

The Effect of Short Story Extensive-Reading on EFL Reading Attitudes of the Secondary School Student

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Abstract

This study intends to investigate the effect of short story extensive reading on secondary school students' EFL reading attitudes. This is an experimental study using a one-group pretest-treatment-posttest design. The sample was 35 students, who were taken randomly from 355 Students of twelve classes in the second grade of SMAN 4 Samarinda. The researchers used a questionnaire as the instrument in this study. The questionnaire was used to obtain the data on students' reading attitudes. To analyze the data, a series of paired t-tests and descriptive statistics were used. The results revealed that firstly, overall aspect, the short story-extensive reading gave an effect on the EFL secondary school students' reading attitudes, $t(34) = -1.229$, $p = 0.003$. Secondly, in detail per an aspect of attitude, the short story-extensive reading gave an effect on the comfort aspect in the students' reading attitudes, $t(34) = -3.610$, $p = 0.001$, the linguistic value aspect, $t(34) = 0.463$, $p = 0.646$, and the anxiety aspect, $t(34) = -3.762$, $p = 0.001$; In the meantime, the short story-extensive reading did not give an effect on the intellectual value aspect in the students' reading attitudes, $t(34) = -0.269$, $p = 0.789$ and the practical value aspect, $t(34) = -0.179$, $p = 0.859$. Reading short stories brings about the students into a relaxed circumstance from which EFL secondary school students can browse ideas freely and excitingly. This study implies that such reading materials can be used by secondary school EFL teachers to give more reading input-rich circumstances, which finally becomes an enhancement of their reading attitudes.

Keywords: *EFL Reading attitude, Secondary school student, E-short story extensive-reading*

INTRODUCTION

21st-century learning requires all learners in a global world to accomplish global literacy with which learners will fluently and responsively understand, engage and communicate with other different people in their lives. This results in a mandatory of having global-driven curricula, where getting enough extensive EFL reading might be a panacea. For instance, in Indonesia, the current curriculum, known as 'K-2013' or the 2013 Curriculum, recommended teachers use a scientific approach to learning, which implied the involvement of EFL learners in enacting scientific steps using English. Indeed, in this context, reading comprehension to some extent has still been a promising skill to develop among students in secondary schools. Meanwhile, the latest curriculum, which is labeled as 'curriculum *prototype*', learning is designed based on projects, where learners are supposed to be empowered by their main characters emphasizing global diversity, collaboration, critical thinking, autonomy, and spirituality. In addition, literacy

and numeracy become essential materials (Supangat, 2021). Project-based learning implies greater opportunities for learners to have more extensive reading as one of the ways in increasing learners' literacy. Some recent research findings even related extensive reading to technology, strategies, and motivation (Namaziandost, Nasri & Ziafar, 2019; Swart, Nielen & Sikkema-de Jong, 2022; Rohana, 2022). In the context of teaching English as a foreign language (TEFL), EFL Extensive Reading has been recognized well by the teachers for its advantageous function in the reading (Wulyani, Widiati & Khoiri, 2022; Umar, 2022; Savitri & Munir, 2022; Puripunyavanich, 2022). Hence, the EFL reading development and literacy have an endless need to enhance for the secondary school students to have more success in their further studies.

Especially in the context of the EFL environment, to have good reading development and literacy secondary school students have to gain more reading input-rich circumstances in which extensive reading activities are, among others, reasonably enacted to increase the students' reading attitudes and habits. More studies implied intensifying reading habits is needed to get better skills in the reading (Satriani, 2019; Erfanpour, 2013; Manan, 2017), the governments' educational agencies and school policymakers support extensive reading programs at schools (Firda et al., 2018), the more time allocations and uses of motivating activities to implement extensive reading programs (Endris, 2018), the positive responses toward extensive reading programs (Salameh, 2017).

