INTEGRATING EXTENSIVE READING INTO THE LESSONS: ITS EFFECTS ON EFL HIGH SCHOOL STUDENTS' READING PERFORMANCE

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Abstract:

This one-group experimental study attempts to investigate the effects of integrating extensive reading, especially the integration of the two main reading skills namely skimming and scanning skills into the reading lessons on EFL high school students' reading performance. The participants were 62 grade-10 students studying in a high school in the Mekong Delta, Vietnam. The four main instruments used to collect the data included Reading Tests (consisting of Pre-test and Post-test), a questionnaire, a semi-structured interview, and a pre-program survey, respectively. The results of the data analysis indicated a relatively significant impact of extensive reading on students' reading performance, especially the improvement of two reading skills, namely skimming and scanning. In addition, it confirmed that the participants had a positive attitude towards the integration of extensive reading into the reading lessons. The present study showed the main implication that the incorporation of extensive reading into the reading lessons should get more attention in language teaching programs at secondary education.

1. Introduction

1.1 Research Context

Reading is one of the most important skills that students need to master (Carrell, 1998). From a pedagogical viewpoint, reading comprehension is of great significance in second language classrooms. Reading comprehension is also asserted important in the communicative classroom because authentic materials are often used in such classes

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(Omaggio, 1993). According to Green (2005), reading is a thinking process that requires the reader to use a variety of skills to gain information from the text such as questioning, predicting, inferring, and drawing conclusions.

Two main approaches are used in the teaching of reading namely intensive reading and extensive reading (ER). If employed properly, ER can complement intensive reading and lead to better reading performance in the foreign language context. ER has received theoretical support from views that place considerable emphasis on input in second language acquisition, particularly Krashen's input hypothesis (1985), reading hypothesis (1993) and pleasure hypothesis (1994). Also, ER helps students both experience authentic materials and practise strategies they learn in skill-based instruction. (Sheu, 2004).

In Vietnam, foreign language teaching and learning have always received deep concerns from the Vietnamese Government. The EFL high school curriculum was reformed by a delivery of new textbooks. This revolution was conducted in response to enhance language learners' communicative competence (MOET, 2018). In addition, the teaching method is shifted from teacher-centered to student-centered, which stresses students' active involvement, creativity and cooperation in classroom activities. Especially, the National Foreign Language 2020 Project is designed to develop students' communicative competences through communicative activities providing opportunities to practise skills in meaningful contexts and encouraging students to take increasing responsibility for their own learning. In the project, teaching reading comprehension aims to help students develop essential reading skills (e.g., skimming and scanning) and strategies (e.g., meta-cognitive strategies, affective strategies) and achieve linguistic knowledge (e.g., lexical knowledge, grammatical knowledge) (MOET, 2018).

However, at secondary level, reading instruction is still focused on a close study of vocabulary and grammar known as the text-based intensive reading approach, in spite of the fact that this type of language lesson is not really reading (Alderson & Urquhart, 1984; Robb & Susser, 1989). Therefore, lack of reading practice has interfered secondary students with their learning development and students have not developed an ability to read fluently outside the classroom (Sheu, 2004). Given the limitations of intensive reading, ER seems to be a good choice to expand the teaching and learning options. ER, which aims at helping students to become willing and able to read in the target language, appears to be an appropriate option to supplement the current teaching instruction (Sheu, 2004). The question arises: 'Can an ER program be successfully implemented at upper secondary schools for improving the current learning and teaching situation?'

In the light of benefits of ER in students' reading abilities (Robb and Susser, 1989; Krashen, 2004; Yamashita, 2008; El-Deen, 2009; Robb and Kano, 2013; He, 2014; Al-Nafisah, 2015) and students' attitude towards ER (Nishino, 2007; Johnson, 2012; Yamashita, 2013), it is worthwhile to investigate the effect of the ER on students' reading performance. It is a trial to discover and examine some guidelines for implementing a theory of reading which will help us develop our learner's abilities.

1.2 Research Questions

The current research attempts to answer the following questions:

1) What are the effects of integrating extensive reading into the reading lessons on EFL high school students' reading performance?
2) What are students' attitudes towards the integration of extensive reading into their reading classes?

2. Literature Review

2.1 Reading in second language context

Chothibul (2013) considers reading as a skill is a complex process, consisting of the interaction of the variety of cognitive, metacognitive, linguistic and sociolinguistic elements. Widdowson (1980) claims that reading acts as not only a reaction to a text, but also an interaction between writer and reader mediated through the text. The PISA framework provides further details on the nature of reading that "*Reading literacy is understanding, using, evaluating, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to get involved in society*" (OECD, 2018, p.28). Reading is defined as the act of constructing meaning from text. Skills, strategies, and prior knowledge, developed in nature, are used to understand what are read. Readers' motivation and positive readers' affect are supposed to support the act of reading. Reading helps the readers achieve their goals, within and outside of school (Afflerbach, 2018). Nuttall (1996) states that most of the reading are trained by studying short texts in detail while others require the use of longer texts, including complete books. These reading approaches are traditionally described as intensive reading and ER.

