DEVELOPING READING ATTITUDES THROUGH EXTENSIVE READING PROGRAM IN AN EFL CONTEXT

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

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Risa Dwi Anggraini
# TABLE OF CONTENTS

Cover Page ..................................................................................................................... i
Pernyataan Tidak Plagiat ................................................................. ii
Pernyataan Persetujuan Akses ..................................................... iii
Surat Keterangan ...................................................................................... iv
Publication Agreement Declaration .............................................. v
Approval Page ...................................................................................... vi
Copyright Statement ........................................................................ vii
Table of Contents ................................................................................... viii
List of Tables ............................................................................................. x
Abstract ................................................................................................. 1

**INTRODUCTION** ........................................................................... 1

**LITERATURE REVIEW** ................................................................. 3

  What is reading attitude? .............................................................. 3
  What is Extensive Reading? .......................................................... 4
  The Top Ten Principles of Extensive Reading .............................. 5

**THE STUDY** ............................................................................. 7

  Context ......................................................................................... 7
  Participants ................................................................................... 8
  Data Collection Instrument ....................................................... 8
  Data Collection Procedures ....................................................... 9
  Data Analysis Procedures ........................................................ 10

**FINDINGS AND DISCUSSIONS** .................................................. 11

  Questionnaire Results .............................................................. 11
  Interview Results .................................................................... 15
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONCLUSION AND SUGGESTION</td>
<td>20</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>22</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>23</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>27</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 1. Participants’ Demographic Information .......................................................... 8

Table 2. Students’ intellectual value in reading English at the beginning of the semester ........................................................................................................... 11

Table 3. Students’ practical value in reading English at the beginning of the semester ........................................................................................................... 11

Table 4. Students’ linguistic value in reading English at the beginning of the semester ................................................................................................. 12

Table 5. Students’ comfort in reading English at the beginning of the semester .............................................................................................................. 13

Table 6. Students’ anxiety in reading English at the beginning of the semester .............................................................................................................. 14
DEVELOPING READING ATTITUDES THROUGH EXTENSIVE READING PROGRAM IN AN EFL CONTEXT

Risa Dwi Anggraini

ABSTRACT

Researchers have agreed on the benefits of Extensive Reading on developing positive attitudes to reading. This study aims at investigating whether the ER program at UKSW is also beneficial to develop the students’ positive reading attitudes. The goal of this research is to answer two research problems: What are students’ attitudes at the beginning and at the end of ER course? What changes the students’ attitudes? From the questionnaires distributed at the beginning of the course, it was found that students had negative responses only for anxiety aspect. From the semi-structured interview conducted at the end of the course, it was found that regular book reading, course assessments, and the benefits of reading the students experienced during the ER course helped to develop more positive reading attitudes. Considering these findings, it is expected that the future English teachers will continue implementing the ER program in their teaching process later on.

Keywords: attitudes, reading, extensive reading

INTRODUCTION

Reading is important for the students’ life to increase their knowledge, to get new information related to their studies, and to increase reading comprehension. However, many of L2 learners tend to dislike reading in L2. This might happen because of the influence of reading in L1. Day and Bamford (1998) in Yamashita (2004) mentioned that one of the factors influencing L2 reading attitude is first language (L1) reading attitude. Similarly, Grabe and Stoller (2009) also argued that students bring with them basic attitudes to L2 reading, which are usually based on their L1 reading experiences.

Generally, reading is divided into two types, which are: Intensive reading and Extensive reading. In Intensive reading, students usually read a page to explore the meaning
and to be acquainted with writing mechanisms (Hedge in Alyousef, 2005). Extensive reading can be defined as the independent reading of a large quantity of material for information or pleasure (Day and Bamford, 1998). Many EFL teachers use ER programs with the aim to introduce reading and increase the students’ interests toward reading. In ER course, students can read books inside or outside classroom. Also they feel free to choose books they want to read (self selection). Krashen (2004) defined it as “free voluntary reading (FEVER)” with his own term. It clarifies that they read depending on their interests.