Therefore, the importance of enhancing extensive reading for EFL learners has more arguable support from any experts as well. For instance, Uden (2013), argued there are several reasons why extensive reading fitted for the development of an individual's language, namely: 1) that extensive reading gives learners natural context exposures so that they can use further discursive language uses than only formal uses of language; 2) that extensive reading enables students to enrich vocabularies; 3) that in reading process learners find thousands of words and lexical pattern times which help master the language; 4) that extensive reading help learners read speedily and fluently consequently they can process the language automatically. According to Day and Bamford (2002), extensive reading has ten principle foundations, i.e., 1) the materials of reading should not be hard to understand (containing familiar words and grammar); 2) there are available various materials of wide-range topics that encourage students to read; 3) learners have the freedom to choose what they like to read; 4) learners should have many opportunities to achieve the benefits and to establish reading habits; 5) it is usually faster reading speed that the learners have since learners keep reading and make predictions to understand the readings in general; 6) the reading's purpose is for getting joy; 7) reading might be done individually, silently, and freely; 8) learners read to take their experiences and own rewards; 9) the teachers encourage and give the students confidence to achieve their higher levels; 10) the teacher plays a role as a model and motivators of learners. Moreover, extensive reading affects many skills, i.e., independent skills, speaking skills, reading interest, and good readers (Rasulmetova & Kamiljanova, 2022; Murad & Murad, 2022; Mardiyana *et al.*, 2021; Frachisca, 2022).

As extensive reading has gained scientific acknowledgment from many experts to help increase reading achievement, however, many studies posited the notion that it has been likely the reading attitudes that were claimed as the effect created after the extensive reading. Some studies revealed that because in extensive reading students can select their topics in reading and determine their achievement in reading, therefore extensive reading can increase students' positive attitudes. In addition, those positive attitudes are also proved by some findings which added suggestions that motivation for reading is increased when students get extensive reading due to the joy in the process of such reading (Grabe, 2009; Al-Homoud & Schmitt, 2009; Grabe & Stoller, 2013; Judge, 2011; Taboada et al., 2009). Recently, regarding the relationship between reading attitude, learners' extensive and their achievement in reading, more studies revealed similarly the same positive results. For instance, Yamashita's (2013) research findings on the topic of extensive reading' effects on reading attitude elements revealed positive effects. In the meantime, Safaia and Bulca (2013) mentioned the findings saying that learners' self-confidence was stronger in terms of internalizing their reading after getting an extensive reading. Furthermore, Şentürk's (2015) study found that male and female reading attitudes did not differ from each other, with an additional finding of the fact that high proficiency learners had a positive attitude toward reading. A more recent study, (Ningrum & Matondang, 2017) found that learners' motivation did not correlate to their reading achievement. Attitude is a psychological construct, hence reading attitude is the psychological construct that EFL learners use to approach the reading situation.

There are various reading materials used as the content of the extensive reading program, among others is a short story. A short story has been proved as one of the materials effective to use in the extensive reading programs. Previous studies implied this argument, such as Ikaningrum's (2020) study integrating technology with extensive reading found in technology use of reading, there were three variables concerning e-short story's simplicity and the use in reading. Moreover, both Ceylan (2016) and Hadiyanto (2019) mentioned the benefits of short stories used in extensive reading, i.e. that short story influences reading behavior and enables learners to think about the reasons for reading.

Teaching reading comprehension in secondary schools can be more unique compared to that at the university levels in the EFL learning context. Even though to some extent method of teaching EFL reading in secondary schools has been restricted to what was stipulated in the school syllabus which is in some countries very often subject to change in line with the dynamic change of the school curriculum; for as much as to when students are expected to pursue higher education after graduation, reading ability is still a promising skill to develop so that the students get more success in the future. Hence, the EFL reading development and literacy have an endless need to enhance for the secondary school students to have more success in their further studies. Especially in the context of the EFL environment, to have good reading development and literacy secondary school students have to gain more reading input-rich circumstances in which extensive reading activities are, among others, reasonably enacted to increase the

students' reading attitudes and habits. Several studies implied the need of intensifying reading habits to get better reading skills (Endris, 2018, Erfanpour, 2013; Firda et al., 2018; Manan, 2017; Satriani, 2019; Salameh, 2017). This is supported by strong arguments that learners' reading comprehension needs extensive efforts (i.e. extensive reading program) to increase (Day & Bamford, 2002; Uden, 2013). To be effective, an extensive reading program should not be part of reading attitudes, which have shown as one of the effective variables to increase reading habits (Al-Homoud & Schmitt, 2009; Grabe, 2009; Grabe & Stoller, 2013; Judge, 2011; Ningrum & Matondang, 2017; Safaeia & Bulca, 2013; Şentürk's, 2015; Taboada et al., 2009; Yamashita, 2013). Meanwhile, the extensive reading program can be enacted by giving the learners ample reading materials for self-learning, among others is a short story. In some studies, the short story has been claimed as effective to increase reading behavior hence reading habits (Ceylan, 2016; Ikaningrum, 2020; Hadiyanto, 2019). Even though extensive reading with various materials has been claimed effective in promoting reading attitudes, such studies rarely investigate domains of the attitudes separately.

