



ผลของการอ่านหนังสือนอกเวลาที่มีต่อแรงจูงใจในการอ่านและการรับรู้ประสิทธิภาพในการอ่านของ
นักเรียนชั้นมัธยมศึกษาตอนต้น

THE EFFECTS OF EXTENSIVE READING ON READING MOTIVATION AND READING SELF-
EFFICACY OF LOWER-SECONDARY STUDENTS

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งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการอ่านนอกเวลาที่มีต่อแรงจูงใจในการอ่านภาษาอังกฤษของนักเรียน 2) ศึกษาผลของการอ่านนอกเวลาที่มีต่อการรับรู้ความสามารถในการอ่านภาษาอังกฤษของนักเรียน หลังจากได้เข้าร่วมกิจกรรมการอ่านนอกเวลา โดยกลุ่มตัวอย่างเป็นนักเรียนในระดับชั้นมัธยมศึกษาตอนต้น โรงเรียนพระหฤทัยดอนเมือง จำนวน 50 คน ซึ่งได้เข้าร่วมกิจกรรมการอ่านนอกเวลาเป็นระยะเวลาอย่างน้อยสองภาคการศึกษา การเก็บข้อมูลของงานวิจัยนี้ได้มาจากการสอบถามและการสัมภาษณ์ โดยการวิเคราะห์ข้อมูลเชิงปริมาณนี้ ใช้สถิติในรูปแบบพรรณนา การทดสอบค่าเอฟ การทดสอบค่าที และการทดสอบค่าสหสัมพันธ์แบบเพียร์สัน นอกจากนี้การวิเคราะห์ข้อมูลเชิงคุณภาพ ใช้การวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) นักเรียนมีแรงจูงใจเพิ่มขึ้นในระดับสูงในการอ่านภาษาอังกฤษ เนื่องด้วยต้องการที่จะอ่านได้ดีขึ้นและต้องการเพิ่มพูนทักษะทางการอ่านเขียน 2) นักเรียนมีการรับรู้ความสามารถของตนเองในทักษะการอ่านอยู่ในเกณฑ์ที่สูงขึ้น ซึ่งพบว่านักเรียนมีความรู้สึกที่ดีเมื่อได้อ่านบทความที่มีความยากได้สำเร็จคล่อง และเชื่อว่ากิจกรรมการอ่านนอกเวลาช่วยพัฒนาทักษะและความสามารถทางด้านภาษาอังกฤษได้ การวิจัยนี้ยังแสดงค่าสหสัมพันธ์เชิงบวกระหว่างแรงจูงใจด้านการอ่านและการรับรู้ประสิทธิภาพด้านการอ่านอย่างมีนัยสำคัญทางสถิติที่ 0.05

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Abstract

The study aimed (1) to investigate the effects of extensive reading on students' reading motivation, and (2) to examine students' reading self-efficacy in English after participating in extensive reading activities. The participants of this study were 50 Thai students of lower secondary school at Praharuethai Donmuang School, who participated in ER activities for 2 semesters. The data collection was based on the information obtained from questionnaires and semi-structured interviews. The quantitative data was analyzed using descriptive statistics, f-Test, t-Test and Pearson's correlation. The qualitative data obtained from semi-structured interviews was analyzed using content analysis

The results showed that (1) the participants were highly motivated to read more in English since they wanted to be a better reader and wanted to develop their literacy skills and (2) students encountered high level of reading self-efficacy after they had participated in ER activities. They felt good when they were able to complete a difficult reading passage in English and they believed that ER activities can improve their reading abilities and skill. The study demonstrated positive correlation between reading motivation and reading self-efficacy inventory at 0.05 statistically significant level.