Many researchers have agreed on the benefits of Extensive Reading (ER). Susser and Robb (1989) stated that extensive reading is superior to a skill approach and can be an enjoyable and motivating source of comprehensible input that necessary for language acquisition. Other experts such as Mason & Krashen (1997) claimed that by reading a lot of interesting texts in extensive reading activity, students learned new vocabulary and reviewed old vocabularies, improved their writing ability, and learned to read more fluently. They also mentioned that reading a lot of texts could improve the students’ attitudes toward reading and language learning.

English Language Education Program in UKSW offers ER course for the first year students. This study aims at investigating whether the ER program at UKSW is also beneficial to develop the students’ positive reading attitudes. There are two research questions addressed in the study, which are: What are the students’ attitudes at the beginning and at the end of ER course? What changes the students’ attitudes? Through the results of this study, it is expected that future English teachers will raise their awareness of the benefits of ER attitudes in improving students’ reading attitudes. It is also expected that they will continue implementing ER program in their teaching and learning process later on.
LITERATURE REVIEW

What is reading attitude?

Attitude is a complex psychological construct. It refers to “a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object” (Fishbein & Ajzen, 1975, p. 6, cited in McKenna, 1994). According to Kerlinger (1984) attitude affects people to have a certain tendency toward things around them such as environment, issues, and different kind of ideas. Attitude affects people’s emotion, motivation, and cognitive response toward certain problems. It can be said that attitude is a special tendency, thought, or opinion that people have in facing problems. There are three components of attitude: affect (feeling), cognition (thought and belief), and conation (intention for action), (Mathewson, 1994 or McKenna, 1994). Affect (feeling) is an attitude that shows “like” or “dislike”, for example “I like reading”. It means that the people’s feeling is positive toward reading. Different from cognition where cognition is a set of thoughts or beliefs toward something such as an idea, a particular person, irrational arguments, or a situation. For example, when someone says “I think reading is important”, it means that the person has a positive response based on their-thinking. The last component of attitude is conation. Conation refers to people’s real reaction in a certain way toward something when he or she has certain thoughts or beliefs about it. Visser (2003) stated that if people are sure and confident of their thoughts and beliefs toward certain matters, it will be expressed through their behavior. For example, when a person believes that reading is important, they will spend their time to read newspaper regularly, magazine or a certain book every day.

Reading attitude has been defined as “a system of feelings related to reading which causes the learner to approach or avoid a reading situation” (Alexander & Filler, 1976, p. 1) and as “a state of mind, accompanied by feelings and emotions that make reading more or
less probable” (Smith, 1990, p. 215). Various first language (L1) reading models have looked at different aspects of reading attitude, for instance, acquisition of reading attitude (McKenna, 1994), influence of reading attitude on reading behavior (Mathewson, 1994), and reading attitude as a reader-internal factor in the process of constructing the meaning of a text in the classroom (Ruddell & Unrau as cited in Mathewson, 1994). Besides, reading attitude is an acquired predisposition; it is shaped by readers’ individual experiences.

**What is Extensive Reading?**

Extensive reading (ER) is an approach to reading pedagogy that encourages students to engage in a large amount of reading. It is an instructional option that has been steadily gaining support and recognition in the field of second language (L2) reading pedagogy (e.g., Day & Bamford, 1998; Grabe, 2009). ER is intended to develop good reading habits, to build up knowledge of vocabularies and structure, and to encourage a liking for reading (Richards & Schmidt, 2002).

In Extensive reading, students read to engage their enjoyment and curiosity. Furthermore, Tien (2015) stated that in order to direct students away from reading merely for test purposes, the extensive reading will firstly proposed and then established to better develop students’ habits towards reading extensively. The learners have to understand better target texts and take more pleasure from them. The most critical element for ER to be effective is motivating learners to read a great amount of English (Takase, 2007). It has also been maintained that ER has positive impacts on the affective domains of reading, such as attitude and motivation (Day & Bamford, 1998; Grabe, 2009).
The Top Ten principles of Extensive Reading

Day and Bamford (2002) proposed ten principles of Extensive reading. Those ten principles are:

1. The reading material is easy

It is clear that ER is different from other approaches of teaching foreign language reading. In ER, the texts must be easy. The aim is to promote reading for students to read as much as possible. According to Nation in Day and Bamford (2002) a density of one unknown word in fifty is more suitable for pleasurable extensive reading. Hu and Nation in Day and Bamford (2002) suggested that learners must know at least 98% of the words in a fiction text for unassisted understanding.