This study intends to investigate the effect of short story extensive reading on the secondary school students' EFL reading attitudes in each domain, i.e. a) *comfort*, b) *intellectual value*, c) *practical value*, d) *anxiety*, and e) *linguistic value*. Specifically, the study proposes the following questions: 1) how are the five domains of reading attitudes {i.e. a) *comfort*, b) *intellectual value*, c) *practical value*, d) *anxiety* and e) *linguistic value*} of the 2nd graders of SMA Negeri 4 Samarinda before using extensive reading? 2) how are the five domains of reading attitudes of the 2nd graders of SMA Negeri 4 Samarinda after using extensive readings? and 3) is there any effect of extensive readings on the five domains of reading attitudes of the 2nd graders of SMA Negeri 4 Samarinda?

METHOD

Design

As it is shown in table 1, the study is an experimental study using a one-group pretest-treatment-posttest design. The sample was 35 students, who were taken randomly from 355 Students of twelve parallel classes in the 2nd graders of SMAN 4 Samarinda.

Table 1. Design of the study.

Pre-test	Independent Variable	Post-test
O	X	O
Reading attitude questionnaire	Short story extensive reading	Reading attitude questionnaire

Respondents

Respondents who participated in the study were the 2nd-grade students of SMA Negeri 4 Samarinda, Kalimantan Timur, Indonesia. The sample was 35 students, who were taken randomly from 355 Students of twelve parallel classes in the 2nd grade.

Data Collection

A questionnaire was used as the procedure of collecting data in the study, i.e. the questionnaire for reading attitudes. This questionnaire was used for pre-test and post-test as well.

The construct of the questionnaire

The researchers used a questionnaire as the instrument in this study. The questionnaire was used to obtain the data on the students' reading attitudes. The questionnaire was adapted from Yamashita (2013). There were five factors used as the indicators of reading attitude construct, namely: a) *comfort*, consisting of six items; b) *intellectual value*, containing five items; c) *practical value*, providing four items; d) *anxiety*, giving four items; and e) *linguistic value*, representing two items. The scoring item in the questionnaire was administered by using the Likert scale, in which 4 scales were implemented, i.e. 1) *strongly agree*, 2) *agree*, 3) *disagree*, and 4) *strongly disagree*. The total number of items in the questionnaire is 21 items. Hence, the grading of the questionnaire was that the lowest score was 21 and the highest score was 84. In addition, the grading per aspect was as follows: a) for the lowest score of *comfort* was 4 and the highest score was 24, b) for the lowest score of *intellectual value* was 4 and the highest score was 20, c) for the lowest score of *practical value* and *anxiety* was 4 and the highest score was 16, and d) for the lowest score of *linguistic value* was 4 and the highest score was 8.

Validity and Reliability of the Questionnaire

To find the validity of the questionnaire, researchers used Pearson's Product Moment Correlation, while for the reliability, Spearman-Brown split-half was used.

The procedure of treatment

In this study, the researchers followed treatment procedures by the Extensive Reading Foundation guide (Uden, 2013):

- a) The short story materials (several titles) were provided online and the students were given a link to choose some they were interested in.
 - Time of reading activity was 90 minutes for every meeting
 - The students read the short stories at home online
 - The students write the synopsis of the short stories and submitted online
- b) The class teacher was asking the students to choose one of the short stories that they were interested in.
- c) They read the chosen short stories silently without using the help of a dictionary, with no discussion with classmates, afterward, they have to close the stories and submitted online the materials to the class teacher.
- d) The class teacher was asking the students to write a synopsis of the short stories based on their understanding and submitted them to the class teacher.
- e) The class teacher was asking the students what they thought of the stories and how the reading was different from reading passages in their textbooks.

- f) The class teacher was explaining to the students the aim of the reading and that the reading was for enjoyment.

Data Analysis

To analyze the data, the researchers used descriptive statistics and a series of paired samples t-tests.

RESULTS AND DISCUSSION

Students' Reading Attitudes Before Being Given Extensive Reading

To measure the reading attitudes of the students before being given an extensive program, the researchers gave them a questionnaire asking about the aspects of comfort, intellectual value, practical value, anxiety, and linguistic value in their attitudes. The result of attitudes showed that the total mean score was 59.11. In detail, the mean scores of each aspect revealed that the mean score of comfort was 16.74, the intellectual value was 15.89, the practical value was 11.77, anxiety was 7.86, and the linguistic value was 6.86 (see figure 1).

