The Measurement of Extensive Reading and Reading Strategy among EFL Learners

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ARTICLE INFO	ABSTRACT
	This study investigated the correlation between variables affecting extensive reading measured through six indicators: Content, Communicative achievement, Organization, Language use, Vocabulary and Mechanics. This study also examined the correlation between variables in the reading strategy category through four indicators: Description of appearance, Psychology, Expression and Action. There were 100 participants consisting of 40 males and 60 females from the State University of Yogyakarta in this study. This correlational study identified close associations between independent and dependent variables. ANOVA and Independent T Test were also performed. The results of this study showed that Content indicator shared fairly strong correlations with Organization, Language use, Vocabulary, and mechanics. However, it did not have share significant correlation with the Communicative achievement indicator. The Communicative achievement indicator strongly correlated to Organization, Language use, Vocabulary, and mechanics. Furthermore, Organization strongly correlated with Language use and Vocabulary indicator, while Description of appearance strongly correlated with psychology, expression, and action. Psychology shared fairly strong correlation with the Expression indicator, yet it did not correlate to the Action, yet Action and Expression shared strong relationship.

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INTRODUCTION

Language education practitioners all over the world have been constantly trying to formulate effective strategies to assist their students in improving their language skills. Time allocation is undeniably an important element in learning as it facilitates well-structured teaching session and learning process. Teachers are obliged to teach materials as required in the curriculum, yet they also need to adjust their teaching to heterogeneous class where students at different levels of language mastery. In addition, students are also challenged as they have to learn numerous subjects at once. Adult learners are sometimes subjected to much greater life stresses. As a consequence, educators and students must seek ways to improve or standardize the learning process to make language acquisition more effective and efficient.

Greater frequency of reading might be associated to higher literary skills in any types of language learning (Hsu & Lee, 2009). Reading is a multi-faceted, complicated activity that requires a mix of lexical and text-progressing abilities and is usually acknowledged as interactive (Loucky, 2005). Reading has conventionally been classified into two in foreign language contexts: intensive reading and extensive reading. Extensive reading (ER) is generally characterized as reading a considerable quantity of material for self gratification or interest over a lengthy amount of time (Hafiz & Tudor, 1989). Extensive reading (ER) is becoming a popular strategy to improve students' reading skills. However, in EFL settings, the grammar-translation technique is still widely used in combination with intensive reading (Liu & Littlewood, 1997).

ER aims at providing students with reading experience and basic language skills. Tien (2015) believed that extensive reading can be used to prevent students from reading only for exams and to build students' reading habit. Extensive reading (ER) has been regarded as the most effective method of teaching a second or foreign language. It is characterized as reading a vast number of texts instead of reading text intensively, thereby ER generally entails a slower reading of a small number of materials and frequently includes translation tasks. In addition, Richards & Schmidt (2010) stated that prolonged reading will aid in the development of healthy reading habits, the acquisition of vocabulary and structure, the promotion of students' enthusiasm to learn a foreign language, and the improvement of reading speed. Furthermore, prolonged reading stimulates the development of personal reading techniques, resulting in increased reading speed and text engagement.

Features of Extensive Reading

Davis (1995) compared extensive reading in ELT classroom to an extra-class library approach, where learners were provided with wide range of literature to

examine as well as time, opportunity, and support to do so. Learners would not have to concern about competing with others because an ER does not require formal evaluation. Richards & Renandya ([2011](#)) discovered some specific properties of ER that have been addressed by other linguists: (1) Students read a lot of material; (2) Students usually end up choosing what they want to read; (3) Reading materials differs in terms of topics and genre; (4) The materials that students read are appropriate for their level of comprehension; (5) Students usually participate in post-reading activities; (6) Learning " for their students while predicting optimism for reading; and (7) Teachers and students keep track of each other's progress. Furthermore, there were several reading initiatives with standard extended reading components but different titles. The Book Storm surge Approach, Requirement must be met Preserved Silent Reading (USSR), Drop Everything and Read (DEAR), Silent Uninterruptible power supply Reading for Fun (SURF), and the Uninterrupted Sustained Silent Reading (USSR) are a few examples (USSR).

