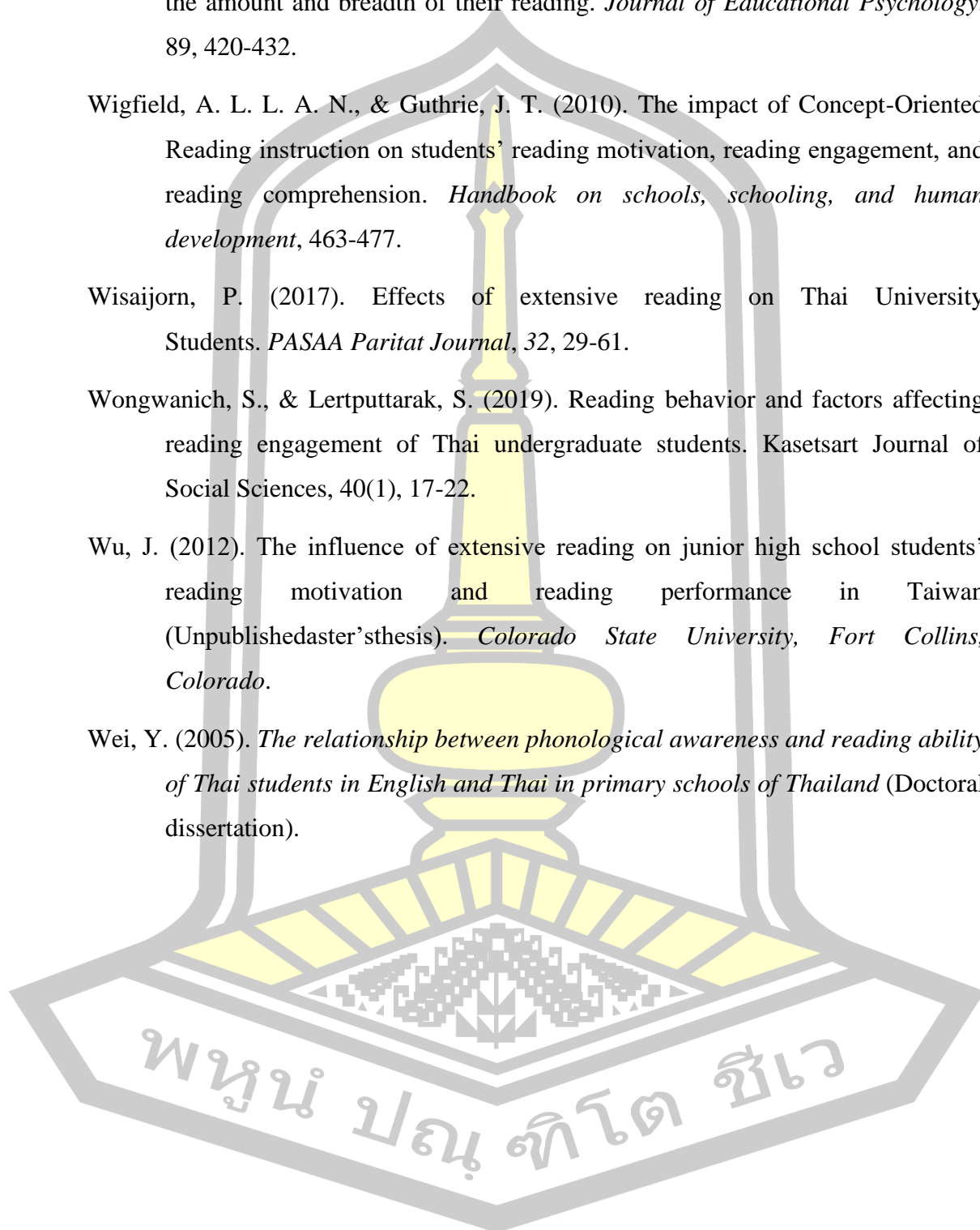
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