2. A variety of reading material on a wide range of topics is available

The success of Extensive Reading depends on the learners’ interest. To encourage them to read more or to make them have a desire to read, the material must be as varied as possible.

3. Learners choose what they want to read

This principle means that learners are free to select the reading material that they want to read. All researches into extensive reading point toward what Stephen Krashen calls ‘free voluntary reading’ as the source of the benefits that extensive reading can bestow (Krashen in Day and Bamford, 2002).
4. Learners read as much as possible

The amount of time spent in reading is the most critical element in learning to read. There is no limit of the amount of reading that can be done. The minimum may be one book in a week to establish a reading habit as the benefit of Extensive reading.

5. The purpose of reading is usually related to pleasure, information, and general understanding.

In an extensive reading approach, learners are encouraged to read for general meaning that accompany students’ enjoyment and curiosity. Besides, the purpose is to get information, to enjoy the stories, or to pass the time. Learners focus on general understanding not the language patterns.

6. Reading is its own reward.

The students are not given comprehension questions as a followed up activity. To check students’ understanding, the teachers provide other types of follow up activity.

7. Reading speed is usually faster rather than slower.

Nuttall in Day and Bamford (2002) notes that the virtuous circle of the good reader is to read faster and to read more so that the students will understand better and enjoy reading. Promoting reading fluency in ER discourages students to use dictionaries when they find difficult words. They just keep reading to understand general meaning and ignoring unknown words to practice their guessing without using dictionaries. Therefore, the reading speed is usually faster.
8. Reading is individual and silent.

Individual silent reading can be instrumental in students discovering how foreign language reading fits into their lives. Extensive reading means learners read at their own pace. It can be done inside or outside classroom and the students should feel free to choose what they want to read.

9. Teachers orient and guide their students.

Teachers can keep track of what and how much each student reads, and their students' reactions to what was read. Teachers can encourage students to read as widely as possible as their language ability, reading ability and confidence increase and to read at progressively higher levels of difficulty. Guidance implies a sharing of the reading experience, which leads us to the final principle of extensive reading.

10. The teacher is a role model of a reader.

Nuttall in Day and Bamford (2002) said that reading is caught, not taught. Role model is the most powerful instructor. In short, effective extensive reading teachers are themselves readers, teaching by exampling the attitudes and behaviors of a reader. Teachers are "selling reading" and the primary way to do that is to be a reader (Henry in Day and Bamford, 2002).

THE STUDY

Context

The context of the study is English Language Education Program (ELEP). ELEP is located in a small town in Central Java, Indonesia. In ELEP, the students will learn the art of teaching for students of different levels, how to develop curriculum, syllabus, teaching
materials and how to make use of technology and different kinds of media to prepare the lessons and practice the teachings. These courses will help the students become more creative English teachers.

Participants

The participants of this study were 96 students consisting of 36 male and 60 female students from English Language and Education Program who took Extensive Reading Course in semester 1 2017/2018. They came from many different academic backgrounds. The Extensive Reading class was offered in the 1st semester to build the students’ motivation in reading English. The participants’ demographic information is summarized in the following table:

Table 1: Participants’ Demographic Information

<table>
<thead>
<tr>
<th>Age</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
<th>22</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of participants</td>
<td>1</td>
<td>13</td>
<td>52</td>
<td>18</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Start Learning English</th>
<th>Pre-school</th>
<th>Primary school</th>
<th>Junior High School</th>
<th>Senior High School</th>
<th>College</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of participants</td>
<td>6</td>
<td>32</td>
<td>41</td>
<td>8</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Data Collection Instrument

To collect the data, the study used questionnaires and semi-structured interview. The questionnaire was taken from Yamashita’s (2007) study on the relationship of reading
attitudes between L1 and L2: An investigation of adult EFL learners in Japan. The questionnaire had 22 items about attitude toward reading in English. It consisted of 5 components attitudes; comfort, anxiety, intellectual value, practical value, and linguistic value. The semi-structured interview was also used as the instrument in collecting data at the end of the ER program. By conducting a semi-structured interview, the researcher was able to investigate what changed the students’ attitudes. The interview questions were developed from the items of questionnaire. In the interview session, learners were asked 1 up to 10 questions about comfort and anxiety. At this stage, the researcher could identify whether or not there were differences of the students’ attitudes after taking ER course.