Previous Studies Related to Extensive Reading (ER and Reading Strategy)

Prior researchers have examined whether implementing ER into the classroom was beneficial. Al-Homoud & Schmitt ([2009](#)) conducted a study that contrasted an extensive reading class to a more traditional program that included intensive reading and vocabulary mastery. They alleged extended reading lesson that was held under potentially challenging conditions, which results showed that comprehensive reading approach was equally good to focused intensive reading approach for the different variables. Furthermore, Yamashita ([2008](#)) conducted a study on intensive reading and the development of several components of L2 competency. The findings suggested that extensive reading might manifest significantly and immediately in generalized reading abilities than that in L2 language competence, at least for adult L2 learners.

Iwahori ([2008](#)) investigated the impact of ER on high school students' reading rates in Japan. The findings showed the success of ER as an effective method for increasing students' reading rate and overall language proficiency. Furthermore, Nakanishi ([2015](#)) evaluated the effectiveness of extensive reading to see whether the age of the learners behavior and cognitive, and whether the length of time second language learners influenced students' reading scores. Students who received extensive reading instruction had a medium effect size ($d = 0.46$) for group contrasts and a larger impact size ($d = 0.71$) for pre–post comparisons. In conclusion, current research demonstrates that substantial reading increases students' reading competency and that it should be included in language learning curriculum.

Similarly, Salameh ([2017](#)) examined the effectiveness of ER on the reading attitudes of EFL learners. Most of EFL students enjoyed reading in English at the beginning of the semester because it was their first time. After fifteen months of extensive reading inside and outside the classroom, most of them reacted positively to it. To make extensive reading more effective, ER can be performed under the attentive monitoring of the learners by teachers.

Furthermore, Yılmaz et al., ([2020](#)) also investigated the impact of extensive reading (ER) program, which integrates extensive reading with in-class follow-up writing activities, on Turkish EFL learners' L2 reading/writing and foreign language self-concept (FLSC). Although the difference in FLSC between the groups was found small, within-group analysis revealed that ER had a favorable impact on students' FLSC. The findings of the study brought ignificant implications for EFL English

language education programs. Sun et al., (2016) also evaluated the influence of online writing after extensive reading in a Chinese classroom setting with one virtual machine for each student (a 1:1 digital classroom). The results showed that the OFFER group outperformed the other two groups in terms of writing quality and quantity. It can be inferred that extensive reading can be used not only to cultivate reading interest, but also to promote writing. Furthermore, the OFFER strategy is better in enhancing the writing quality and fluency compared to one-size-fits-all extensive reading.

Significant increases were noticed in six major categories fluency, content, organization, language use, vocabulary, and mechanics (Lee & Hsu, 2009). Despite the comprehensive results, this study still has issues with its configuration (Lee & Hsu, 2009). The first issue is that their emergency department treatment, which consisted of half an hour of reading per week or a regular class session, was ineffective. The ER treatment is the second source of concern. Lee & Hsu (2009) stated "Experimental group educators were actually allowed comes to choosing information to interpret based on personal preferences and language skill level". The third issues with (Lee & Hsu, 2009) research were that students were somehow forced to write a paragraph or plot summary of the publications and those who were trying to read as well as keep a starting to read log.

More studies need to be conducted to investigate the potential of an integrated extensive reading and reading strategy approach in EFL classroom instruction in creating more balanced language classroom. Shih et al., (2018) carried out a quasi-experimental study with two classes of EFL college innovative students in Taiwan. Students who received considerable reading instruction in regards to phrase instructional strategies outperformed students who received substantial reading instruction in addition to L1 transcriptions of unfamiliar vocabulary. A comprehensive review of the extensive reading and structured educational data sets revealed that strategy training benefited higher-proficiency readers more than lower-proficiency readers. Moreover, Hayashi (1999) found that independent inquiry of EFL students' reading techniques and extensive reading are more contextual than teaching reading strategies. Extensive reading provides thorough background information, word recognition, and a strong desire to read more. It also creates a basis for quick reading, the same discovery of recognizing process through teaching and learning, and the capacity to take in context.