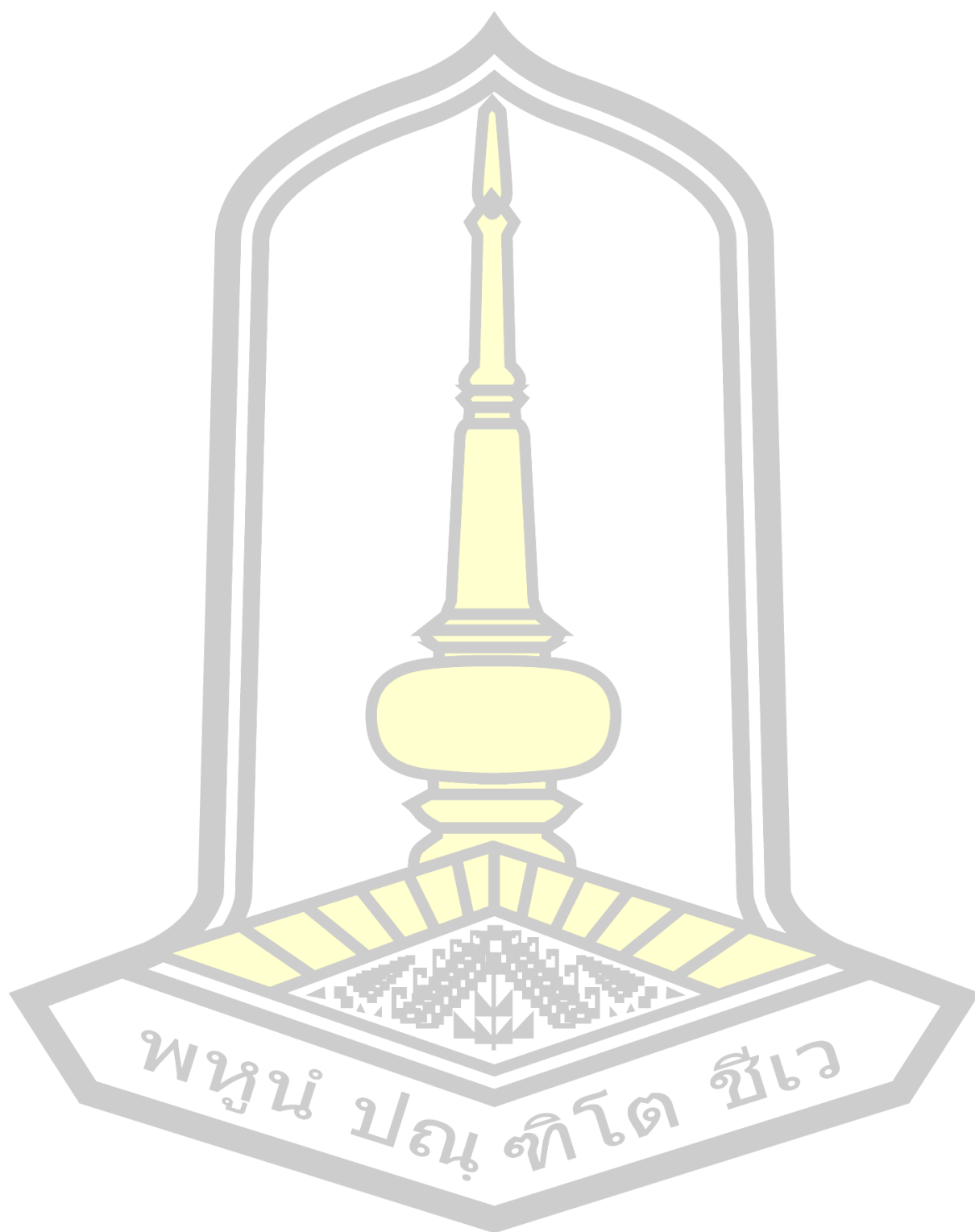
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APPENDICES