Data Collection Procedures

First, the questionnaires were distributed at the beginning of the Extensive reading program in September 2017. The questionnaire was used to explore the students’ attitudes toward reading in English. Beforehand, the researcher had done the piloting questions to check whether the questionnaire was appropriate or still needed to be adjusted. Twenty - two students from the English literature program were selected to participate in the piloting session.

Second, semi-structured interview was conducted at the end of Extensive reading program in December – February 2018 to investigate what changed the students’ attitudes. The participants were chosen based on the answers that they gave to the students who showed negative attitudes especially related in anxiety in reading English. The participants who had negative responses to anxiety were 81 students, but only 12 students were willing to be interviewed. Therefore, 2 students were used to piloting and 10 students became the interviewees. The interview sessions were done outside the class activity. Therefore, I asked their permission to be my respondents for this study and arranged a suitable time and the
place with every participant. The duration of the interview was 15 to 20 minutes in average. The language used in the interview is Bahasa Indonesia, considering that most of the participants are beginner learners of English and to build a comfortable atmosphere. Additional questions beside the interview were added in the face-to-face interview to enrich or to clarify the participants’ answer. All interviews were recorded using the researcher’s smartphone to ensure the accuracy of the data gathered.

**Data Analysis Procedures**

The data were obtained from the questionnaires and the semi-structured interview that were given to the participants. First, the responses from the questionnaire were calculated in percentage for the interpretation and analysis based on the attitude theory by Yamashita (2013) about the five components of attitude; comfort, anxiety, intellectual value, practical value, and linguistic value.

Second, the semi-structured interview’s answers were analyzed by using Thematic Analysis as proposed by Dawson (2009). Therefore, there would be themes emerged from the data. After deciding the themes, the data was categorized according to the themes. Before analyzing the data, the researcher transcribed all of the recordings of the interviews. Then, the researcher had to re-read and underlined the main points of the participants’ answer in the transcriptions. The researcher then classified the underlined points into several groups that might have the same significance matter. After that, the researcher made a theme based on the data of each group. Then the researcher analyzed all of the themes and interpreted the original data.
FINDINGS AND DISCUSSIONS

The results of the study are divided into two main points: the findings from the questionnaire and the interview.

**Questionnaire Results**

The questionnaire results will be compared to the results in Yamashita’s (2013) study. The results of the questionnaire show the students’ attitudes toward reading in English at the beginning of the course. The data shows that the students had positive attitudes in term of intellectual value, practical value, and linguistic value.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can become more sophisticated if I read English</td>
<td>33%</td>
<td>60%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>I can get various kinds of information if I read English</td>
<td>39%</td>
<td>60%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>I can acquire broad knowledge if I read English</td>
<td>34%</td>
<td>61%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>I get to know about new ways of thinking if I read English</td>
<td>24%</td>
<td>75%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>I get to know about different values if I read English</td>
<td>15%</td>
<td>84%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 2 shows that 93% of the students agreed that they could become more sophisticated if they read English. Then, 95% of the students also had positive attitudes that reading English could acquire their broad knowledge. In addition 99% of students agreed with statement number 2, 4 and 5. These findings are the same as the ones in Yamashita’s (2013) study where the majority of the students taking ER class actually have a positive attitude toward reading in English, especially related to its intellectual value.
Table 3: Students’ practical value in reading English at the beginning of the semester

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading English is useful for my future career</td>
<td>54%</td>
<td>44%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Reading English is useful to get a good grade in class</td>
<td>40%</td>
<td>53%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>Reading English is useful to get credit for class</td>
<td>21%</td>
<td>70%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Reading English is useful to get a job</td>
<td>40%</td>
<td>58%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The data in table 3 shows that 98% of the students agreed that reading English is useful for their future career and useful to get a job. Then, 93% of the students also had positive attitudes that reading English is useful to get a good grade in class. Besides, 91% of the students agreed that reading English is useful to get credit for class. These findings are different as the ones in Yamashita’s (2013) study where in her study ER did not increase perceived practical value, despite the fact that the students knew that the amount of reading they did would be reflected in their class grade.