2.1.1 Intensive reading

Intensive reading is defined as a methodology is a teacher-centered approach, which means the instructor directs most of in-class activities. Clearly, intensive reading consists of reading a text in detail such as taking a text, studying it line by line, referring at every moment to the dictionary and grammar, translating, comparing, analyzing, and retaining every expression that it contains to come to a deep understanding (Chothibul, 2013). Much of the explanation for these points may be done much by the teacher.

Clearly, intensive reading seems to be more concentrated, less relaxing, and generally not so much to pleasure as to the achievement of a study goal. It is also related to further progress in language learning, and designed to enable learners to develop specific receptive skills and strategies, and the kind of careful work a student may do when studying for an exam. Thus, Nuttall (1982) argue that "*the intensive reading lesson is intended primarily to train students in reading strategies.*" (p.23).

While intensive reading as a methodology is proven to bring benefits, some negatives have also cited by researchers. Too much focus on sentence level syntax can turn a so-called "reading" class into a grammar class. There is obviously nothing wrong with teaching grammar, but it simply isn't the same as "reading" (Susser & Robb, 1990).

2.1.2 Extensive reading

A variety of definitions of ER could be shared by different researchers. "Extensive reading" was originally coined by Palmer (1968) to distinguish it from "intensive reading" which is considered as a language lesson since it focuses on studying text and analyzing the structure (Robb & Susser, 1989). Sometimes alternative terms such as pleasure reading, free voluntary reading, book flood, or sustained silent reading were used for the term of ER.

ER, which encourages students to engage in a large amount of reading, is an instructional option that has been constantly gaining support and recognition in the field of second language reading pedagogy (Grabe, 2009). Day & Bamford (1998) also define ER in a second language as an approach to second language reading teaching and learning in which learners are encouraged to read wide range of books and other materials that are within their linguistic competence.

Hedge (1985) draws the attention to the importance of ER, stating that ER helps students become independent in learning, which is a significant factor to succeed. According to her, students may learn to read for general ideas fluently without looking up the words in a dictionary if they are prepared and given the opportunity to interact with a text. Hedge also states that the students can develop the ability to deduce the meanings of unknown words and phrases from clues in the context by reading at their own pace. It can be concluded that students who spend some time reading for pleasure may increase both their reading comprehension and their improvement of vocabulary, and students can only learn by becoming actively involved in language.

These two forms of reading, intensive reading and extensive reading, are complementary. While Intensive Reading introduces students the new language items, Extensive Reading helps the students have a chance to practice and get a deeper knowledge of them (ER foundation, 2011).

2.2 The benefits of extensive reading

Various and wide-ranging outcomes of programmes that applied ER approach demonstrated the benefits of ER. Grabe (1991) states that the longer concentrated periods of silent reading are, the more vocabulary and structural awareness are built, automaticity is developed, background knowledge is enhanced, comprehension skills are improved, and confidence and motivation are promoted. ER is to benefit learners in terms of Reading Ability and Vocabulary ability (Robb & Susser, 1989; Elley, 1991; Bamford & Day, 1997; Hitosugi & Day 2004). In terms of Cognitive Gains, ER is believed to be particularly crucial in helping the development of readers' linguistic competence, language abilities, and reading skills (Renandya & Jacobs, 2002). ER is also reported to benefit Language and Linguistic Competence. It is indicated that ER improves reading skills (Gebhard, 2006), increase foreign language competence (Mason & Krashen, 1997), and produce a beneficial effect on the learners' command of the second language in the long term (Hafiz & Tudor, 1989, p.5). In addition to the improvement in reading, vocabulary and language use, ER is reported to enhance learners' affective domain. It is

believed that the exposure of learners to massive amounts of written language in ER is beneficial in developing learners' positive attitudes and increased motivation for reading. A considerable amount of study has shown that ER approach helps develop students' positive attitudes towards the foreign language reading and increases their motivation to read in this language (Hedge, 1985; Elley, 1991; Cho & Krashen, 1994; Sheu, 2004; Day & Bamford, 1998).

2.3 Obstacles of extensive reading

Even though considerable benefits of ER are proved, there are some certain obstacles to its implementation in foreign or second language classrooms. Day and Bamford (1998) outline the following reasons that make ER less popular in language classrooms, consisting of "*cost; the work required to set up a program; the difficulty of setting time for it in the already-crowded curriculum; the different role of the teacher; the light nature of the reading material; the dominance of the reading skills approach, especially in EFL academic preparation programs; the belief that reading should be delayed until students can speak and understand the second language; confusion between ER and class readers.*" (Day and Bamford, 1998, p.46)

Hashimoto and Okazaki (2012) conduct a survey in Japan. The results showed that the main reasons for which teachers did not employ the ER approach in high schools were limitation of class time, lack of students' reading proficiency, and insufficient evidence of its effectiveness.