## Appendix I-A: Motivation of Reading Questionnaire

### Motivation of Reading Questionnaire

*To the responders*

*Please consider each items carefully. Your answer to the questions will help and provide the perception toward reading motivation. Rest assured that your responses to this questionnaire and your identity will be kept entirely anonymous and absolutely confidential. Responses to anonymous surveys cannot be track back to the respondent and your responses will be used for research purposes only.*

*Thank you so much.*

*Researcher*

#### Part I: Personal Information

Name : \_\_\_\_\_

Class : \_\_\_\_\_ Number : \_\_\_\_\_

Gender : ( ) Female ( ) Male Age :

\_\_\_\_\_

#### Part II: The motivation of reading questionnaire toward students' reading motivation on Extensive Reading

*Adopted from: Wigfield, A. L. L. A. N., & Guthrie, J. T. (2010).*

**Directions:** Kindly fill up the following and check (✓) on the following information which implies to you. Use the rating scale in Likert scale.

4 - A lot like me

3 - A little like me

2 - A little difference from me

1 - Very different from me

### Motivation of Reading Questionnaire

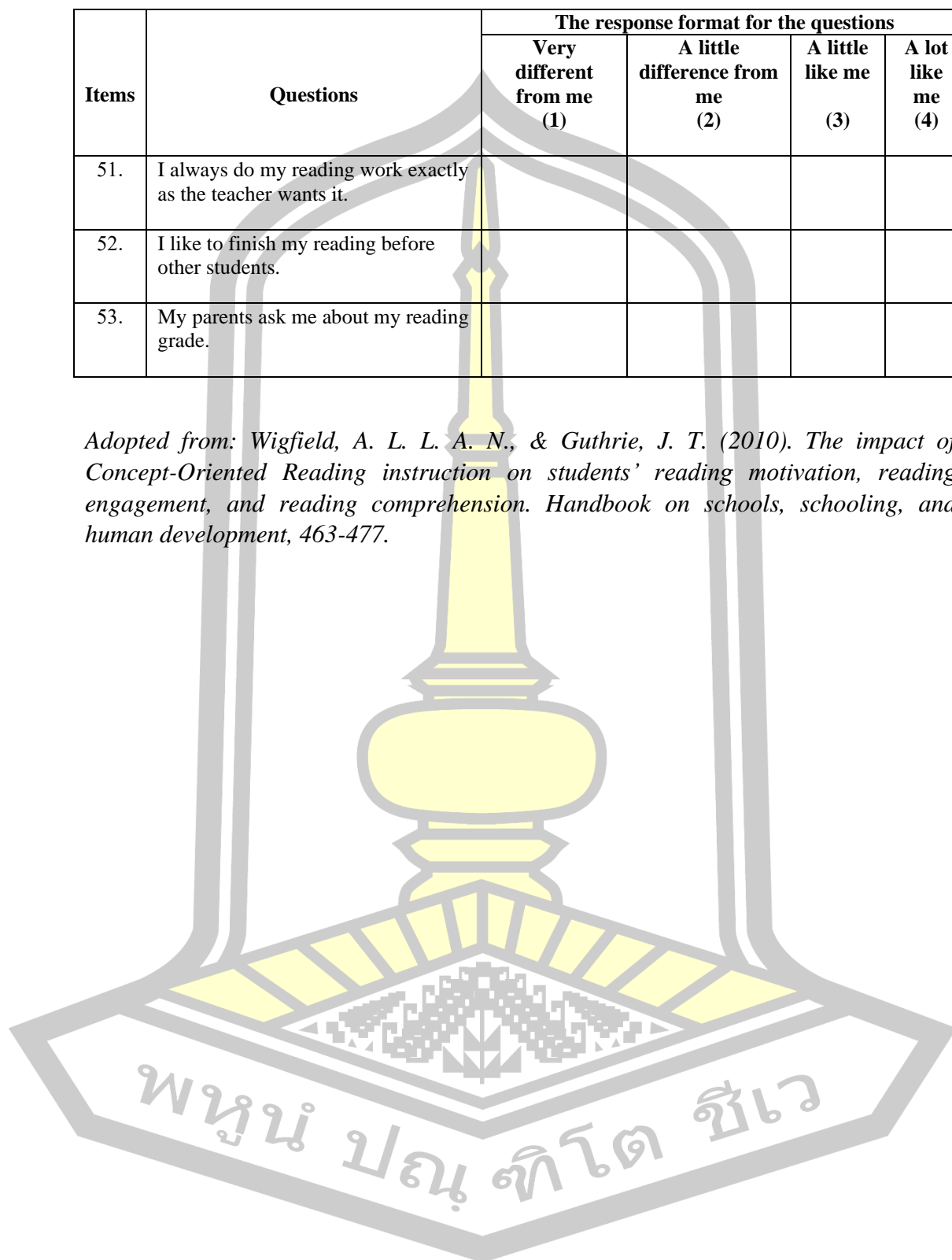
Items	Questions	The response format for the questions			
		Very different from me (1)	A little difference from me (2)	A little like me (3)	A lot like me (4)
1.	I like being the best at reading.				
2.	I like it when the questions in books make me think.				
3.	I read to improve my grades.				
4.	If the teacher discusses something interesting, I might read more about it.				
5.	I like hard, challenging books.				
6.	I enjoy a long, involved story or fiction book.				
7.	I know that I will do well in reading next year.				
8.	If a book is interesting, I don't care how hard it is to read.				
9.	I try to get more answers right than my friends.				
10.	I have favorite subjects that I like to read about.				
11.	I visit the library often with my family.				
12.	I make pictures in my mind when I read.				
13.	I don't like reading something when the words are too difficult.				
14.	I enjoy reading books about people in different countries.				
15.	I am a good reader.				
16.	I usually learn difficult things by reading.				
17.	It is very important to me to be a good reader.				

Items	Questions	The response format for the questions			
		Very different from me (1)	A little difference from me (2)	A little like me (3)	A lot like me (4)
18.	My parents often tell me what a good job I am doing in reading.				
19.	I read to learn new information about topics that interest me.				
20.	If the project is interesting, I can read difficult material.				
21.	I learn more from reading than most students in the class.				
25.	I like to read about new things.				
26.	I often read to my brother or my sister.				
27.	In comparison to other activities I do, it is very important to me to be a good reader.				
28.	I like having the teacher say I read well.				
29.	I read about my hobbies to learn more about them.				
30.	I like mysteries.				
31.	My friends and I like to trade things to read.				
27.	In comparison to other activities I do, it is very important to me to be a good reader.				
28.	I like having the teacher say I read well.				
29.	I read about my hobbies to learn more about them.				
30.	I like mysteries.				
31.	My friends and I like to trade things to read.				
32.	Complicated stories are no fun to read.				