คำสำคัญ: การอ่านหนังสือนอกเวลา/ แรงจูงใจด้านการอ่าน/ การรับรู้ความสามารถตนเองในการอ่าน

KEYWORDS: EXTENSIVE READING/ READING MOTIVATION/ READING SELF-EFFICACY

Introduction

Today, English has been considered as a global language that individual should be able to comprehend and communicate. There is no doubt that schools have included English proficiency as a graduation qualification. And reading, as one of the four basic skills, is the crucial one during the English learning process. In Thailand, B.E. Core Curriculum 2008 indicates the importance of the English language in promoting students to be skillful and competent in language reading because it is the most important tool to search for knowledge, to apply it in education, to negotiate and to use it in occupations (Ministry of Education, 2008). However, Thai students' reading scores in computer -and paper-based TOEFL, were at low level (Educational Testing Service, 2011). In this regard, some Thai students did not succeed in their studies because of their deficient reading skill and it was found that students' English reading abilities were unsatisfied (Sitthiprom, 2012). In addition, many researchers revealed that most of Thai students are facing with difficulties in reading skills. One example is the case of students in Matthayom 3 at Ratchaprachanukul School. They had problems comprehending English texts and did not see the advantages of English reading. Moreover, it is likely that apart from the obstacle relating to the insufficient reading skills, a number of Thai students seem to have problems about their reading motivation. One of the main reasons for the lack of reading motivation is from the fact that reading activities would occur mostly in the classroom and textbooks would be the only reading materials (Kachornsak, 2002; Choochom & Sucaromana, 2001). Similarly, another factor that hinders students' performance in reading is students' low reading self-efficacy as it was pointed out that struggling readers tend to be unmotivated, avoid academic tasks due to the

lack of strategies and have low self-efficacy (Guthrie & Davis, 2003). It is likely that when students begin their study with high self-efficacy, they tend to be motivated and, as a result, they are likely to be more successful in their academic study. In contrast, students with low self-efficacy start off their study with low confidence and tend to do poorly, which will lead them back to a cycle of low confidence and low performance respectively (Charubusp, 2010). Therefore, motivation and self-efficacy play a crucial role in student's reading ability and both of them are reciprocal interwoven which deserves attention as one of the internal factors that lead to academic success and it is proved that reading motivation and reading self-efficacy have a strong relationship with each other (Tremblay & Gardner, 1995).

Reading motivation is one of the well-known affective domains of language learning that plays a vital role in successful L2 reading ability. Day and Bamford (1998) defined reading motivation as the learners' emotional drive that make people decide to read or not to read. Mori (2002), in an attempt to define foreign language reading motivation by describing four sub-components of reading motivation: intrinsic value, extrinsic value, attainment value of reading in English, and expectancy for success. She also claimed that motivation to read in a foreign language is not independent of general motivational constructs but it is multidimensional phenomena. According to Day and Bamford's (1998) expectancy value model, learners' decisions to read in the second language are made up on four major variables: (a) materials, (b) reading ability in L2, (c) attitudes toward reading in the L2, and (d) the socio-cultural environment. With regard to the weight of the components in reading motivation, Day and Bamford stated that attitudes have more influence on motivating learners to read than reading ability and socio-cultural environment.

Additionally, reading self-efficacy refers to students' belief about their capability of interpreting and comprehending reading texts. Reading self-efficacy determines the dedication and motivation in persistent reading and in overcoming reading difficulties. To assist and improve student's reading motivation and their reading self-efficacy in English learning, researcher found that one of the effective strategies is the use of extensive reading (ER). In extensive reading, students silently read large quantities of materials. These materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help (Jacobs & Gallo, 2002). These large quantities of reading materials provide large amounts of comprehensible input in students' new language in order to make progress toward overall command of that language (Krashen, 1982). This does not only benefit reading proficiency but overall language proficiency as well. Other characteristics generally thought to be among the most important ones for making extensive reading successful include (Campbell, 1989; Bamford & Day, 1998): 1) Students choose what they want to read; 2) Students take part in post-reading activities; 3) Teachers read with their students, thus serving as role models of good readers; 4) Teachers and students keep track

of student progress; and 5) Teachers provide help and guidance where needed. All these characteristics were taken into account in the reading course where this research was conducted, and focused mainly on keeping track of students' views after joining ER activities.