2.4 Implementation of Extensive Reading in language classroom

Textbooks are widely accepted and form the core of many teaching programs and actually take the place of or become the curriculum in many cases (Brown, 2008). Textbooks are, thus, an excellent means for encouraging the ER adoption. However, different concerns about integrating ER into the curriculum have been outlined, which fall into two broad categories, namely doubts about the legitimacy of ER and concerns about the practicalities of setting up an ER program (Brown, 2008). Integrating ER into the curriculum can be challenging and needs consideration related to time, goals and materials.

In contrast, ER can, indeed, be integrated into any EFL curriculum, regardless of that curriculum methodology or approach. Day and Bamford (1998) present four general ways of including ER in a foreign language curriculum. They are a separate, stand-alone course, non-credit addition to an existing reading course, an extracurricular activity, or part of an existing reading course, respectively (Day & Bamford, 1998, pp.40-42). Waring (1997) states that Sustained Silent Reading sections can be encouraged in the classrooms by teachers in which students can read self-selected materials. It can be ensured that all members of the class read individually at the same time, and the teacher have time to discuss with students about their reading, and to manage the program.

2.4.1 Principles of extensive reading

Day and Bamford (1998) attempt define the nature of successful ER programs. Having been influenced by Williams's (1986) article about the top 10 principles for teaching intensive reading, Day and Bamford developed their original characteristics as ER principles. After their study, they state that successful ER programs had 10 characteristics. Their 10 principles were that "*the reading material is easy; a variety of reading material on a wide range of topics is available so as to encourage reading for different reasons and in different ways; learners choose what they want to read and have the freedom to stop reading material that fails to interest them; learners read as much as possible, perhaps in and definitely out of the classroom; the purpose of reading is usually related to pleasure, information and general understanding; reading is its own reward; reading speed is usually described faster rather than slower; reading is defined to be individual and silent. Students are supposed to read at their own pace; teachers orient and guide the students to read; the teacher is also a role model of a reader*" (Day & Bamford, 2002, pp.137–141)

2.4.2 Criteria for effective extensive reading

Many researchers provide a wide range of criteria for ER. Schmitt (2000) indicates that ER has to be consistent and sustained to help students get the maximum benefit. Another criterion for successful ER is the supply of comprehensible, relevant, interesting and varied materials (Nuttall, 1996; Waring & Nation, 2004; Shen, 2008). One of the mentioned criterion for good ER is called readability. The reading materials should be short and not far beyond students' current linguistic levels (Coady, 1997; Huang & Liou, 2007; Nuttall, 1996). Another key criterion is appropriateness and authenticity. The materials selected for learners should be culturally familiar and authentic (Blachowicz & Fisher, 2000; Coady, 1997). Attraction is also considered as a part of criteria. The materials need to be interesting and appealing to the students (Elley, 1991; Glazer & Giorgis, 2005). Another type of measurement for ER is variety. A wide range of subject matter should be included in the reading materials.

2.4.3 Criteria for selecting extensive reading materials

For effective ER, it is considered to choose suitable ER materials. Selecting appropriate materials is thought to be crucial for an ER program as the main purposes of ER are generally in relation to general understanding and pleasure. The key element in the success of ER is having students access to a large quantity of reading materials that are appropriate for their individual level of proficiency and interest (Williams, 1986; Day & Bamford, 1998; Gilner & Morales, 2010). In order get optimal language acquisition, input needs to be interesting, motivating or compelling (Lee, 2005; Krashen, 2007). Furthermore, reading materials are in students' linguistics competence in terms of vocabulary and grammar. An ER material can be easy enough for students to read with general comprehension (Ono, Day & Harsh, 2004). Supporting this view, Brumfit (1986) states that the general criteria of texts' selection "*linguistic and cultural level, length, pedagogical role, genre representation, and classic states also referred to as face validity*" (Brumfit,

1986, p.189). Another idea of ER is that students should read materials at the "i minus 1" level. Day & Bamford (1998), Smith & Krashen (2009) and Gilner & Morales (2010) support the viewpoint that students read at the "i minus 1" level as this provides them with "*a chance to concentrate on meaning and the content covered within the pages of the material, to learn from and be entertained by what they read*" (Smith & Krashen, 2009, p.148).