Another study was also relate to this study which was carried out by Raissi & Roustaei (2013). In the study, the reading strategy directions used had a significant impact on the reading comprehension ability of the treatment group. The findings of the study should help EFL teachers choose an appropriate instructional style that will help learners continue increasing their reading self-efficacy and, more broadly, their cognitive capabilities in reading comprehension.

Research Questions

This study involved 100 students and was conducted to answer the following questions.
1. How are the correlations between variables in the extensive reading category as measured through six indicators, namely Content, Communicative achievement, Organization, Language use, Vocabulary and Mechanics?

2. How are the correlations between variables in the reading strategy category as measured through four indicators, namely Description of appearance,

Psychology, Expression and Action?

METHOD
Setting

This research was conducted at State University of Yogyakarta. During the semester in which the research was performed, students were not enrolled in any other EFL classes and ER was their primary English reading experience. No special placement test had been conducted for students, instead they were grouped into different classes based on their study program. Consequently, students' English skill widely varied from very novice skills with almost no communication skill at all to students with outstanding language skills. In this study, paragraph writing and prewriting tasks were particularly taught and assessed to all of the students.

Students were given 50 minutes every week to continue practicing their writing skills where they organized and developed a theme, as well as practiced paraphrasing. The following methods were used: direct instruction, collaborative learning, discussions, class demonstrations, evaluating evaluation criteria, and peer and teacher evaluations. However, there was no direct word choice or vocabulary instruction used.

Participants

Participants were 100 students at Univesitas Negeri Yogyakarta, consisting of 40 male students and 60 female students. Since the university had previously separated them into multiple mixedability Efl classes, samples were simply selected randomly. The instructor/researcher randomly assigned the four classes into control group and experimental group. Neither of the participants had previous interactions with the teacher/researcher.

Data Collection Instruments

The data will be analyzed using two structured and non-structured methods. The two major measurements were pre- and post-tests of writing. Students were told to prepare give no feedback or correction in writing samples and sentence construction. The pretest was administered in week three, prior to the ER diagnosis, and the posttest was administered at the end of the study in week 17th of the second semester. The outcomes of the tests were rated analyzed by two raters.

This study measured two variables: extensive reading and reading strategy. Extensive reading was measured through six indicators, namely Content, Communicative achievement, Organization, Language use, Vocabulary and Mechanics. Meanwhile, reading strategy was measured through four indicators, namely Description of appearance, Psychology, Expression and Action. Mason ([1996](#)) stated that "a method of collecting information that incorporates the researcher trying to involve in a research setting and usually starts measurements of that setting, interrelations, connections, behavior, occurrences, and so on inside it,". To look at it another way, the classroom may be a useful tool for gathering data about activities that happen in language classroom because it allows a researcher to intimately interpret habits in order to fully understand the various factors that exist in the company.

The data collection technique is useful effective in implementing of the ER program as well as to evaluate student performance (i.e., who was also on challenge reading someone who was not). The second informal instrument used to collect data

was the participants' assessed reader record sheet, which documented updated information about their reading. It listed the title of the book, page numbers and the time allocation. This repository sheet functioned to: (a) allows learners to constantly watch their own progress and self-motivation, (b) allows the lecturers to monitor and control students' reading activity and identify those who does not read regularly, and (c) allows the instructor to track the respondents' overall progress.

The Correlation Test evaluated the relationships between variables and determine the strength of the correlation, whether or not they correlation is significant as shown by correlational value that ranges from 1 to -1. Values closer to zero indicate weak correlation, There are choices of correlation tests such as Pearson, Kendal's, and Spearman. In this study, Pearson's Correlation test was used, followed by the analysis of variance (ANOVA) was performed that is a part of inference statistics. ANOVA compared the mean scores of several populations represented by multiple sample groups.

The Independent T Test was then conducted to examine whether there was a significant difference in the mean scores of the two independent groups using an interval/ratio data scale. The two independent items mentioned here are unpaired groups, implying that data were gained from different subjects. Class A and Class B, for example, where participants in class A and class B are two groups with different subjects. Whereas, the pretest and posttest scores were collected from the same subject and were regarded as paired data.