According to some previous studies in the area, ER has an effect on learners' positive attitudes towards learning English, and learners' motivation to read English (Hafiz & Tudor, 1989; Kobayashi et al, 2010; Robb & Susser, 1989; Mason & Krashen, 1997; Takase, 2009). Nishono (2007) also conducted a long term of two and a half year case study on two Japanese middle school students who were at the beginning to read extensively. The results showed that both of the two participants used ER strategy and their reading motivation was all strengthened as they read more and more fluently. She also found a relationship between motivation and extensive reading accomplishment. The participants in her study, two junior high school Japanese girls, were motivated in the beginning to read new and challenging graded readers. As the participants kept reading, their intrinsic motivation was enhanced by the realization of achievement, pleasure, and confidence in L2 reading, which helped them continue their ER approach over two and half years.

Furthermore, Day and Bamford (2002) stated that students can gain a strong self-efficacy in reading through ER activities and the results, referring to the experiments in the second year of non-English major at Osaka University, also suggested that those students, who more highly regard extensive reading as a useful way to improve reading comprehension, revealed higher levels of reading self-efficacy over the course of the study (Burrows, 2012). National Statistical Office (2011a) presented the statistical data that Thai students read approximately 2-3 books per year while Singaporean and Malaysian students read 50-60 books per year. This number is quite different and it can indicate the superior quality of reading motivation and self-efficacy of students in some other ASEAN countries. Furthermore, according to the campaign to promote reading motivation in Thailand, National Statistical Office (2011b) exposed on the interview result that Thai students aged above 6 years old considered extensive reading is one of the top ten campaigns to promote reading motivation and reading self-efficacy and consequently, school should seriously establish ER in order to promote these student's internal factors.

In concordance with the forceful strategy of extensive reading mentioned previously, the present study, therefore, aims to investigate the effects of ER on reading motivation and reading self-efficacy of lower-secondary students in Thailand since these factors are influential for students' success in reading competency. Both reading motivation and reading self-efficacy can be examined through the scores of the reading motivation and reading self-efficacy inventory. Although, the importance and the benefits of ER in the development of English reading skill have been claimed consistently, some schools in Thailand do not integrate ER in language study, as a result of paying attention to intensive reading only.

Hence, it is crucial that the results of this study may be able to encourage English teachers, policy maker and language curriculum developers to realize the importance of ER and to take necessary steps to further develop ER as an inevitable part of English course.

The objectives of this study

- 1 .To investigate the effects of extensive reading on students' reading motivation in English
2. To examine students' reading self-efficacy in English after participating in extensive reading activities

Research Methodology

Research Population and Participants

The population of this study was 275 Thai students in lower secondary level at Praharuethai Donmuang School in Bangkok. There are two programs offered in the lower secondary level: regular program and an international program. Extensive reading is provided only for the international program of lower secondary level. The sample of this study was consisted of 50 students studying in grade 8 of International Program. They were chosen by simple random sampling technique. The participants have participated in ER activities for at least 2 semesters.

Research Instruments

There were two instruments used for data collection: the survey questionnaire and the semi-structured interview.

1. The questionnaire was designed to explore the current views of students' reading motivation and their reading self-efficacy after joining extensive reading activities for 2 semesters. The questionnaire was adopted and developed from other researchers (Wu, 2012; Burrows, 2012; Zare, 2011; Takase & Otsuki, 2012). There were 26 items in the questionnaire, which consisted of four parts: background of the students, reading motivation inventory, reading self-efficacy inventory and opened-ended questions. The respondents were instructed to answer the personal background in the first part. In the second part, the questions were grouped into the types of motivation .In the third part, the statements related to reading self-efficacy was listed. In fourth part, the open-ended questions were provided for students to express their opinions on reading motivation and reading self-efficacy after having an extensive reading. Students were asked to indicate their degree of agreement with the statements about their views toward extensive reading. In each of these questions, respondents chose from five alternatives developed from a five-point Likert scale.