Table 4: Students’ linguistic value in reading English at the beginning of the semester

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can acquire vocabulary if I read English</td>
<td>49%</td>
<td>49%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>I can develop reading ability if I read English</td>
<td>39%</td>
<td>59%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>I can improve my sensitivity to the English language if I read English</td>
<td>33%</td>
<td>63%</td>
<td>3%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Table 4 shows that 98% of the students agreed that they could acquire vocabulary and develop reading ability if they read English. In addition, 96% of them had positive attitudes that they could improve their sensitivity to the English language if they read English. This
component cannot be compared as the ones in Yamashita’s (2013) findings because in her study the linguistic value is removed because of a ceiling effect. In statistics, ceiling effect is an observation when an independent variable no longer has an effect on a dependent variable (“Definition of ceiling effect,” n.d.).

From table 2, 3 and 4 we can see that the students in this study had positive attitudes in term of these three categories. This might happen because the benefits of reading have been well accepted by them. However, their experiences in reading English in high school tended to be more intensive rather than extensive. In Intensive reading is considered to be a language lesson since it focuses on studying text and analyzing the structure (Susser & Robb, 1990). The students have more practice in reading comprehension, so they can answer all the questions. Therefore, they are conscious that reading gives many benefits for their intellectual, practical and linguistic value.

Besides positive responses, it could also be found that the students had negative responses especially in terms of anxiety. Actually, if the comfort was positive, it must reduce the anxiety. However, in this study the responses of the questionnaires showed an interesting result. The participants had positive results in comfort but their anxiety still existed.

Table 5: Students’ comfort in reading English at the beginning of the semester

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading English is troublesome</td>
<td>is</td>
<td>0%</td>
<td>14%</td>
<td>78%</td>
</tr>
<tr>
<td>2</td>
<td>I feel relaxed if I read English</td>
<td></td>
<td>4%</td>
<td>79%</td>
<td>16%</td>
</tr>
<tr>
<td>3</td>
<td>Reading English is dull</td>
<td></td>
<td>1%</td>
<td>16%</td>
<td>73%</td>
</tr>
<tr>
<td>4</td>
<td>I feel tired if I read English</td>
<td></td>
<td>0%</td>
<td>29%</td>
<td>68%</td>
</tr>
<tr>
<td>5</td>
<td>I feel refreshed and rested if I read English</td>
<td></td>
<td>3%</td>
<td>72%</td>
<td>24%</td>
</tr>
<tr>
<td>6</td>
<td>Reading English is enjoyable</td>
<td></td>
<td>11%</td>
<td>78%</td>
<td>11%</td>
</tr>
</tbody>
</table>
Table 5 shows that the majority of the participants 86% disagreed that reading English is troublesome. Even 83% of the students felt relaxed if they read English. Then, almost 83% of students did not agree that reading English is dull. Moreover 71% of students did not feel tired if they read English. However, 75% felt refreshed and rested if they read English. In addition, 89% of students agreed that reading English is enjoyable. Most of them had positive attitudes (comfort) toward reading in English at the beginning of Extensive reading class. Nevertheless, there was inconsistency in this point because they had problem in anxiety in reading English. These findings are different from Yamashita’s (2013) study where her research showed increases in Comfort and Intellectual Value and a decrease in Anxiety, with no effect on Practical Value. In this study, the results of the four categories were positive, except anxiety. The data below shows that the students have anxiety.

Table 6: Students’ anxiety in reading English at the beginning of the semester

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel anxious if I do not know all the words</td>
<td>15%</td>
<td>60%</td>
<td>20%</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>I sometimes feel anxious that I may not understand even if I read</td>
<td>12%</td>
<td>69%</td>
<td>17%</td>
<td>2%</td>
</tr>
<tr>
<td>3</td>
<td>I feel anxious when I am not sure whether I understood the book content</td>
<td>7%</td>
<td>71%</td>
<td>21%</td>
<td>1%</td>
</tr>
<tr>
<td>4</td>
<td>I do not mind even if I cannot understand the book content entirely</td>
<td>4%</td>
<td>35%</td>
<td>53%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Table 6 shows that 75% of the students agreed that they felt anxious if they did not know all of the words. The participants said that they had high curiosity in reading, so when they read and found difficult words, they tried to find their meaning. Some of them were afraid if they got wrong conclusion and did not know all the words. Besides, 81% agreed that they sometimes felt anxious that they might not understand even if they read. Moreover, 78%
of students felt anxious when they were unsure whether they understood the content of the book or not. In addition, 61% of them minded when they could not understand the book content entirely.