FINDINGS

Descriptive statistics

Descriptive statistics is a preliminary data analysis technique that provides an overview of the variables in a study. Descriptive statistics includes data concentration (Mean, Mode, Median, etc.) and data distribution (standard deviation, variance, etc.). The average value and standard deviation of all variables in the study are presented in Table 1.

Table 1. Descriptive Statistics of research variables

No	Item	Pre Test		Post Test	
		Mean	SD	Mean	SD
1	Content	2.46	1.50	2.55	1.53
2	Communicative achievement	2.59	1.58	2.66	1.58
3	Organization	2.63	1.51	2.66	1.50
4	Language use	2.32	1.53	2.35	1.51
5	Vocabulary	2.54	1.39	2.53	1.38
6	Mechanics	2.49	1.58	2.45	1.60
7	Descripton of appearence	50.20	29.38	50.31	29.39
8	Psychology	49.50	29.01	50.35	29.03
9	Expression	50.50	29.01	51.50	29.01
10	Action	50.50	29.01	51.52	29.02

Table 1 presents the mean scores and standard deviation of all variables in this study. The average value generally increased from the Pre Test and Post Test except for the Vocabulary and Mechanics variables. In general, the average values of Content, Communicative achievement, Organization, Language use, Description of appearance, Psychology, Expression, and Action are higher than the ones in the pretest.

Pearson's correlation

Correlation analysis is a statistical method used by researchers to determine the close relationship between variables in study. The results of the Pearson's correlation test are shown in Table 2.

Table 2. Pearson's correlation test results

| No | Item | R | | | | | |
		1	2	3	4	5	6
1	Content		-0.109	-0.271**	0.228**	0.330**	-0.322**
2	Communicative achievement	-0.109		-0.401**	0.225**	-0.265**	-0.250**
3	Organization	-0.271**	-0.401**		-0.210**	-0.166*	-0.027
4	Language use	0.228**	0.225**	-0.210**		-0.338**	-0.074
5	Vocabulary	0.330**	-0.265**	-0.166*	-0.338**		-0.085
6	Mechanics	-0.322**	-0.250**	-0.027	-0.074	-0.085	

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 shows that the variables in the extensive reading category as measured by the 6 indicators in the study have a significant correlation. The Content variable has a fairly strong correlation with Organization, Language use, Vocabulary, and mechanics. However, it does not have a strong enough correlation with the Communicative achievement variable. The Communicative achievement variable has a fairly strong correlation with the variables of Organization, Language use, Vocabulary, and mechanics. Organization strongly correlates with Language use and Vocabulary variables, yet its correlation with Mechanics is insignificant. Furthermore, Vocabulary variable does not have a strong relationship with Mechanics as well.

Table 3. Pearson correlation test results between variables

| No | Item | R | | | |
		1	2	3	4
1	Description of appearance		-0.411**	-0.630**	-0.370**
2	Psychology	-0.411**		0.344**	0.123
3	Expression	-0.630**	0.344**		0.629**
4	Action	-0.370**	0.123	0.629**	

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

Table 3 presents the strong correlation of reading strategy measured by the 4 indicators. Description of Appearance has a fairly strong correlation with psychology, expression, and action. The Psychology variable has a strong enough correlation with the Expression yet it does not strongly correlate with Action.

One Way ANOVA Test

Anova stands for "analysis of variance". Analysis of Variance is a comparative test that measures the difference in the mean scores of the data from more than two groups. ANOVA analyzes the variability of the data from two sources of variation, namely variations within groups (within) and variations between groups (between). If the variations within and between the groups are the same (the comparison value of the two variants is close to one), there is no difference in the effects of the interventions carried out. On the other hand, if the variation between groups is greater than the variation within the group, the intervention has a significant effect. Table 4 presents the rsults of the ANOVA test.