Items	Questions	The response format for the questions			
		Very different from me (1)	A little difference from me (2)	A little like me (3)	A lot like me (4)
33.	I read a lot of adventure stories.				
34.	I do as little schoolwork as possible in reading.				
35.	I feel like I make friends with people in good books.				
36.	Finishing every reading assignment is very important to me.				
37.	My friends sometimes tell me I am a good reader.				
38.	Grades are a good way to see how well you are doing in reading.				
39.	I like to help my friends with their schoolwork in reading.				
40.	I don't like it when there are too many people in the story.				
41.	I am willing to work hard to read better than my friends.				
42.	I sometimes read to my parents.				
43.	I like to get compliments for my reading.				
44.	It is important for me to see my name on a list of good readers.				
45.	I talk to my friends about what I am reading.				
46.	I always try to finish my reading on time.				
47.	I am happy when someone recognizes my reading.				
48.	I like to tell my family about what I am reading.				
49.	I like being the only one who knows an answer in something we read.				
50.	I look forward to finding out my reading grade.				

Items	Questions	The response format for the questions			
		Very different from me (1)	A little difference from me (2)	A little like me (3)	A lot like me (4)
51.	I always do my reading work exactly as the teacher wants it.				
52.	I like to finish my reading before other students.				
53.	My parents ask me about my reading grade.				

*Adopted from: Wigfield, A. L. L. A. N., & Guthrie, J. T. (2010). The impact of Concept-Oriented Reading instruction on students' reading motivation, reading engagement, and reading comprehension. Handbook on schools, schooling, and human development, 463-477.*



## Appendix I-B: Motivation of Reading Questionnaire (Thai Version)

### แบบสอบถามแรงจูงใจในการอ่าน

เรียน ผู้ตอบแบบสอบถาม

กรุณาพิจารณาข้อความอย่างรอบคอบ คำตอบของท่านจะเป็นประโยชน์ในการให้ข้อมูลการรับรู้เกี่ยวกับแรงจูงใจในการอ่าน ท่านมั่นใจได้ว่าคำตอบในแบบสอบถามและข้อมูลแสดงอัตลักษณ์ของท่านจะไม่เปิดเผยชื่อและถูกเก็บไว้เป็นความลับ คำตอบในแบบสอบถามโดยไม่ระบุนามจะไม่สามารถสืบย้อนกลับมายังผู้ตอบได้ และคำตอบของท่านจะนำมาใช้เพื่อประโยชน์ในงานวิจัยเท่านั้น

ขอขอบพระคุณอย่างสูง

นักวิจัย

ตอนที่ 1: ข้อมูลส่วนบุคคล

ชื่อ: \_\_\_\_\_

ชั้น: \_\_\_\_\_ เลขที่: \_\_\_\_\_

เพศ: ( ) หญิง ( ) ชาย อายุ: \_\_\_\_\_

ตอนที่ 2: แบบสอบถามแรงจูงใจในการอ่านของนักเรียนต่อการอ่านแบบครอบคลุม

ปรับจาก: Wigfield, A. L. L. A. N., & Guthrie, J. T. (2010).

คำแนะนำ: กรุณาเลือกคำตอบโดยใส่เครื่องหมาย ( ✓ ) ลงในช่องที่ตรงกับท่าน โดยใช้มาตรฐาน

อันดับแบบลิเกิร์ตดังนี้

4 - คล้ายฉันทมาก

3 - คล้ายฉันทเล็กน้อย

2 - แตกต่างจากฉันทเล็กน้อย

1 - แตกต่างจากฉันทมาก



## แบบสอบถามแรงจูงใจในการอ่าน

ข้อ	คำถาม	รูปแบบการตอบคำถาม			
		แตกต่าง จากฉัน มาก (1)	แตกต่าง จากฉัน เล็กน้อย (2)	คล้าย ฉัน เล็กน้อย (3)	คล้าย ฉันมาก (4)
1	ฉันอยากอ่านเก่ง				
2	ฉันชอบคำถามในหนังสือที่ต้องใช้ความคิด				
3	ฉันอ่านเพื่อให้ได้คะแนน/เกรดที่ดีขึ้น				
4	ถ้าครูพูดถึงสิ่งที่น่าสนใจ ฉันจะอ่านเรื่องนั้นมากขึ้น				
5	ฉันชอบหนังสือที่อ่านยากและท้าทาย				
6	ฉันชอบอ่านหนังสือนิทานหรือนวนิยายเรื่องยาว				
7	ฉันรู้ว่าฉันจะอ่านเก่งขึ้นในปีหน้า				
8	หากหนังสือที่น่าสนใจ ฉันจะอ่านโดยไม่สนใจว่าเรื่องนั้นจะอ่านยากเพียงใด				
9	ฉันพยายามหาคำตอบที่ถูกต้องให้มากกว่าเพื่อนๆ				
10	ฉันมีหัวข้อเรื่องโปรดที่ชอบอ่าน				
11	ฉันกับครอบครัวไปห้องสมุดบ่อยๆ				
12	ฉันสร้างภาพในใจในขณะที่อ่าน				
13	ฉันไม่ชอบอ่านเรื่องที่มีคำศัพท์ยากเกินไป				
14	ฉันชอบอ่านหนังสือเกี่ยวกับผู้คนในประเทศต่างๆ				
15	ฉันเป็นนักอ่านที่ดี (ฉันอ่านเก่ง)				
16	ฉันมักเรียนรู้เรื่องยากๆ จากการอ่าน				
17	การเป็นนักอ่านที่ดีเป็นเรื่องสำคัญมากสำหรับฉัน				
18	พ่อแม่มักบอกว่าฉันอ่านได้ดี				
19	ฉันอ่านเพื่อเรียนรู้ข้อมูลใหม่ในหัวข้อที่ฉันสนใจ				