2.4.4 How to evaluate and monitor extensive reading

It is widely thought that students' understanding of their reading should be checked directly through tests and quizzes or even just through the reading accomplishment assessment. However, in ER provided that students are reading a book at their level, there is then no need to test their comprehension. ER is not to test, but help students to build their reading speed and fluency, and become more confident readers in English. These things are not always directly tested. According to the ER foundation, ER activity can be evaluated through the following activities as indirect assessment. The activity can be considered as the way to evaluate learner ER activity is Book reports, summaries, presentations and posters. A suggested alternative is giving grades. The students can be graded by the number of pages or words they have read. Measuring reading speed is also listed as the common way to check learners' reading. Informal monitoring in a silent reading time each week can give the teacher a chance to watch students as they read silently. They teacher can observe what the learners do with ER such as considering the learners understand the material or look bored or disinterested in reading, they turn pages often or they seem to be reading slowly and the like.

2.5 Students' reading performance

According to William (1984), reading refers to a process whereby one looks at and understands what has been written. Reading is defined as a highly personal activity that is mainly done silently and alone (Ariffin, 1992). It can be clearly understood that reading is related to the activity of information acquisition that is done either silently or aloud. As a consequence, reading performance, for PISA, measures the learners' capacity to understand, use and reflect on written texts to achieve goals, develop knowledge and potential, and participate in society. The mean score is the measure (OECD, 2020).

2.5.1 Factors affecting reading performance

Attitudes toward the foreign or target language have been identified as an important component of language learning motivation and exerting a strong influence on learning behavior (Gardner, 1985; Dörnyei, 1996). Attitude is considered as a complex psychological construct. Smith (1990) supports that reading attitude is a set of feelings and emotions that is correlated with the state of mind which in turn makes reading possible or impossible to take place. Mathewson (1994) mentions three components of attitude, namely affective, cognitive, and behavior. The first component, affective refers to feeling or emotion. It can be like favorable or unfavorable. The cognitive component refers to thought, belief, or rational argument. In other words, it is a set of thoughts or

beliefs toward a thing such as particular person, idea, and rational arguments. Therefore, when people have certain thoughts, beliefs or arguments toward a matter, those thoughts influence their responses in either positive or negative way. The third component of attitude, behavior, refers to a real reaction or behavior that people reveal toward something when they have certain thoughts or beliefs (Yamashita, 2004). If people feel confident with their thoughts and beliefs toward certain matter, it will be expressed through their behavior (Visser, Krosnick, Simmons, 2003).

2.5.2 Students' reading performance assessment

A successful reading program has varied, important outcomes that should include students' growth both in the ability to use reading strategies and skills and in students' increased motivation to read as well. Reading assessment must strongly connect to these outcomes and describe them well (Afflerbach, 2018). Reading assessments are defined as the way to provide feedback on the skills, processes, and knowledge resources that represent reading abilities, though it is essential to note that different theories of reading and reading development may be assumed by different assessment practices (Grabe & Jiang, 2013).

2.5.3 Types of students' reading performance assessment

It is believed that most of the traditional methods of assessing reading comprehension with standardized tests and multiple-choice questions were the most frequent types of assessment (Pearson and Hamm, 2005). These tests allow test constructors to control the range of possible answers to comprehension questions. However, the most significant drawback of these tests is the opportunity of guessing and cheating to find the correct answer (Alderson, 1990). Besides, the variable test format, summary writing, could be applied to assess reading performance on students of a text. Learners were asked to prepare a summary from a reading passage by using their own words in summary writing. Through this test format, the research was able to assess students' ability in identifying the main ideas in the passage and the way students put their own words and ideas together to write a coherent summary of the passage. The advantage of summary writing was that it assesses reading comprehension as a whole and it doesn't break reading into parts. Another advantage is that it is supply-type test format and there is minimal chance for cheating and guessing the correct response without reading the passage (Alderson, 2000).

Due to the aim of the current study, two test formats that were multiple-choice questions and summary writing were taken into consideration. Most of the questions from the general English proficiency assessment - The TOEFL Junior Standard test, was chosen to measure the participants' performance as the TOEFL Junior Standard test measures the extent to which students have achieved proficiency in the academic and social English language skills that represent the English-medium instructional environments (Young et al., 2013). The test gives teachers and students an objective measure of the test taker's English language learning progress. The test can be employed

to assess students' progress in developing English language proficiency over time. Besides, to meet the requirement of the course in which the two main skills namely skimming and scanning skill were taught, some questions were employed from English 10 reference books and IELTS Practice Tests to make a test diverse and enough for the test consisting of skimming and scanning skills.

2.6 Related studies

Two studies are reported by Sheu (2004) on the impacts of an ER program on the reading development and learning attitudes of Taiwanese second-year junior high school students. There were two groups in the study. An experimental group read both graded readers and books for native English speaking children while one control group received grammar-based instruction. The results indicated that the reading speed of the three groups was improved in limited reading time, but the participants performed in the language tests differently after the experiment, and also in terms of the attitudes, they became negative to English learning and reading. By doubling the time and including collaborative activities, the two ER groups were clearly superior to the control group in all aspects of language development, and also developed positive attitudes.