Table 1: Questionnaire range and level of agreement (Fisher, 2007)

Average Mean	Level
1.00 – 1.80	Lowest
1.81 – 2.60	Low
2.61 – 3.40	Medium
3.41 – 4.20	High
4.21 – 5.00	Highest

Table 1 was provided to define the level of means scores of each statement in reading motivation and reading self-efficacy after students participating in ER activities. The level of means score starts from lowest (1.00 – 1.80) to highest range (4.21 -5.00).

2. The semi-structured interview was conducted in order to elicit deeper understanding of the students on reading motivation and reading self-efficacy. The questions of semi-structured interview consisted of 4 main questions based on aspects of reading motivation and reading self-efficacy mentioned in the questionnaires.

Data Collection Procedures

1. The researcher gave fifty students the questionnaire. They rated their degree of agreement in reading motivation and reading self-efficacy on a scale of 1 (strongly disagree) to 5 (strongly agree). To ensure that the participants understood what each item was before they rated, the questionnaire was provided in Thai.
2. The researcher interviewed five students on their reading motivation and reading self-efficacy after they participated in ER activities for 2 semesters. The students were selected voluntarily to give interview. The semi-structured interviews were conducted in Thai and tape-recorded to capture necessary information.

Data Analysis

The data analysis process could be divided into two phases. In the first phase, the quantitative data obtained from the questionnaire was analyzed using descriptive statistics with SPSS Program Version 21 for calculating mean score and standard deviation. In order to compare the types of reading motivation with the demographic background of the students, the researcher used t-test and f-test to analyze this relation and Pearson's correlation was applied to find the correlation between reading motivation and reading self-efficacy. Later, the qualitative data derived from semi-structured interview was analyzed using content analysis.

Results

Demographic information

The descriptive data of the valid respondents showed that 60% of the respondents were female and 40% were male. More than half of the respondents have studied English between 6 to 10 years, 14% of the respondents have studied English for more than 10 years

and 8% of them have studied English for 1 to 5 years. In terms of the future plan for program of study, 54% of the respondents planned to study in Science- Maths program, 34% indicated to study in Arts- Language. The rest, 6% revealed to study in Arts- Maths and the other 6 % planned to study in Vocational Studies. For respondents' current English grade, 68% were between 3.50 to 4.00, 26% were between 2.50 to 3.00 and the rest were between 1.50 to 2.00 (6%).

Information from students' aspects on reading motivation and reading self-efficacy after participating in ER activities

Table 2: The Mean score, standard deviation of reading motivation after participating in ER activities

Statements on Reading Motivation After Participating in ER Activities	Degree of Motivation		
	\bar{X}	SD	Level
I enjoy reading English books	3.90	0.86	High
I want to be a better reader	4.40	0.61	Highest
I am learning English reading through ER because I want to get a good grade in English	4.08	0.70	High
I am reading English books to become a faster reader.	4.00	0.76	High
I am reading English books because I want to know more about English speaking countries.	4.30	0.71	Highest
I am reading English books to develop my literacy skills.	4.40	0.67	Highest
I hope that I can read English novels after participating extensive reading activities.	4.06	0.89	High
I believe that extensive reading prepare me to be competent in English using in the future, such as for higher education and for occupation etc.	4.28	0.67	Highest
I like extensive reading more than intensive reading	4.02	0.80	High
Overall	4.16	0.76	High

Table 2 revealed that generally, the mean scores of each item regarding reading motivation after participating ER activities were positively high. It showed that most of the students were highly motivated to read English through ER reading activities. The overall mean scores of Reading Motivation Inventory is 4.16 (High) and the statements that had the highest mean were “I want to be a better reader(Mean = 4.40)”, “I am reading English books to develop my literacy skills (Mean = 4.40)”, followed by “I am reading English books because I want to know more about English-speaking countries such as cultures (Mean = 4.30)”, “I am learning English reading through extensive reading because I want to get a good grade in English (Mean = 4.08)” and “I enjoy reading English books (Mean = 3.90)”

Table 3: The Mean score, standard deviation of reading self-efficacy after participating in ER activities