The participants had more problems in anxiety rather than comfort. Anxiety is one factor that affects foreign language learning both positively and negatively (Ipek, 2009). The students felt anxious because they concerned about their assessment in reading, such as written the book reports and presentations. It made them feel anxious if they did not understand the book content, and if they got confused how to write it and how to explain the story. Vygotsky in Yildrim’s (2008) suggested that if the teachers want to understand learning and development, they have to focus on process instead of product. Vygotsky in Lantolf and Thorne (2006, p.28) argued that “the only appropriate way of understanding and explaining forms of human mental functioning is by studying the process, and not the outcome of development”. This is the critical point which distinguishes dynamic assessment from other forms of assessment. In this approach, development process is seen as a predictor of the individual’s or group’s future performance. Therefore, in ER the lecturers assess the students not only by testing them, but also through their book reports and performances, such as presentations of the book they have read.

**Interview Results**

The interview results show the differences on the students’ attitudes after taking Extensive reading. The results will be divided into three sections; reading books regularly developed more positive attitudes, assessment in Extensive reading gave positive attitudes toward
reading except anxiety, and the benefits of reading the students experienced during the course helped to develop more positive reading attitudes.

**Reading Books Regularly Develops More Positive Attitudes**

Nine out of ten participants explained that reading books regularly in Extensive reading course helped them to develop their reading habits. When the participants were asked about their experience reading books throughout the course, some of them said that they finally became accustomed to reading in English because of the course requirements. Student C’s answer could be illustrated below.

Previously, I was surprised because I usually read Indonesian books. I got difficulties in vocabularies and the types of books are various. Sometimes the contexts are too difficult. They do not use every day language. However after I read the books every day, it becomes my habit, so I do not feel burdened again. (12 January 2018, my translation)

Student C said that she read books in Indonesian but she was not accustomed to reading English book. Nevertheless, her reading attitudes in English changed to be more positive after several weeks. This happened because she had to read in English regularly and this finally became her habit. Grabe and Stoller (cited in Senturk, 2015) explained that students bring with them basic attitudes to L2 reading, which are usually based on their L1 reading experiences. From student C’s answer, it could be seen that she had a good reading habit in her L1 Indonesian. Although in the previous of ER course she got difficult reading in English, her attitude changed because of her L1 reading attitudes. From student C’s statement, we can see the difficulties that she got at the beginning of the course. She mentioned about the vocabularies, the type of the books and the context of the sentences.
However, from her statement it could also be seen that she read books in English everyday. That became a reading practice for her.

Wigfield and Guthrie (1997) stated that reading is a skill that can be best improved by practicing. As explained by student B:

At first, it is difficult and clumsy in English, but after I learn, it is rather easy… because in ER class I read novel, so I am interested to read. (12 January 2018, my translation)

Student B said that she got difficulties and felt clumsy in reading English. Later, after she practiced to read extensively, she became interested in reading because of the types of the books she read. Based on Day and Bamford (2004), the materials of ER must be as varied as possible to make the students attracted to read. Therefore, in ER, students read books, novel, magazine, newspapers, fiction, non-fiction that entertain them. In Extensive reading students are free to choose the book. Student B chose to read novels to improve her interest in reading English books and to increase her reading habit. As described by student B in the interview:

Because we read novels, so it is interesting to read. It makes us unable to stop reading. We want to read continuously. (12 January 2018, my translation)

From student B's answer, it could be seen that the choice of books was able to improve her interest in reading English books and to increase her reading habit. Yamashita (2013) stated that since the ER approach often involves free individual choice of books, it has the potential to give situations where learners can make their own discoveries in their areas of interest on their own terms.