Table 4. Anova Test Results

| Source | Extensive Reading | | | Reading Strategy | | |
	Mean Square	F	Sig.	Mean Square	F	Sig.
Between Groups	0.05	0.21	0.649	27.99	0.16	0.691
Within Groups	0.24			176.77		

The value in Between Groups shows the variation between groups in Pre Test and Post Test. In the Extensive Reading category, the value between groups is 0.05, indicating that the variance of the Extensive Reading value between the Pre Test and Post Test groups is very small. Furthermore, the Within Groups value determines the amount of variance in each group, both in the Pre Test and Post Test groups. In the Extensive Reading variable, the value within Groups is 0.24, implying large variance of the Extensive Reading value in each group. Overall, the results of the ANOVA test showed that the variance in the value of the Extensive Reading variable in the Pre Test and Post test groups is not significantly different as indicated by Sig value of 0.649 which is greater than 0.05.

Reading Strategy has a value between groups of 27.99, showing that the variance of Reading Strategy scores between the Pre Test and Post Test groups is quite large. Furthermore, the value within Groups of the Reading Strategy variable is 176.77, hence the variance of the Reading Strategy scores in each group is quite large. The results of ANOVA test generally show that the variance in the value of the Reading Strategy variable in the Pre Test and Post test groups is not significantly different as seen from Sig value of 0.691 which is greater than 0.05.

Independent T-Test

Independent T Test was carried out to determine any significant difference in the mean scores of 2 independent groups on an interval/ratio data scale. The two independent groups refer to the two unpaired groups. Thereby, data were obtained from different subjects. The results of the Independent T Test are shown in Table 5.

Table 5. The Results of Independent T Test for Extensive Reading Variables

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Ekstensive_Reading	Equal variances assumed	.075	.785	-.456	198	.649	-.03150	.06902	-.16761	.10461
	Equal variances not assumed			-.456	197.934	.649	-.03150	.06902	-.16762	.10462

The Mean Difference value displays the variation in the means of the two groups (Pre Test and Post Test). The mean difference found in the Extensive Reading variable is -0.03150. The negative value indicates that the mean score of the Pre Test group is lower the one of the Post Test. Overall, the Independent T test findings revealed that the means of the Pre Test and Post Test groups did not differ significantly from one another since Sig value is 0.785 that is greater than 0.05.

Table 6. The Results of Independent T Test for Reading Strategy

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Reading_Strategy	Equal variances assumes	.000	.998	-.398	198	.691	-.74820	1.88028	-4.45615	2.95975
	Equal variances not assumes			-.398	198.000	.691	-.74820	1.88028	-4.45615	2.95975

The mean difference found in the Reading Strategy variable is -0.74820. The negative value indicates that the mean score of the Pre Test is lower than the Post test group. The results of the Independent T test did not show statistically significant variation in the mean score of the Reading Strategy in the Pre Test and Post Test as shown by Sig. value of 0.998 that is greater than 0.05.

Test Repeated Measures

The use of the Repeated Measures technique aims to test whether there are significant (significant) differences in the results of repeated measurements on a research variable. The basic difference between the one way ANOVA test and the repeated measures ANOVA test lies in the sample being studied. In the ANOVA, unpaired samples are used, while in the repeated measures, paired samples are used. The results of the repeated measures test in this study are presented in the following table.

Table 7. Test Results of Repeated Measures

Item	ER		RS	
	Skor	Sig	Skor	Sig
Mauchly's W	1.000	0.000	1.000	0.000
Greenhouse-Geisser	1,267.267	0.000	1,306.171	0.000
Mean Difference	47.671	0.000	48.387	0.000

Mauchly's W value shows the similarity of variance between the treatment during the pre-test and post-test. Mauchly's W value is 1,000 with a Sig value of 0.000. Because the Sig value obtained is smaller than 0.05, hence the pre-test and post-test groups have unequal variances. The same results were also obtained for the variable Reading Strategy (RS). The value of Mauchly's W is 1,000 with a Sig value of 0.000. It can be concluded that the pre-test and post-test groups have unequal variances.