Statements on Reading Self-Efficacy After Participating in ER Activities	Degree of Reading Self-Efficacy		
	\bar{X}	SD	Level
I get less nervous when I was trying to read something in English, especially from extensive reading.	3.70	0.65	High
I have more success than failure in my English reading class.	4.10	0.79	High
I can read and understand English information on the internet	4.02	0.84	High
I can finish my homework of English reading all by myself	3.92	0.80	High
Extensive reading activities can improve my reading abilities and skill.	4.16	0.74	High
Whenever I am assigned to read extensively, I am confident that I will be able to improve my reading comprehension.	3.78	0.76	High
Whenever reading without using a dictionary, I am confident that I can figure out the meaning of some unknown words.	3.62	0.90	High
I believe that my English reading is more efficient than the past.	4.00	0.93	High
Overall	3.95	0.51	High

Table 3 displayed that generally, the mean scores of each item regarding reading self-efficacy were high. It represented that most of the students had high reading self-efficacy to read English after they participated ER reading activities. The overall mean scores of Reading Self-Efficacy Inventory was 3.95 (High) and the two highest means were “I feel good when I was able to complete a difficult reading passage in English. (Mean= 4.30)” and “Extensive reading activities can improve my reading abilities and skill. (Mean = 4.16)” respectively.

Table 4: Comparison of types of reading motivation among respondents with difference in gender

Overall Results for Types of Reading	Gender	N	\bar{X}	SD	t. - test	Sig.
Intrinsic Motivation	Male	20	3.84	0.55	-3.491	0.001*
	Female	30	4.32	0.42		
	Total	50	4.13	0.53		
Extrinsic Motivation	Male	20	3.35	0.67	0.950	0.347
	Female	30	3.20	0.45		
	Total	50	3.26	0.55		

Overall Results for Types of Reading	Gender	N	\bar{x}	SD	t. - test	Sig.
Integrative Motivation	Male	20	4.20	0.83	-0.814	0.420
	Female	30	4.37	0.61		
	Total	50	4.30	0.71		
Instrumental Motivation	Male	20	4.15	0.67	-1.121	0.268
	Female	30	4.37	0.67		
	Total	50	4.28	0.67		
Overall	Male	20	3.89	0.43	-1.635	0.109
	Female	30	4.06	0.34		
	Total	50	3.99	0.38		

Table 4 revealed that there was significant difference between gender and intrinsic motivation at a significant value was less than 0.05, while other types of reading motivation and gender were not considerably different at 0.05 significant level (t-test = -1.635, Sig = 0.109 > 0.05)

Table 5: Pearson Correlation between Reading Motivation Inventory and Reading Self-Efficacy Inventory

(n = 50)						
Overall Results for Types of Reading Motivation After	Student's Current Grade	N	\bar{x}	SD	F - test	Sig.
Intrinsic Motivation	3.5 - 4.0	34	4.32	0.41	11.623	0.000*
	2.5 - 3.0	13	3.81	0.53		
	1.5 - 2.0	3	3.33	0.29		
	Total	50	4.13	0.53		
Extrinsic Motivation	3.5 - 4.0	34	3.26	0.54	0.045	0.956
	2.5 - 3.0	13	3.23	0.60		
	1.5 - 2.0	3	3.33	0.58		
	Total	50	3.26			
Integrative Motivation	3.5 - 4.0	34	4.50	0.66	5.159	0.009*
	2.5 - 3.0	13	3.92	0.64		
	1.5 - 2.0	3	3.67	0.58		
	Total	50	4.30	0.71		
Instrumental Motivation	3.5 - 4.0	34	4.47	0.56	6.778	0.003*
	2.5 - 3.0	13	4.00	0.71		
	1.5 - 2.0	3	3.33	0.58		
	Total	50	4.28	0.67		
Overall	3.5 - 4.0	34	4.14	0.30	12.813	0.000*
	2.5 - 3.0	13	3.74	0.37		
	1.5 - 2.0	3	3.42	0.13		

*Statistically significant at the 0.05 level

From table 5, the f-Test results showed that, there was a significant difference at 0.05 level (f-test = 12.813, Sig. = 0.000 < 0.05) between overall reading motivation, except extrinsic motivation, and the different English grade of all respondents. The results indicated

that the respondents who got 3.5-4.0 English grades had the highest motivations after the extensive reading activity, followed by the ones who got 2.5-3.0 and 1.5-2.0, respectively.