ข้อ	คำถาม	รูปแบบการตอบคำถาม			
		แตกต่าง จากฉัน มาก (1)	แตกต่าง จากฉัน เล็กน้อย (2)	คล้าย ฉัน เล็กน้อย (3)	คล้าย ฉันมาก (4)
20	ถ้าโครงการน่าสนใจ ฉันสามารถอ่านเรื่องยากๆ ได้				
21	ฉันเรียนรู้จากการอ่านมากกว่านักเรียนส่วน ใหญ่ในชั้นเรียน				
22	ฉันอ่านนิยายแฟนตาซีและเชื่อตามนั้น				
23	ฉันอ่านเพราะจำเป็นต้องอ่าน				
24	ฉันไม่ชอบคำถามเกี่ยวกับคำศัพท์				
25	ฉันชอบอ่านเกี่ยวกับสิ่งใหม่ๆ				
26	ฉันอ่านให้พี่หรือน้องฟังบ่อยๆ				
27	เมื่อเทียบกับกิจกรรมอื่นๆ ที่ฉันทำ การเป็นนัก อ่านที่ดีเป็นสิ่งสำคัญมากสำหรับฉัน				
28.	ฉันชอบให้ครูชมว่าฉันอ่านเก่ง.				
29	ฉันอ่านเกี่ยวกับงานอดิเรกที่ฉันทำเพื่อเรียนรู้ มากขึ้นเกี่ยวกับเรื่องนั้นๆ				
30	ฉันชอบเรื่องลึกลับ				
31	ฉันและเพื่อนชอบแลกเปลี่ยนหนังสือกันอ่าน				
32	เรื่องราวซับซ้อนนั้นอ่านไม่สนุก				
33	ฉันอ่านเรื่องราวผจญภัยจำนวนมาก				
34	ฉันทำการบ้านที่เป็นการอ่านน้อยมาก				
35	ฉันรู้สึกเป็นเพื่อนกับคนในหนังสือดีๆ				
36	การอ่านงานที่มอบหมายจนจบเป็นสิ่งสำคัญ มากสำหรับฉัน				
37	บางครั้ง เพื่อนๆ บอกว่าฉันเป็นนักอ่านที่ดี				
38	เกรดเป็นวิธีการวัดที่ดีว่าเราอ่านเก่งมากน้อย เพียงใด				
39	ฉันชอบช่วยเพื่อนทำการบ้านที่เป็นการอ่าน				

ข้อ	คำถาม	รูปแบบการตอบคำถาม			
		แตกต่าง จากฉัน มาก (1)	แตกต่าง จากฉัน เล็กน้อย (2)	คล้าย ฉัน เล็กน้อย (3)	คล้าย ฉันมาก (4)
40	ฉันไม่ชอบเมื่อมีคนในเรื่องที่อ่านมากเกินไป				
41	ฉันเต็มใจทำงานหนักเพื่อให้อ่านเก่งกว่าเพื่อนๆ				
42	บางครั้ง ฉันอ่านให้พ่อกับแม่ฟัง				
43	ฉันชอบได้รับคำชมในการอ่านของฉัน				
44	สิ่งสำคัญสำหรับฉันคือการได้เห็นชื่อของฉันบนรายชื่อคนอ่านเก่ง				
45	ฉันคุยกับเพื่อนเกี่ยวกับเรื่องราวที่อ่าน				
46	ฉันพยายามอ่านให้จบตามเวลาที่กำหนดเสมอ				
47	ฉันพอใจเมื่อมีคนชมการอ่านของฉัน				
48	ฉันชอบเล่าเรื่องที่อ่านให้คนในครอบครัวฟัง				
49	ฉันอยากเป็นเพียงคนเดียวที่รู้คำตอบเกี่ยวกับสิ่งที่เราอ่าน				
50	ฉันหวังว่าจะรู้เกรดในการอ่านของฉัน				
51	ฉันอ่านตามที่ครูมอบหมายเสมอ				
52	ฉันอยากอ่านให้จบก่อนนักเรียนคนอื่นๆ				
53	พ่อแม่ถามฉันเกี่ยวกับเกรดในการอ่านของฉัน				

ป ร ึ บ จ า ก : Wigfield, A. L. L. A. N., & Guthrie, J. T. (2010). The impact of Concept-Oriented Reading instruction on students' reading motivation, reading engagement, and reading comprehension. *Handbook on schools, schooling, and human development*, 463-477.