Assessment in Extensive Reading Gives Positive Attitudes toward Reading Except Anxiety

Besides reading books, students who took extensive reading class had a duty to write a book report after they finished reading one book. The assessment can enforce them to read because they have to know the book content entirely to make this assessment. According to
Vygotsky’s theory in Yildirim’s (2008), if the teachers want to understand learning and development, they have to focus on the process instead of the product. Some participants said that the book reports could give impact in their reading. As stated by student H:

It influenced my reading interests because I have to know the content to write the book report.
(22 January 2018, my translation)

Student H said that writing book reports could influence his interests in reading. He had to know the book content and understand it to write the book reports. It means that assessment in Extensive reading can change students’ attitudes toward reading. On the other hand, Krashen (2004) argued that students should read due to their desire to read and that there should be no book reports and no reflections at the end of the chapter. Even though in this class there was book report writing, it could induce students’ positive attitudes in extensive reading. This can be related to Takase’s (2001) motivation where it has 2 factors: Intrinsic Factor, in which the students read English for enjoyment and satisfaction, and Extrinsic Factors, in which the students read English for the desire to do well on exams.

Although the majority of the students have more positive attitudes in term of intellectual value, practical value, and linguistic value, it does not change their anxiety toward reading in English. As explained by student B:

I feel anxious if I do not open the dictionary. I must open it before I continue reading the next words because my curiosity is high. (12 January 2018, my translation)

Student B said that she felt anxious if she did not open the dictionary when she read the book. It happened because she had high curiosity in reading. Thus, she had to know the meaning of all of the words. Actually, reading in extensive is intended to develop good reading habits, to build up knowledge of vocabularies and structure, and to encourage a liking for reading (Richards and Schmidt, 2002). Different from intensive reading, which is considered to be a
language lesson since it focuses on studying text and analyzing the structure (Susser & Robb, 1990). Thus, if she does not know the meaning all of the words it is actually not a matter because it is different from reading intensively that is followed by comprehension questions.

**Students Become More Aware Toward the Benefits of Extensive Reading**

It could be seen that reading in extensive reading class certainly gives positive impacts for the students. Mason & Krashen (1997) informed that by reading a lot of interesting texts in extensive reading activity, students learned new vocabulary and reviewed old vocabulary, improved their attitudes toward reading and language learning, improved their writing ability, and learned to read more fluently. The 10 participants who had joined the Extensive reading course stated that they got some benefits from Extensive reading. They felt there were changes, from the negative attitudes to positive attitudes when they read English book or after taking Extensive reading course. As stated by student D:

My vocabularies and skills are improved. Formerly, I did not know the difficult vocabularies. After I read continuously and find them, I try to search the meaning. So in my opinion my skills in vocabularies and grammar are better than before I join in this class. (18 January 2018, my translation)

Student D said that in the beginning he did not know the meaning of the difficult vocabularies. After he joined Extensive reading and read the books continuously, he found many vocabularies that he did not know the meanings. He opened the dictionary and tried to find them. Indirectly, he had learned new vocabularies through reading. It could improve the vocabularies because his curiosity to know the meaning was high. Therefore, through reading he could learn many new vocabularies. Several of the research findings also have reported on the positive effects of ER on reading comprehension, reading rate, vocabulary, writing, and general L2 proficiency (Grabe & Stoller, 1997; Iwahori, 2008 in Sargent and Al-Kabooody).
Another participant told that Extensive reading could increase his reading rate and writing skills. As explained by student I:

I was surprised when my reading rate increased yesterday. At first, it started from 90 words rose to 115 and then the last was 225. My vocabularies, grammar, and writing skill increased too. (22 January 2018, my translation)

Student I said that Extensive Reading could increase reading speed, vocabularies, grammar proficiency, and writing skills. There were changes in his reading speed from 90 and 115 to finally become 225 words per minute. It happened because when he read books extensively, he became accustomed to reading extensively which helped increase his reading speed. Reading regularly trained the students’ reading fluency and speed. Increasing reading rate is important because rate is a critical component of fluent reading. It is known from a research that fluent readers are better readers (i.e., score higher on measures of reading comprehension) than slow readers (Richard R. Day, n.d.).