Table 6: Comparison of Reading Motivation among respondents with different Current English Grade

Variable	Reading Self-Efficacy Inventory	
	Pearson's Correlation (r)	Sig.
Reading Motivation Inventory	.708*	.000

* Sig < 0.05

Table 6 showed that there was statistically significant in positive relationship between Reading Motivation Inventory and Reading Self-Efficacy Inventory at 0.05 significant level ($r = .708$, Sig. = .000 < 0.05).

According to the open-ended questions in the questionnaire, the information from all respondents was summarized as follows:

Question 1: If there is any other opinion indicating that extensive reading can motivate or demotivate you in English reading, please specify.

The majority of students revealed that they would have been more motivated, if the books in ER activities had been more illustrated. Some students mentioned that they felt as if they were elusive to another world while reading and they did not struggle to read in English. In addition, with the foreign cultures integrated in extensive reading, they hoped that they could share some cultural views with the native speakers if they had a chance. However, some students suggested that teachers should provide books for extensive reading from simple to difficult-to-read ones because they might get frustrated when facing a lot of complicated sentences and unfamiliar vocabulary.

To support findings from open-ended questions on reading motivation, the interview results revealed that extensive reading could help increase students motivation and English reading should not be limited only in classroom. Participant B said, " Extensive reading is one of the effective ways to enhance my reading motivation in English because reading shouldn't be focused only on academic reading in classroom but also reading for general knowledge outside the class is also necessary ." (B-Interv, 6/11/2014). In addition, three participants felt more motivated to know some other stories that they could not get in the classroom. Participant A commented, " There are also many things that haven't been taught in class but I've got it from extensive reading such as morality, history, foreign politics, and world literature. Also, when I started to read one story in any genre of English literature, I am eager to read more and more of other English stories," (A-Interv, 6/11/2014). Lastly, most of the participants found that extensive reading could strongly be beneficial to their language ability, especially on reading skill. "I am not only enchanted by those stories I read, but I

also hope that someday I would become a fluent reader and read English more naturally.”(D-Interv, 6/11/2014).

Question 2: If there is any other opinion indicating that extensive reading can increase or decrease your reading self-efficacy, please specify.

Most of the students claimed that extensive reading can help increase their self-efficacy by scaffolding their skill to figure out the vocabulary from the context and improving their literacy skills. Consequently, it would make them more confident in classroom learning.

The qualitative data from semi-structured interviews on reading self-efficacy revealed that students believed ER activities could help them increase not only the knowledge of vocabulary but also their general knowledge. Participant C said, “I know that extensive reading opens up my vision because I can earn general knowledge in various contexts and indirectly absorb language at the same time. Of course, I feel more confident when reading English” (C-Interv,6/11/2014). Some participants believed that they could achieve more difficult tasks in reading and would comprehend the stories with more complicated sentences. “If there are more challenging passages in the future, I believe that I can analyze difficult language in those stories because I am familiar with some sentence structures according to my reading from last ER books. Also, I can develop my skill to guess meaning of some unknown words from contexts” (B-Interv, 6/11/2014)

Discussion

The results of the study indicated positive, satisfactory and supportive perspectives from students’ reading motivation and reading-self efficacy, which were enhanced through extensive reading activities. The findings will be based on the two research objectives: to investigate the effects of extensive reading on students’ reading motivation and to examine students’ reading self-efficacy after participating in extensive reading activities.