### Appendix II-A: The Reading Report Sheet

#### The Reading Report Sheet

*\*Rest assured that your responses to this questionnaire and your identity will be kept entirely anonymous and absolutely confidential. Responses to anonymous surveys cannot be track back to the respondent and your responses will be used for research purposes only.*

Your Name: \_\_\_\_\_ Class: \_\_\_\_\_

Start date: \_\_\_\_\_ Finish date: \_\_\_\_\_ (\_\_\_\_ day)

Title of book: \_\_\_\_\_

Author: \_\_\_\_\_ Publisher: \_\_\_\_\_

Type of the story: \_\_\_\_\_

(You can do it in Thai or English.)

1. What is this story mostly about?

\_\_\_\_\_

2. What does the main character want to do? (where?, when?, and why?)

\_\_\_\_\_

3. What is the most enjoyable or memorable part of the story for you? and why?

\_\_\_\_\_

4. Write a summary including the beginning, middle, and end.

The beginning of the story: \_\_\_\_\_

\_\_\_\_\_

The middle: \_\_\_\_\_

\_\_\_\_\_

The end: \_\_\_\_\_

\_\_\_\_\_



**The Reading Report Sheet**

5. What is the lesson that you can gain from the story so far?  
(Lessons, impressions, vocabularies or grammars)

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*Adapted from: Scholastic Inc. (2005). Scholastic Read 180 Stage A Resources for Differentiated Instruction Book 1: Reading Skills and Strategies. Scholastic Inc. (2012). Read 180 Stage A RBook.*

พหุ ประถมศึกษา

## Appendix II-B: The Reading Report Sheet (Thai Version)

### แบบรายงานการอ่าน

\*ท่านมั่นใจได้ว่าคำตอบของท่านจะถูกเปิดเผยโดยไม่มีการระบุชื่อ หรือส่วนที่ทำให้รู้ว่าเป็นข้อมูลเกี่ยวกับบุคคลใด และผู้วิจัยจะนำข้อมูลต่างๆไปใช้ประโยชน์ในเชิงวิชาการเท่านั้น

ชื่อ: \_\_\_\_\_ ชั้น: \_\_\_\_\_  
วันเริ่มอ่าน: \_\_\_\_\_ วันอ่านจบ: \_\_\_\_\_ ( \_\_\_ วัน)

ชื่อหนังสือ: \_\_\_\_\_  
ชื่อผู้แต่ง: \_\_\_\_\_ สำนักพิมพ์: \_\_\_\_\_  
ประเภทของเรื่องที่อ่าน: \_\_\_\_\_

(จงตอบคำถามเป็นภาษาไทยหรือภาษาอังกฤษ)

1. เรื่องราวส่วนใหญ่เกี่ยวกับอะไร?

\_\_\_\_\_  
\_\_\_\_\_

2. ตัวละครเอกในเรื่องต้องการทำอะไร (ที่ไหน? เมื่อไหร่? และทำไม?)

\_\_\_\_\_  
\_\_\_\_\_

3. ส่วนไหนของเรื่องที่เป็นตอนโปรดของคุณ? เพราะเหตุใด?

\_\_\_\_\_  
\_\_\_\_\_

4. จงเขียนเล่าเรื่องราวโดยสรุปให้มีตอนเริ่มเรื่อง ตอนกลางเรื่องและตอนจบ

ตอนเริ่มเรื่อง: \_\_\_\_\_

ตอนกลางเรื่อง: \_\_\_\_\_

\_\_\_\_\_



ตอนจบ: \_\_\_\_\_

\_\_\_\_\_

แบบรายงานการอ่าน

5. ตอนนี้ บทเรียนที่คุณได้รับจากเรื่องนี่คืออะไร? (บทเรียน ความประทับใจ คำศัพท์ หรือไวยากรณ์)

\_\_\_\_\_

\_\_\_\_\_

ปรับจาก: Scholastic Inc. (2005). *Scholastic Read 180 Stage A Resources for Differentiated Instruction Book 1: Reading Skills and Strategies*.  
Scholastic Inc. (2012). *Read 180 Stage A RBook*.

พูนุ่ ปณุ่ ทิโต ชีเว

### Appendix III-A: Reading Comprehension Rubric

Reading Comprehension Rubric					
Key Concepts	4 Exceeds Standards  (4 pts)	3 Meets Standards  (3 pts)	2 Approaches Standards  (2 pts)	1 Below Standards  (1 pts)	0 Did not demonstrate knowledge of the skill.  (0 pts)
<p><b>1. Main Idea and Details</b></p> <p>(What the story is mostly about and details that show it)</p>	Can determine the main idea independently and find several details to support the main idea.	Can determine the main idea and locate some details that support the main idea.	Can determine the main idea and can support it with 1- 2 details.	Can't identify main idea or support it with details	<p>Unable to identify main idea or details. The response may not make sense.</p> <p>Refused to answer or made no attempts to search the text with prompting.</p>
<p><b>2. Read for Detail</b></p> <p>(What does the main character want to do?)</p>	Can write answer with many details are mostly complete and extensive.	Some details are included and usually complete.	<p>Provide some details.</p> <p>With some assistance or prompting, some details can be recalled.</p>	Few or no details are included and incomplete.	<p>Cannot answer, or answers incorrectly, the implicit or explicit question.</p> <p>Refused to answer question.</p> <p>No attempt to search within the text for details or answers with prompting.</p>