Fujita, K., and Nodo, T. (2009) conducts s study to investigate the effects of 10-minute ER on the reading speed, comprehension and motivation of Japanese high school EFL learners, focusing on an early stage of implementation. Seventy six high school first-graders participated in the study. Their reading ability was measured with the EPER test and their motivation was examined with a 30-item questionnaire at the beginning and the end of ten ER sessions. They were instructed to read graded readers extensively for ten minutes at the beginning of each class once a week. The present study has revealed that an early stage of 10-minute ER improves students' reading speed, but not their reading comprehension. Both intrinsic and extrinsic motivations were also enhanced. The data analysis showed that lower-ability students who read extensively raised their class-related extrinsic motivation, while higher-ability students increased their intrinsic motivation. Pre-reading English ability was the only significant explanatory factor to ER. However, Mikami (2016) conducts a questionnaire survey to investigate the past and the current ER practice among Japanese students of English as a foreign language (EFL) and their motivation toward it. 141 university students were invited to answer the questionnaire survey. The analysis from quantitative data showed that participants had little past or current practice of ER, but many more participants felt like reading more English books than those who did not. Qualitative analysis indicated that their reasons for reading or not reading more English books fell into three attitudinal categories, namely negative (reasons for not reading), positive (reasons for reading), and ambivalent. There were eight distinct negative reasons and six positive reasons identified. Ambivalent reasons were not grouped, because all was complex and unique. These results implied that the participants' motivation was not fixed or stable and that it was difficult for them to maintain positive motivation.

3. Material and Methods

3.1 Research design

The current study is one group experimental design. The mixed methods research combining the quantitative and qualitative approach was also used in this study to answer the two questions. Specifically, quantitative method was employed to collect data on students' reading performance through pre-test and post-test, and their attitude towards ER via the use of questionnaire after the ER program, whilst qualitative method was used to collect data on students' attitude towards ER through semi-structured interview.

3.2 Participants

The participants of the study are grade-10 students in two classes of the high school in Mekong Delta, Vietnam. The initial participants consisted of 69 students in two classes, who agreed to take part in the program. In order to minimize the effect of any possible exposure of having extra learning through authentic materials or ER outside the classroom, an interview has been administered. Three of these participants have been omitted from the study as being exposed to English outside of the class by reading English newspapers and watching English videos. Besides, 4 students refused to continue to join from week 3 of the program for their personal reasons. As a result, 62 students voluntarily participated in the reading course. Their ages ranged from 15 to 16. Of the 62 students, 41 were females and the rest were males.

3.3 Research instruments

Three major instruments, including the test (pre-test and post-test), questionnaire, and interview were employed to collect the data for the current research. Another instrument, the pre-program survey, was used in this research to know participants' levels to arrange the suitable materials for the participant's corresponding reading level.

   The test design was based mainly on the TOEFL junior reading assessment passages. Besides, some passages and questions were employed from IELTS Academic Reading Task Type 5 Activity. They were chosen because the design of these materials was appropriate for high school students' proficiency levels.

   The questionnaire includes 24 items adapted from Yamashita (2013), David et al. (1992), Day and Bamford (2002), Fernandez (2009), and Huynh (2014). The questionnaire design was used a 5-point Likert-scale. The questionnaire consists of two main aspects of attitude namely affective and cognitive values and the ER activities that students experienced. More specifically, affective values are classified into (1) participants' comfort (items 1, 6, 11, 12, 16), (2) Anxiety (2, 7, 20), (3) Intellectual Value (items 3, 8, 13, 17), (4) Linguistic Value (items 4, 9, 14, 18, 21, 23, 24), and (5) participants' attitude towards the ER program after the treatment (items 5, 10, 15, 19, 22). The conative component of reading attitude is related to the action and behaviors which may promote or hinder reading (Yamashita, 2004). Therefore, the conative cluster was excluded in the

paper due to the difficulty of measuring it in the context in which the study was conducted.

The interview includes three main questions related to three main clusters mentioned in questionnaire, namely the participants' affection, their cognitive attitude, and their attitude towards the whole program they experienced. Six of the students, who had highest scores, average scores and lowest ones, were invited to attend the interview willingly.

Besides, the pre-program survey consisting of 7 different reading articles from level 0 to level 6 was sent to the participants to read. They would decide their reading level by choosing the article in which no more than three difficult words were underlined. From the data of the survey, the research decided to choose materials which suit each participant's reading level in this ER program.

3.4 Materials

The majority of reading materials chosen from websites *Breakingnews* and some from *Newsletter* were selected based on participants' levels from the survey and employed in the reading lessons. The articles were divided into 2 different categories, consisting of articles in level 0-3 and the ones in level 4-6.