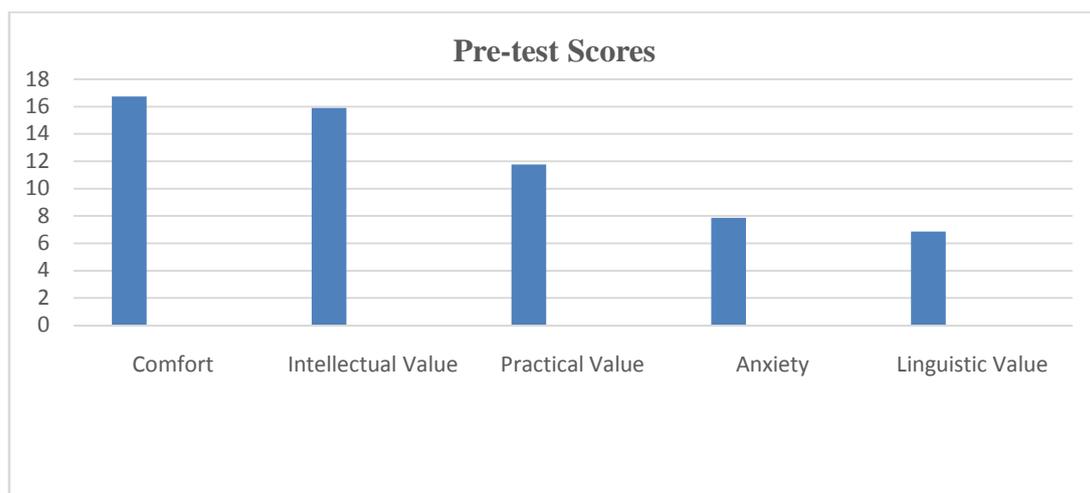


Figure 1. Mean scores of all aspects of attitudes before being given extensive reading.

Students' Reading Attitudes After Being Given Extensive Reading

To measure the reading attitudes of the students after being given an extensive program, the researchers gave them a questionnaire asking about the aspects of comfort, intellectual value, practical value, anxiety, and linguistic value in their attitudes. The result of students' attitudes showed that there is an increase in the total mean score which is 62.11. In detail, the mean score of each aspect of attitudes is that the mean score of the score of comfort was 18.37, the intellectual value was 15.97, the practical value was 11.83, anxiety was 9.57, and the linguistic value was 6.77 (see figure 2).

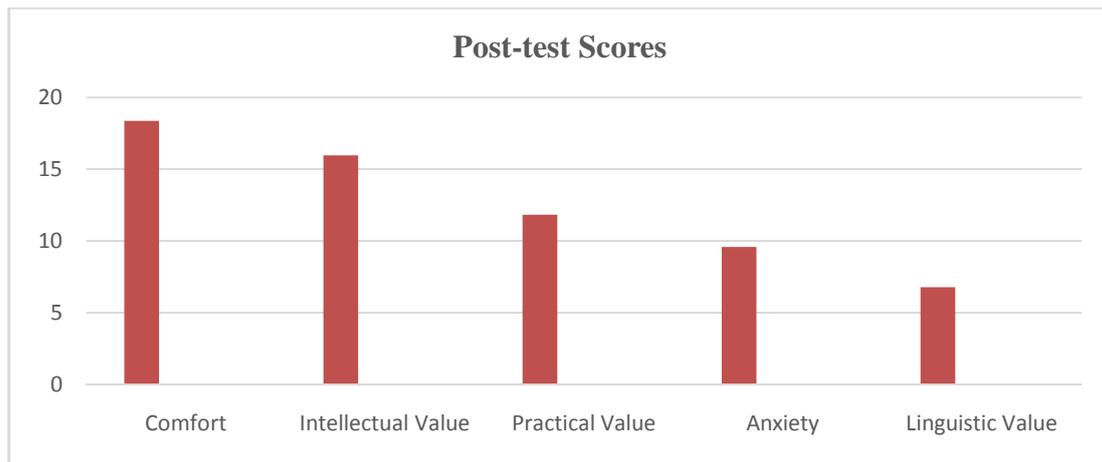


Figure 2. Mean scores of all aspects of attitudes after being given extensive reading.