<b>Reading Comprehension Rubric</b>					
<b>Key Concepts</b>	<b>4 Exceeds Standards  (4 pts)</b>	<b>3 Meets Standards  (3 pts)</b>	<b>2 Approaches Standards  (2 pts)</b>	<b>1 Below Standards  (1 pts)</b>	<b>0 Did not demonstrate knowledge of the skill. (0 pts)</b>
<p><b>3. Sequence of Events</b></p> <p>(What is the most enjoyable or memorable part of the story for you? and why?)</p>	<p>Details are included without prompting.</p> <p>There is logical sequencing.</p>	<p>Some details are included.</p> <p>There is logical sequencing.</p>	<p>With some assistance or prompting, some details can be recalled.</p> <p>While some information is accurate, the sequencing is not in sync.</p>	<p>Few or no details are included.</p> <p>Sequencing may be inaccurate.</p>	<p>The response may not make sense.</p> <p>Refused to answer or made no attempts to search the text with prompting.</p>
<p><b>4. Summarize</b></p> <p>(What happens in the beginning, middle, or end?)</p>	<p>Can recall what happens in the beginning, middle, and end without prompting.</p>	<p>Can recall what happens in the beginning, middle, and end with little or no prompting.</p>	<p>Can recall parts of the text but some prompting is needed to recall information.</p>	<p>Direct questioning may be needed to elicit the beginning, middle, and end of the text.</p>	<p>Unable to identify the beginning, middle, and end of the text.</p> <p>The response may not make sense.</p> <p>Refused to answer or made no attempts to search the text with prompting.</p>

<b>Reading Comprehension Rubric</b>					
<b>Key Concepts</b>	<b>4 Exceeds Standards  (4 pts)</b>	<b>3 Meets Standards  (3 pts)</b>	<b>2 Approaches Standards  (2 pts)</b>	<b>1 Below Standards  (1 pts)</b>	<b>0 Did not demonstrate knowledge of the skill.  (0 pts)</b>
<p><b>5. Draw Conclusions</b></p> <p>What is the lesson that you can gain from the story so far? (lessons, impression, vocabularies or grammars)</p> <p><i>(Using prior knowledge and text evidence to make a decision or form an opinion on a topic)</i></p>	<p>Uses both prior knowledge and text evidence to draw conclusions that make logical sense.</p>	<p>Uses either prior knowledge or text evidence to draw conclusions that make logical sense.</p>	<p>Draws conclusions but does not use text evidence to support the conclusion.</p>	<p>Can't draw conclusions based on prior knowledge and text evidence.</p>	<p>Unable to draw conclusions.</p> <p>The response may not make sense.</p> <p>Refused to answer or made no attempts to search the text with prompting.</p>

Adapted from: Lyn, S. iRubric: Reading Comprehension rubric. RCampus. <https://www.rcampus.com/rubricshowc.cfm?code=L5C3W8&sp=yes&> Accessed 12 May 2021.

**Appendix III-B: Reading Comprehension Rubric (Thai Version)**

เกณฑ์คะแนนความเข้าใจในการอ่าน					
แนวคิดหลัก	4 เหนือมาตรฐาน	3 ตามมาตรฐาน	2 ใกล้เคียง มาตรฐาน	1 ต่ำกว่า มาตรฐาน	0 ไม่แสดงความรู้อะไร ทักษะ
<b>ใจความสำคัญ และ รายละเอียด</b> (เรื่องราวส่วนใหญ่เกี่ยวกับอะไรและมีรายละเอียดอย่างไร?)	4 สามารถจับใจความสำคัญได้ด้วยตนเองพร้อมบอกรายละเอียดจำนวนมากที่สนับสนุนใจความสำคัญ	3 สามารถจับใจความสำคัญและระบุรายละเอียดจำนวนหนึ่งที่สนับสนุนใจความสำคัญ	2 สามารถจับใจความสำคัญและบอกรายละเอียด 1 – 2 ประเด็นที่สนับสนุนใจความสำคัญ	1 ไม่สามารถระบุใจความสำคัญหรือรายละเอียดที่สนับสนุนใจความสำคัญ	0 ไม่สามารถระบุใจความสำคัญหรือรายละเอียดที่สนับสนุนใจความสำคัญ  คำตอบไม่สมเหตุผล  ไม่ตอบหรือไม่พยายามค้นหาคำตอบจากเนื้อเรื่องเมื่อมีการถามนำ
<b>การอ่านเพื่อเก็บ รายละเอียด</b> (ตัวละครหลักต้องการทำอะไร?)	4 สามารถเขียนคำตอบพร้อมรายละเอียดจำนวนมาก	3 ระบุรายละเอียดจำนวนหนึ่งที่ครบถ้วน	2 ระบุรายละเอียดจำนวนหนึ่งที่  ท่องจำรายละเอียดจำนวนหนึ่ง แต่ต้องมีการถามนำ	1 ระบุรายละเอียดน้อยมากหรือไม่ระบุเลยและไม่ครบถ้วน	0 ตอบไม่ได้หรือตอบผิดกับคำถามโดยชัดแจ้งหรือโดยนัย  ไม่ตอบคำถาม  ไม่พยายามค้นหาข้อมูลหรือคำตอบ