Extensive reading and reading motivation

As previously mentioned that Thai students had difficulties in reading skill and they did not see advantages of English reading, one of the main reasons was the lack of reading motivation, which possibly derived from the fact that reading activities occurred mostly in the classrooms and textbooks are only one main reading material (Kachornsak, 2002; Choochom & Sucaromana, 2001). The researcher, therefore, wanted to explore whether extensive reading could increase students’ reading motivation or not. The study showed that the majority of the students were highly motivated in all aspects of motivation. Students were more intrinsically driven to read more in English language, since they responded that they wanted to be a better and faster reader and to improve their literacy skills. For extrinsic reading, students wanted to get a good grade in their English study since they thought that competency derived indirectly from extensive reading would help them improve their English reading skill learnt in class. Thus, it could be implied that students realized the

benefits of reading after participating in ER activities and this ER would be a motivational catalyst for students to read more. If we compared student's perspectives on ER as similar to attitudes, it was align with expectancy value model on four major variables by Day and Bamford's (1998) that, among the four variables: (a) materials, (b) reading ability in L2, (c) attitudes toward reading in the L2, and (d) the socio-cultural environment, attitudes played the most vital role in decision to read. However, for the data obtained from the interview and from open-ended questions, most of students shared their views that they would have been more motivated, if the materials, extensive reading books had been more illustrated. It may be because the students in this age would be more attracted by visual images. It represented that materials were still important not less than other variables. In addition, according to Garner and Lampert (1972), motivation is also divided into another two general orientations: integrative and instrumental motivation. The results in this current study supported the theory of Gardner and Lampert (1972) by displaying that the participants were highly motivated as they considered extensive reading could prepare them for the higher education and for the career opportunities in the future (instrumental motivation). Also, students learned English reading through extensive reading as they wanted to know more about English speaking countries (integrative motivation).

Furthermore, this study was consistent to Nishono's (2007) findings that participants, who were assigned to read extensively, were found that their intrinsic motivation to read in L2 was highly enhanced. However, the experimental research of Nishono (2007) focused on the relationship between intrinsic motivation and extensive reading while the current study investigated not only intrinsic motivation, but it also explored more on other aspects of motivation including extrinsic, integrative and instrumental motivation.

Extensive reading and reading self-efficacy

Reading self-efficacy is another crucial factor that leads to students' success in reading. To exemplify, the students with low self-efficacy in reading will start reading with low confidence and tend to perform poorly. Consequently, researcher would like to investigate more on the impact of ER on students' reading self-efficacy after they joined in ER activities for two semesters. The overall results revealed that almost all of students' reading self-efficacy was increased. After having extensive reading, from Table 2, most of the students felt better when they were able to complete a difficult reading passage in English and they became more successful than failure in their English reading class.

Additionally, students believed that extensive reading activities could improve their reading ability and they felt confident that their English were more efficient than the past. Especially, students claimed that whenever they read extensively, they were confident that they would be able to improve their reading comprehension and when reading without using a dictionary, they were confident that they could figure out the meaning of some

unknown words. This confirmed the theoretical reference of Bandura (1997), the study of Burrow (2012) and the study of Day & Bamford (2002) that also proposed the use of extensive reading (ER) to boost up self-efficacy in reading. Extensive reading provides the strategies to extend the components upon which fluent second language reading depends: a large sight vocabulary, a wide general vocabulary, and knowledge of the target language.

In conclusion, the perspective of students, who joined extensive reading for at least 2 semesters, indicated satisfactory and supportive perspectives of extensive reading. It could be seen that this study also illustrated that both reading motivation and reading self-efficacy were interrelated. The majority of students accepted that ER activities was a useful way to enhance their reading motivation and reading self-efficacy. Thus, teachers or curriculum designers should learn more on how to create the best strategies in ER activities and to provide more variety of ER materials in order that students can gain more motivation and self-efficacy in reading, which leads to their success in English reading ability.

Recommendation for Future Research

When interpreting results from this study, it is significant to note that this research was conducted only in one school. The result may not be generalized to every school. Also, time constraint is one of the major factors that can alter the result of this study and it is recommended that if the time available, observation could be conducted as another qualitative instruments. Further research should also study on extensive reading materials in order to design the most suitable ER activities for students to increase their reading motivation and reading self-efficacy.

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