The effect of Extensive Short Story-reading on EFL Reading Attitudes

To know the effect of short story extensive reading on EFL reading attitudes, researchers used paired sample t-test. It was used to see whether there is a significant difference between the students' reading attitudes before and after using short story extensive reading.

As shown in table 2 and table 3, the results showed that the students' reading attitudes before being given short story-extensive reading ($M = 59.11, SD = 5.471$) and the students' reading attitudes after being given short story-extensive reading ($M = 62.11, SD = 7.139$) differ significantly, $t(34) = -1.229, p = 0.003$.

Table 2. Mean scores of both overall attitude variables.

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	59.11	35	5.471	.925
Post-test	62.51	35	7.139	1.207

Table 3. Results of paired sample t-test for overall aspects of attitudes.

	Paired Differences				t	Df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pre-test – post-test	-3.400	6.321	1.068	-5.571	-1.229	-3.182	34	.003

The Analysis of Students' Attitudes from the Five aspects

Meanwhile, to know the effect of short story extensive-reading on the five aspects of EFL reading attitudes (comfort, intellectual value, practical value, anxiety, and, linguistic

value, researchers used a series of paired sample t-tests. Below is the results of each aspect.

Aspect of Comfort

As shown in table 4 and table 5, the comfort aspect in the students' reading attitudes before being given short story-extensive reading ($M = 16.74, SD = 2.356$) and the comfort aspect in the students' reading attitudes after being given short story-extensive reading ($M = 18.37, SD = 2.510$) differ significantly, $t(34) = -3.610, p = 0.001$.

Table 4. Mean scores of comfort aspect of attitudes.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before extensive reading	16.74	35	2.356	.398
	After extensive reading	18.37	35	2.510	.424

Table 5. The results of paired sample t-test for the comfort aspect of attitudes.

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Before extensive reading - After extensive reading	-1.629	2.669	.451	-2.545	-.712	-3.610	34	.001

As shown in table 6 and table 7, differently, the intellectual value aspect in the students' reading attitudes before being given short story-extensive reading ($M = 15.89, SD = 1.967$) and the intellectual value aspect in the students' reading attitudes after being given short story-extensive reading ($M = 15.97, SD = 2.036$) did not differ significantly, $t(34) = -0.269, p = 0.789$.

Table 6. Mean scores of both intellectual value aspects of attitudes.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before extensive reading	15.89	35	1.967	.332
	After extensive reading	15.97	35	2.036	.344

Table 7. The results of paired samples t-test for intellectual value aspects of attitudes.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Before extensive reading – After extensive reading	-.086	1.884	.319	-.733	.562	-.269	34	.789

The aspect of Practical Value

In regard with the practical value aspect, the result show before being given short story-extensive reading ($M = 11.77, SD = 2.001$) and the result after being given short story-extensive reading ($M = 11.83, SD = 2.036$) did not differ significantly, $t(34) = -0.179, p = 0.859$ (see table 8 and table 9).

Table 8. Mean scores of both practical value aspects of attitudes.

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Before extensive reading	11.77	35	2.001	.338
After extensive reading	11.83	35	2.036	.344

Table 9. The results of paired samples t-test for practical value aspects of attitudes.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Before extensive reading - After extensive reading	-.057	1.893	.320	-.708	.593	-.179	34	.859

The aspect of Anxiety

As shown in table 10 and table 11, the anxiety aspect in the students' reading attitudes before being given short story-extensive reading ($M = 7.86, SD = 1.648$) and the

anxiety aspect in the students' reading attitudes after being given short story-extensive reading ($M = 9.57, SD = 2.330$) differ significantly, $t(34) = -3.762, p = 0.001$.

Table 10. Mean scores of both anxiety aspects of attitudes.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before extensive reading	7.86	35	1.648	.278
	After extensive reading	9.57	35	2.330	.394

Table 11. The results of paired samples t-test for anxiety value aspects of attitudes.

	Paired Differences					t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Before extensive reading - After extensive reading	-1.714	2.696	.456	-2.640	-.788	-3.762	34	.001

The aspect of Linguistic Value

As shown in table 12 and table 13, the linguistic value aspect in the students' reading attitudes before being given short story-extensive reading ($M = 6.86, SD = .944$) and the intellectual value aspect in the students' reading attitudes after being given short story-extensive reading ($M = 6.77, SD = 1.031$) differ significantly, $t(34) = 0.463, p = 0.646$.