3.5 Procedure of the research

The overall experiment was carried out in ten weeks. At the beginning of the program, the experimental groups took the pre-test to measure the participants' reading performance before the intervention. Then, the participants were delivered the survey to investigate the participants' reading levels. The data of the survey were collected so that the researcher arranged appropriate materials for each participant that suited their reading level in this ER program in the second week. Next, the participants were exposed to read extensively in the six-week intervention. The first four weeks the participants read ER materials under the teacher's aids. The next two weeks was the time for students to read more independently. After the treatment, to measure the participants' reading performance, the experimental groups took the post-test. To gain more deep understanding of participants' attitudes towards both the integration of ER into the reading lessons and the program they experienced, the questionnaire was sent to the participants, and the interview was conducted to collect data. Finally, the data from the test, questionnaire, and interview were analyzed.

3.6 Data analysis

The data in this study were composed of quantitative and qualitative data which were from participants' performance test and participants' attitude in the questionnaire and interview.

The quantitative data gained from the test were subjected to Statistics Package for the Social Sciences (SPSS). A *General Linear Model Test* (GLMT) for repeated measures were employed to compare the mean score of pre-test and post-test to check whether

there is a change in students' ability to read before and after the study. Besides, *A Paired Sample T-Test* was also used to compare which reading skills between skimming and scanning participants achieved more in the program. Also, the data collected from the questionnaire were also analyzed by SPSS to get information about the participants' attitude towards the integration of ER into reading lessons. The five-point scale was coded from 1 as strongly disagree to 5 as strongly agree. The Scale Test was used to test the reliability of the questionnaire. Besides, a *One Sample T-Test* was used to investigate which level of participants' attitudes was, and a *Paired Sample T-Test* will also be used to find out which attitude value the participants take more in the ER program. The qualitative data collected from semi-structured interviews were also analysed thematically.

4. Results and Discussion

4.1 Results
4.1.1 Students' reading performance before and after the intervention
The total mean scores of the pre-test, post-test and their components were presented in Table 1.

Table 1: Descriptive Statistics

	No.	Min.	Max.	Mean	Std. Deviation
Pre-test	62	0.66	8.58	3.51	1.56
Skimming	62	0.00	4.62	2.29	0.91
Scanning	62	0.00	3.96	1.21	0.93
Post-test	62	1.98	9.24	5.22	1.95
Skimming	62	0.66	5.28	2.84	0.93
Scanning	62	0.00	4.62	2.38	1.35

It can be seen that the mean score of the post-test was higher than that of the pre-test. A *General Linear Model Test* (GLMT) were run to compare the mean score of pre-test and post-test to check whether there is a change and improvement in students' reading performance before and after the study. The result indicated that the difference between the 2 mean scores of the pre-test (M.pre = 3.51) and that of the post-test (M.post = 5.22) was statistically significant (p = .00). It led to a conclusion that there was a change in students' ability to read before and after the study, and students' reading performance was improved after six weeks of the treatment.

Specifically, it can be seen in table 1 that the mean score of skimming skills (M = 2.29) is higher than the mean score of scanning skills (M = 1.21). *A Paired Sample T-Test* proved this result (t = 8.54; p = .00). It can also be clearly seen from table 1 that the mean score of skimming skills was slightly increased from pre-test (M.pre = 2.29) to post-test (M.post = 2.84), while there was a noticeable rise in the mean score of scanning skills from pre-test (M.pre = 1.21) to post-test (M.post = 2.38). The result from the *Pair Sample T-Tests* showed that the mean score of Pair 2 (Pre-scanning and Post-scanning) (M.scan = 1.16; t

= 6.31; p = .00) is higher than the mean score of Pair 1 (Pre-skimming and Post-skimming) (M.skim = 0.54; t = 4.25; p = .00). It can be concluded that the improvement of reading performance was observed between the pre-test and post-test of the experimental group after the six-week intervention. Also, there was a disparate improvement of two main reading skills in which the participants made more progress in scanning than skimming skills.

4.1.2 Students' attitude towards the integration of Extensive Reading into their reading lessons

A 24-item questionnaire was employed to identify participants' attitudes towards the effects of the integration of ER into the reading lessons on their reading performance. Sixty two participants of the study were asked to response to 24 items on the five-degree scale ranging from 1 (completely disagree) to 5 (completely agree).

The data from Table 2 and the result from T-Test showed that the overall mean score of the participants' attitude towards the effects of ER (M=3.8) which was considered as a high level based on *Key to understand the averages* (Oxford, 1990). It can be concluded that participants' attitude towards the use of extensive reading in their reading performance is high.

Table 2: Overall mean of participants' attitudes

	No.	Min.	Max.	Mean	Std. Deviation
Participants' attitudes	62	2.88	4.63	3.8	.40

In details, the results from the *Descriptive Statistic Test* in table 3 and *One Sample T-test* indicated the participants' affective and cognitive attitude towards the integration of ER their attitudes towards the program they experienced were medium, high and high, respectively. *Two Paired Sample T-Test* were also used to compare two affective components between comfort and anxiety, and between students' intellectual and linguistic components of cognitive attitudes. The result indicated that ER had a greater impact of enhancing participants' comfort than of reducing their anxiety, while it had the positive impact on both students' intellectual and linguistic components of cognitive attitudes.