เกณฑ์คะแนนความเข้าใจในการอ่าน					
แนวคิดหลัก	4 เหนือมาตรฐาน	3 ตามมาตรฐาน	2 ใกล้เคียง มาตรฐาน	1 ต่ำกว่า มาตรฐาน	0 ไม่แสดงความรู ทักษะ
					จากเนื้อเรื่อง เมื่อมีการชี้แนะ
<b>การลำดับ เหตุการณ์</b> (ส่วนไหนของ เรื่องที่เป็นตอน โปรดของคุณ? เพราะเหตุใด?)	บอก รายละเอียด โดยไม่ต้องมี การชี้แนะ ลำดับ เหตุการณ์อย่าง สมเหตุสมผล	บอก รายละเอียด จำนวนหนึ่ง ลำดับ เหตุการณ์อย่าง สมเหตุสมผล	ท่องข้อมูลได้ จำนวนหนึ่ง แต่ ต้องมีการชี้แนะ ลำดับ เหตุการณ์ไม่ ตรงกันแต่ ข้อมูลบางอย่าง ถูกต้อง	บอก รายละเอียด น้อยมาก หรือไม่บอกเลย ลำดับ เหตุการณ์ไม่ ถูกต้อง	คำตอบไม่สม เหตุผล ไม่ตอบคำถาม หรือไม่พยายาม ค้นหาจากเนื้อ เรื่องที่มีการ ชี้แนะ
<b>การสรุปความ</b> (เกิดอะไรขึ้นใน ตอนเริ่มเรื่อง ตอนกลางเรื่อง หรือตอนจบ?)	สามารถ ทบทวนเรื่องที่ เกิดขึ้นในตอน เริ่มเรื่อง ตอนกลางเรื่อง และตอนจบ โดยไม่ต้องมี การชี้แนะ	สามารถ ทบทวนเรื่องที่ เกิดขึ้นในตอน เริ่มเรื่อง ตอนกลางเรื่อง และตอนจบ ด้วยการชี้แนะ เล็กน้อยหรือไม่ ต้องชี้แนะ	สามารถ ทบทวน เรื่องราว บางส่วนแต่ จำเป็นต้อง อาศัยการชี้แนะ	จำเป็นต้องใช้ คำถามโดยตรง เพื่อสกัด เรื่องราวตอน เริ่มต้น ตอนกลางเรื่อง และตอนจบ	ไม่สามารถระบุ ตอนเริ่มเรื่อง ตอนกลางเรื่อง และตอนจบ คำตอบไม่สม เหตุผล ไม่ตอบหรือไม่ พยายามค้นหา คำตอบจากเนื้อ เรื่องที่มีการ ชี้แนะ



เกณฑ์คะแนนความเข้าใจในการอ่าน					
แนวคิดหลัก	4	3	2	1	0
	เหนือมาตรฐาน	ตามมาตรฐาน	ใกล้ถึงมาตรฐาน	ต่ำกว่ามาตรฐาน	ไม่แสดงความรู้อะไร
การหาข้อสรุป (บทเรียนอะไรที่คุณเรียนรู้จากเรื่องนี้?) (ใช้ความรู้เดิมและหลักฐานจากเนื้อเรื่องเพื่อตัดสินใจหรือแสดงความคิดเห็นเกี่ยวกับหัวข้อเรื่อง)	ใช้ทั้งความรู้เดิมและหลักฐานจากเนื้อเรื่องเพื่อหาข้อสรุปที่สมเหตุสมผล	ใช้ความรู้เดิมหรือหลักฐานจากเนื้อเรื่องเพื่อหาข้อสรุปที่สมเหตุสมผล	หาข้อสรุปแต่ไม่ได้ใช้หลักฐานจากเนื้อเรื่องเพื่อสนับสนุนข้อสรุปนั้น	ไม่สามารถหาข้อสรุปได้โดยใช้ความรู้เดิมและจากหลักฐานในเนื้อเรื่อง	ไม่สามารถหาข้อสรุปได้ คำตอบไม่สมเหตุสมผล ไม่ตอบหรือไม่พยายามหาคำตอบจากเนื้อเรื่องที่มีการชี้แนะ

ปรับจาก: Lyn, S. iRubric: Reading Comprehension rubric. RCampus.

<https://www.rcampus.com/rubricshowc.cfm?code=L5C3W8&sp=yes&>

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