Table 12. Mean scores of both linguistic value aspects of attitudes.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before extensive reading	6.86	35	.944	.160
	After extensive reading	6.77	35	1.031	.174

Table 13. The results of paired samples t-test for anxiety value aspects of attitudes.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Before extensive reading - After extensive reading	.086	1.095	.185	-.290	.462	.463	34	.646

DISCUSSION

The result showed that overall aspects of reading attitudes of the EFL secondary school students before they were given short story-extensive readings ($M = 59.11$, $SD = 5.471$) and those after they were given short story-extensive readings ($M = 62.11$, $SD = 7.139$) differ significantly, $t(34) = -1.229$, $p = 0.003$. This means that there is a significant effect of the short story-extensive readings on the reading attitudes of the EFL secondary school students. However, when the variable of reading attitude is broken down into five aspects as separated variables, i.e. comfort, intellectual value, practical value, anxiety, and linguistic variables, the series of t-tests identified significant differences between pre-test and post-test only for three variables, i.e. comfort, anxiety, and linguistic value; in the meantime, the other two variables, i.e. intellectual value and practical value, revealed no significant difference between the result of pre-test and post-test. Discussing the current result, it is more likely that this study posited two notions.

Firstly, on the one hand, the result of the study drew an implication that short story-extensive reading increased students' feeling of comfort, reduced anxiety toward EFL readings, and enhanced students' optimism to obtain more developing ability in reading. Some previous findings did prove such notion, as it has been concluded by more studies that learner's attitudes did advise to be related to extensive reading empirically, which suggested extensive reading, in general, was driving feelings of joy hence improves motivation to read (Al-Homoud & Schmitt, 2009; Grabe, 2009; Grabe & Stoller, 2013; Judge, 2011; Taboada et al., 2009). More specifically, Yamashita (2013), the study whose instrument the current study used, found that the topic of extensive reading' effects on reading attitude's elements revealed positive effects. In the meantime, Safaeia and Bulca (2013) mentioned the findings saying that learners' self-confidence was stronger in terms of internalizing their reading after getting an extensive reading. Furthermore, Şentürk's, (2015) study found that there was no difference between male and female reading attitudes, with an additional finding of the fact that high proficiency learners had a positive attitude towards reading. In amore recent study, Ningrum and Matondang

(2017) found that learners' motivation did not correlate to their reading achievement. In a nutshell, three variables analyzed in the current study confirmed the findings of the previous research.

Secondly, however, on the other hand, for the results of the other two variables, i.e. intellectual value and practical value, the current study revealed there was no significant difference between the result of the pre-test and post-test. This implies that after getting the short story-extensive reading, learners cannot maximize their transactional functions in reading and their feeling to get more advantages of reading for a future career. This notion is in line with the finding of Gladsjo et al., (1999). This study explored the degree to which oral reading scores on the American National Adult Reading Test (ANART) could more accurately predict a person's test performance relative to other demographically similar individuals. One of the findings revealed that the ANART score did not significantly improve the estimation of Performance IQ, Average Impairment Rating, or Memory score. To wrap up, the two other aspects of reading attitudes analyzed in the current study revealed different findings, in many cases, it was confirmed by others even only a few.

Finally, even though learners' reading attitudes were claimed different significantly after they got the extensive reading materials, not all aspects of reading attitudes can be used as factors influenced by an extensive reading program.

CONCLUSION

The current research posited several conclusions. Firstly, overall aspects, the short story-extensive reading gives an effect on the EFL secondary school students' reading attitudes, $t(34) = -1.229$, $p = 0.003$. Secondly, in detail per an aspect of attitude, the short story-extensive reading gave an effect on the comfort aspect in the students' reading attitudes, $t(34) = -3.610$, $p = 0.001$, the linguistic value aspect, $t(34) = 0.463$, $p = 0.646$, and the anxiety aspect, $t(34) = -3.762$, $p = 0.001$; In the meantime, the short story-extensive reading did not give an effect on the intellectual value aspect in the students' reading attitudes, $t(34) = -0.269$, $p = 0.789$ and the practical value aspect, $t(34) = -0.179$, $p = 0.859$. This study implies that such reading materials can be used by secondary school EFL teachers to give more reading input-rich circumstances, which finally become an enhancement of their reading attitudes. Reading short stories brings about the students into a relaxed circumstance from which EFL secondary school students can browse ideas freely and excitingly.

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