From the students’ case, it could be seen that extensive reading also gives benefits in his vocabularies, grammar proficiency, and writing skills. Through extensive reading, he indirectly read the sentences which contained many grammar patterns. Of course he learned grammar by reading in English. Besides, his writing skills were better compared to the time before he joined extensive reading course. Richard R. Day, (n.d.) believes that ER impacts writing, listening and speaking because students know more vocabularies. Learning vocabulary is one of the keys to learn a new language. Without knowledge of the L2 vocabulary, no progress can be made.

CONCLUSION AND SUGGESTION

The aims of the study were to investigate the students’ attitudes at the beginning and at the end of ER course and to investigate the reasons that caused them to change their attitudes.
From the questionnaire, the participants had positive attitudes at the beginning of the course in terms of comfort, intellectual value, practical value, and linguistic value. While in terms of anxiety, the participants showed negative attitudes because of the assessment in ER course. From the interview, the findings showed that there were three themes. First, reading books regularly developed more positive attitudes since reading books regularly in ER course helped them develop their reading habit. Second, assessment in ER course gave positive attitudes toward reading except anxiety because the assessment in ER could enforce them to read and know the content of the book entirely to be able to write the report. However, the factor that caused the students’ anxiety to emerge was caused by their fear of not being able to understand the content of the book which could affect their ability to write the report. Third, the other benefit of reading extensively was that it helped the students develop more positive reading attitudes. By reading in ER course, the students can increase their vocabulary, improve their writing skills and increase their reading rate.

From the result of this study, ER program seemed to be beneficial to develop the students’ positive attitudes in reading. The data shows that the assessment in ER course motivated them to read. As the assessment could give the positive attitude, it could influence their attitudes toward reading. Moreover, the result of this study could also help lecturers who teach Extensive Reading to be aware that the assignments in ER course, such as book reports and presentations affect the students’ attitudes in reading positively.

Besides, further study can be conducted considering that this study had limitations. The study cannot be generalized because this was only administered in ER course in EFL context. Therefore, it is suggested that further study may be conducted so that more knowledge can be gained regarding students’ attitudes toward reading extensively in other contexts.
ACKNOWLEDGEMENTS

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REFERENCES


24


25


APPENDIX

Questionnaire

Dear students,

I am Risa Dwi Anggraini, a student of English Language Education Program at Universitas Kristen Satya Wacana, Salatiga. Right now, I am doing a research for my thesis. The purpose of this questionnaire is to explore students’ attitudes toward reading in English. I expect you to kindly participate by filling this questionnaire. This questionnaire will not affect your grade. Many Thanks, Risa

Put a check mark (v) in the appropriate box to indicate your level of agreement or disagreement with each statement. You can only choose one answer.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reading English is troublesome</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I feel relaxed if I read English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Reading English is dull</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I feel tired if I read English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I feel refreshed and rested if I read English</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Reading English is enjoyable</td>
<td></td>
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<tr>
<td>7.</td>
<td>I feel anxious if I do not know all the words</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>I sometimes feel anxious that I may not understand even if I read</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>I feel anxious when I am not sure whether I understood the book content</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td>I do not mind even if I cannot understand the book content entirely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>I can become more sophisticated (piawai/canggih) if I read English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>I can get various kinds of information if I read English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>I can acquire broad knowledge if I read English</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>14.</td>
<td>I get to know about new ways of thinking if I read English</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>15.</td>
<td>I get to know about different values if I read English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Reading English is useful for my future career</td>
<td></td>
<td></td>
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<td>17.</td>
<td>Reading English is useful to get a good</td>
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<tr>
<td>18.</td>
<td>Reading English is useful to get credit for class</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>19.</td>
<td>Reading English is useful to get a job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>I can acquire vocabulary if I read English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>I can develop reading ability if I read English</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>22.</td>
<td>I can improve my sensitivity to the English language if I read English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Demographic Information

Age : 
Gender : Male / Female (circle one)

When did you start learning English? (Circle one)

- Pre school
- Kindergarten
- Primary School
- Junior High School
- Senior High School
- Others

If you are willing to be interviewed please kindly fill in the information below.

Name : 
Phone Number or Email address : 