Table 3: Mean score of participants' specific attitudes towards
the integration of Extensive Reading into their reading lessons

Variables		No.	Min.	Max.	Mean	Std. Deviation
Participants' affective attitude		62	2.50	4.50	3.33	.518
	Comfort	62	2.80	4.80	3.65	0.57
	Anxiety	62	1.67	4.33	2.79	0.63
Participants' cognitive attitude		62	3.18	5.00	4.05	.433
	Intellectual	62	2.75	5.00	4.05	0.54
	Linguistic	62	3.14	5.00	4.04	0.42
Participants' attitude towards the program		62	2.80	5.00	4.04	.463

4.1.3 Participants' attitudes towards the effect of integration of Extensive Reading into their reading lessons on their reading performance via interview

In terms of Participants' interest in ER, all respondents felt that ER is enjoyable and interesting, and they stated that ER was good reading approach because it helped students gain more knowledge. ER is *"interesting and enjoyable because I gain more knowledge."* (Participant B). Besides, all of the participants felt refreshed and rested when they read extensively. Comfort and other words that were seen to relaxation such as no pressure, not under pressure, and without any restraint were also frequently mentioned. Participant D said *"I feel comfortable and not under pressure when reading extensively."* However, five out of six participants also argued that the main reason that made them still felt anxious when reading extensively was misunderstanding the content of the reading and vocabulary. For example, participant A stated, *"I'm also afraid of the content because I'm afraid of not understanding the content correctly."*(Participant A).

Furthermore, participants also had a positive attitudes towards the usefulness of ER. Students stated that ER was helpful, and assists them in improving and applying reading skills, skimming and scanning, to classroom reading comprehension. Participant A said that *"ER supports me in improving my skills to find details and main ideas of texts."* Four out of six participants saw the improvement of skimming skills over scanning skills, while the other two students showed the same level of improvement in both skills. In addition, wide range of knowledge related to topics "nature" are acquired through extended readings.

When asked about the program they experienced, students thought the ER program they participated in was good and useful. Participant F said, *"I find the ER program useful, and it widens my knowledge".* Overall, the program activities were also positively evaluated by the participant. All of six participants completely agreed that reading is easier, and said ER should be included into the curriculum because it helps students improve their reading skills. However, two participants shared the same viewpoint that the implementation of the ER program should be applied according to the conditions of each class. They explained the problem of applying ER into classroom lessons is that some students are too lazy to read willingly.

4.2. Discussion

4.2.1 The effects of integrating ER into the reading lessons on students' reading performance

The findings of the study confirmed a relatively positive effect of ER in reading performance among EFL upper secondary learners. Based on the findings of the study, the mean score of the experimental groups is reported to be 3.35 in the pre-test and 5.22 in the post-test. Using The *General Linear Model Test*, SPSS reported that the p value between aforementioned variables to be .00. According to the GLMT (p = .00), it can be concluded that there is a statistically significant difference between the two periods. This result is in line with most of the study mention in chapter two of the current study the like El-Deen (2009) who proved the same result that reading becomes more

comprehensive through ER, and ER was proved to be efficient in developing reading comprehension strategies, or Sheu (2004) and Yamashita (2008). This result also matches the findings of Mermelstein (2014), who concluded that ER makes participants' reading comprehension improved. Meanwhile, not much improvement in participants' reading performance could be answered by Sheu (2004) who reported that the limited time just improved the reading speed, but by doubling the time the ER groups came out as clearly better to the control group in all aspects of language development and developed positive attitude. Moreover, the findings of the current study indicated the more improvement of scanning skills than that of skimming skills. The p value of the *Paired Sample T-test* showed that participants' scanning skills was a bit more improved than their skimming ones.

4.2.2 Students' attitudes towards the integration of Extensive Reading into their classes

The findings from questionnaire and interview of the study indicated a generally high level of attitude of participants toward the integration of ER into their reading lessons. The mean score for the participants' answers was reported to be 3.8, which is more than the average medium level which is between 2.5 and 3.4. When the mean score is higher than medium level, it is safe to say that the attitude toward the variable is positive. It is interesting that even the lowest score is not less than the medium level, and it is 3.33 whereas the highest one is 4.05. These findings were consistent with findings from previous studies which found out the participants positive attitude towards ER. The finding is similar with Sheu (2004) who indicated a developing positive attitude towards ER among EFL learners. Also, Mason and Krashen (1997) found the same result as the participants in ER studies indicate growth of positive attitudes toward reading. However, the result showed that the participants had a medium level of affective attitude towards ER. The analysis of data from the interview also proved this point. This finding is also in line of the finding of Yamashita (2013) who found that ER had a considerable effect on enhancing positive feelings rather than reducing negative feelings (Yamashita, 2013).