The Greenhouse-Geisser value indicates significant difference in the mean of the variables in the pre test to post test. Based on the test results for Effectiveness Reading (ER), the Greenhouse-Geisser value is 1267,267 with a Sig value of 0.000. Sig value smaller than 0.05 indicates that the pre-test and post-test groups have a significant difference in average ER. The same results were also obtained for the variable Reading Strategy (RS), where Geenhouse-Geisser value is 1306,171 with a Sig value of 0.000. Since the Sig value is smaller than 0.05, it can be concluded that the pre-test and post-test groups have a significantly affected the average ER.

The Mean Difference value shows the average change of the variables from pre test to post test. Based on the test results for Effectiveness Reading (ER), the Mean Difference value is 47,671 with a Sig value of 0.000, indicating the average change in ER of 47,671. The same results were also obtained for the variable Reading Strategy (RS). The Mean Difference value is 48,387 with a Sig value of 0.000.

DISCUSSION

In this study, two questions were proposed. The question relates to the correlation between variables in the extensive reading category as measured through six indicators, namely Content, Communicative achievement, Organization,

Language use, Vocabulary and Mechanics. Content indicator has a fairly strong correlation with the indicator of Organization, Language use, Vocabulary, and mechanics. However, it does not strongly correlate to the Communicative achievement. The Communicative achievement indicator has a fairly strong correlation with the indicator of Organization, Language use, Vocabulary, and mechanics. Organization indicator has a strong enough correlation with Language use and Vocabulary indicator. However, it does not have a strong enough correlation with the mechanics indicator. The vocabulary indicator also does not have a strong relationship with the mechanics indicator.

The second research question investigated the correlation between variables in the reading strategy category as measured through four indicators, namely Description of appearance, Psychology, Expression and Action. Description of appearence has a fairly strong correlation with indicator psychology, expression, and action. Whereas, Psychology indicator indicates strong enough correlation with the Expression, yet it does not have a strong enough correlation with the Action indicator. Expression indicator also has a strong relationship with the Action indicator. A Quasi-experimental study was conducted by Shih et al., (2018) who assigned the groups into two classes. Students who received substantial reading instruction combined with phrase strategy instruction outperformed those who gained considerable reading instruction along with L1 translations of unfamiliar vocabulary. As shown in a further investigation of the extensive reading and also strategy instruction data sources, higher-proficiency readers benefitted greatly from strategy training than lower-proficiency readers.

Hayashi (1999) investigated EFL students' reading strategies and extensive reading and found that instead of just teaching reading strategies, extensive reading in both L1 and L2/FL becomes the most important component in improving reading skills. Extensive reading broadens students' knowledge and develops powerful attitude towards the subject. It also provides a framework for learners' rapid reading, discovery of reading techniques, and ability to guess in context. Moreover, a study which carried out by Raissi & Roustaei (2013) demonstrated that the reading strategy instructions used to have a significant impact on the treatment group's reading comprehension. The results of this study are expected to assist EFL teachers in selecting an effective teaching style that will help learners increase their reading self-efficacy and cognitive skill related to reading comprehension.

CONCLUSION

Of other indicators of extensive reading, Content indicator has a fairly strong correlation with Organization, Language use, Vocabulary, and mechanics. The Communicative achievement indicator has a fairly strong correlation with the indicator of Organization, Language use, Vocabulary, and mechanics. Organization indicator has a strong enough correlation with Language use and Vocabulary indicator. However, it does not have a strong enough correlation with the mechanics indicator. The vocabulary indicator also does not have a strong relationship with the mechanics indicator. Furthermore, in the measure indicators of reading strategy was indicated that indicator of Description of appearance has a

fairly strong correlation with indicator psychology, expression, and action. The Psychology indicator has a strong enough correlation with the Expression indicator but does not have a strong enough correlation with the Action indicator. Expression indicator also has a strong relationship with the Action indicator. In the Extensive Reading variable, the mean difference value obtained is -0.03150. Because it is negative, it means that the first group (Pre Test) has a lower mean than the second group (Post Test). Meanwhile, in the Reading Strategy variable, the mean difference is -0.74820. The negative sign means that the first group (Pre Test) has a lower mean than the second group (Post Test).

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