5. Conclusion

The present study attempted to investigate the effects of ER on the reading performance among upper-secondary EFL learners. Now both the research questions are answered, and research hypotheses are checked as well.

The study found a significant impact of ER on upper-secondary EFL learners' reading comprehension. Based on the findings of the study, the two mean scores of pre-test and post-test were statistically different and P value was reported to be .00, which shows the significance of the impact. The finding confirms that the integration of ER into the reading lessons has a significant impact in participants' reading performance. Therefore, we can conclude that with respect to integration of ER into the reading lessons, the more the learners read for pleasure, the better they perform in reading.

The finding also indicated participants' positive attitude toward ER. The mean score for the participants' answers in the questionnaire was reported to be 3.8, which is said that the level of attitude is high. The study confirms the positive attitude of the participants toward ER. It can be concluded that the integration of ER into the reading lessons not only can help learners with their reading performance but also develop their positive attitude towards reading. Therefore, including such program in syllabus will help the learners improve their language in general and reading skills in particular.

6. Recommendations

6.1 Pedagogical implications
Overall, there is little doubt that ER contributes to learners' L2 reading skills at secondary education. The findings of this study strengthened evidence for the positive effects of ER on EFL high school students' reading performance. The results showed that the ER helps students develop their reading abilities and especially increase two readings skills, namely skimming and scanning. In could be implied that ER can contribute to developing lower level processing, so L2 learners can do ER to improve and thus develop reading fluency. Furthermore, the students had not developed prior sufficient proficiency to allow them to read for meaning and pleasure, so it could be implied that providing support for learners to read in a manageable way is essential. Otherwise, learners may read without care or even stop reading when they find it difficult. What is more, the mismatch between the students' test results and their interview responses in terms of the skimming and scanning skill improvement give rise to an implication that training lessons about equipping learners with essential strategies, namely skimming for main ideas or scanning for specific information, for ER could be included considerably before the introduction to an ER program so that the leaners are aware and able to use the strategies to cope with reading problems sustainably and accurately. Also, students should be offered material at the right levels. Through the interview in the current study, one of the possible causes for the failure of an ER program is that students have to wade through an article that requires constant use of a dictionary.

Besides, the finding of the study provides a strong argument that students have a positive attitude towards the integration of ER into their reading lessons. Therefore, it can be implied that ER could be incorporated into existing L2 curriculum without major changes to the curriculum. In addition, ER activities should be incorporated into a reading program to sustain and better students' positive attitudes towards reading. However, the virtuous circle that one hope to nurture through ER should be considered (Yamashita, 2013). Yamashita (2004) found that feelings of comfort correlated with amount of EFL reading, but anxiety did not. Van Schooten and de Glopper (2002) argued that three components of reading attitude constituted a sequence of causal links leading finally to the act of reading. They described their model that first Cognition influenced Affect, then Affect influenced Intention, and finally Intention predicted actual reading behavior. The researchers conclude that the most viable way to promote the secondary

students' reading is to stimulate them to enjoy their reading. Therefore, teachers should take the integration of ER into careful consideration before applying it for the program to help promote students' enjoyment of reading. Specifically, teachers can incorporate ER activities that introduce interesting reading materials to students, provide students with time to read in class, and hold students accountable for their reading to facilitate their reading engagement in the class. Based on students' interest, teachers can select techniques and methods which suit the learners and grasp their attention the most. An achievable reading goal for a class should be set by deciding what an appropriate amount of reading for each student to engage students in ER. Teachers should providing encouraging assistance to guide, engage and motivate students to read. More importantly, the students should be provided with available, accessible and graded materials.

6.2 Suggestions for further research

It can be seen that not only are some significant findings in terms of positive effects of ER on students' reading performance shown, but some limitations are believed to exist as well. Therefore, some suggestions are proposed for further in depth studies.

Future researchers may benefit from conducting studies with long durations as well as a large number of participants' at different language proficiency levels in different language learning environment to examine how well ER performs. In terms of interest, the researcher may examine how well a low level English learner may compare to a higher level English learner after integrating ER approach.

In addition, future studies examining participants' reading performance gains should incorporate a delayed posttest into the research design three to four weeks after the end of the experiment in order to investigate whether the participant would gain the long retention through ER.

Finally, it would be worthy studying how to increase those gains in participants' reading performance when using ER. It may be believed that there are approaches that may increase the effects of the treatment. Even further research could study why ER may not be successful on a small portion of students to better the effectiveness of ER and to help student gain success. In studies there is a large percentage of participants gain benefits from ER, but there may be a small percentage of participants who may not benefit. So, it may be worthy studying that case.

Conflict of Interest Statement
The authors declare no conflicts of interests.

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