The Use of Reader's Theatre in Extensive Reading to Enhance Thai Students' Reading Motivation

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Abstract

This study aimed to investigate the effect of using Reader's Theatre (RT) in Extensive Reading (ER) to enhance reading motivation of Thai students. The participants of this study were 38 first-year students in a six-week intensive English language program from a university in Thailand. The Reader's Theatre in Extensive Reading (RTER) treatment was conducted as an out-of-class activity for six weeks. In each week, each participant was required to read at least two RT scripts, perform RT as a follow-up activity, record each performance, and submit the video files of the performance to the teacher. RT performance was also conducted as a group in the class once a week. The research instruments were Pre- and Post- reading motivation questionnaires and a semi-structured interview. The results suggest that students report their reading motivation has increased in different aspects including self-efficacy, intrinsic motivation in terms of realizing the importance of reading and an increased interest in reading, and extrinsic motivation in terms of gaining recognition for their reading. From the results, the RT script is suggested as an alternative reading material as it offers several merits including being an achievable goal for students, easily catching students' attention, giving students a chance to explore more texts, and being compatible with RT. Moreover, performing and recording RT can enhance students' reading motivation on the aspects of awareness of their own performance and progress as students can observe their strengths and weaknesses each time they perform RT. Thus, using RTER can be an interesting activity that would enhance students' reading motivation.

Keywords: extensive reading, reader's theatre, reading motivation, read aloud

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลของการใช้ รีดเดอร์ส เธียเตอร์ (Reader's Theatre--RT) ใน กิจกรรมการอ่านแบบกว้างขวาง (ER) ที่มีต่อแรงจูงใจในการอ่านของนักศึกษาไทย กลุ่มตัวอย่างเป็น นักศึกษาผู้เรียนวิชาภาษาอังกฤษหลักสูตรเร่งรัด ณ มหาวิทยาลัยแม่ฟ้าหลวง จังหวัดเชียงราย จำนวน 38 คน โดยมีระยะเวลาในการดำเนินการวิจัย 6 สัปดาห์ ในแต่ละสัปดาห์ผู้เรียนที่เป็นกลุ่มตัวอย่างแต่ละ

คนต้องอ่านบทละครRTอย่างน้อยสองเรื่อง หลังจากนั้นจึงทำการแสดงละคร (RT) จากบทละครที่อ่าน และบันทึกวีดีโอการแสดงเพื่อส่งให้ผู้วิจัย นอกจากนี้ผู้เรียนจะต้องแสดง RT เป็นกิจกรรมในห้องเรียน ร่วมกับเพื่อนเป็นกลุ่ม 1 ครั้งต่อสัปดาห์ เครื่องมือที่ใช้ในการเก็บข้อมูลวิจัยคือ แบบประเมินแรงจูงใจใน การอ่านและการสัมภาษณ์ แบบกึ่งโครงสร้าง ผลการวิจัยแสดงให้เห็นว่าหลังจากเข้าร่วมกิจกรรม แรงจูงใจ ในการอ่านของกลุ่มตัวอย่างเพิ่มขึ้นในหลายด้านได้แก่ ด้านการรับรู้ความสามารถของตัวเอง ด้านแรงจูงใจ ภายในในแง่การตระหนักรู้ความสำคัญของการอ่านและความสนใจในการอ่าน รวมถึงด้านแรงจูงใจภายนอก ได้แก่การได้รับความสนใจด้านการอ่านจากผู้อื่น ผลการศึกษานำไปสู่ข้อเสนอแนะในการใช้บทละคร RT เป็นสื่อการอ่านอย่างกว้างขวาง เนื่องจากเป็นสื่อที่มีความยาวและระดับความยากของภาษาที่เหมาะสม ทำให้นักศึกษาสามารถอ่านได้สำเร็จและสามารถดึงดูดความสนใจของนักศึกษา นอกจากนั้นยังช่วยให้ นักศึกษาได้มีโอกาสอ่านอย่างกว้างขวางมากขึ้น และบทละครสามารถนำไปใช้กับกิจกรรม RT ได้ ทั้งนี้ การที่ผู้เรียนแสดง RTและบันทึกวีดีโอในขณะแสดงยังเสริมแรงจูงใจของผู้เรียนในด้านการตระหนักรู้ ความสามารถและความก้าวหน้าด้านการอ่านของผู้เรียน ดังนั้นการใช้ RTER จึงเป็นกิจกรรมที่สามารถ นำไปใช้เพื่อเสริมแรงจูงใจในการอ่านของผู้เรียนได้อย่างมีนัยสำคัญทางสถิติ

คำสำคัญ : การอ่านอย่างกว้างขวาง (Extensive Reading) กิจกรรมรีดเดอร์ส เธียเตอร์ (Reader's Theatre) แรงจูงใจในการอ่าน/การอ่านออกเสียง

Introduction

Research concerning reading behavior conducted in Thailand reveals that Thai students lack motivation to read in L2 and they simply spend less time reading (Tamrackitkun, 2010; Daita, 2012; Rungrojsuwan, 2013; Sangyoo, 2013). This observation helps to explain the low English-reading proficiency of Thai students, since it is assumed that the first step to develop reading skills occurs only when one is willing to read enough to meet one's needs. To enhance students' L2 reading motivation, key scholars have suggested that students have to be exposed to a number of texts for their pleasure because it can build positive reading attitudes. These attitude changes are then related to achievement in reading, as well as the strengthening of students' self-confidence as a reader (Clark & Rumbold, 2006; Day & Bamford, 2002; Krashen, 2007). On this point, Extensive Reading (ER) has been promoted as an activity that can increase reading motivation in a second language as its aim is to provide an opportunity for students to read a number of texts for their pleasure.

Extensive Reading and Reading for Pleasure

Generally, extensive reading is known as an approach that allows students to read for pleasure as much as possible. Day and Bamford (2002) found 10 principles of ER covering the criteria to choose reading materials, the processes in reading, and the role of teachers. In sum, the 10 principles espouse that the reading materials should be easy and varied, which could enable learners to choose what they are interested in reading. However, they should be encouraged to read as often as possible. With increased instances of reading, the learner would be able to increase rather than decrease their speed of reading. In addition, the process of reading is usually undertaken individually and silently although it is the responsibility of the teachers to guide and serve as good role models by being good readers. Furthermore, tests based on what is read are not necessary as ultimately the purpose of reading is for pleasure, information gathering, and general understanding of the contents presented in texts.

In terms of reading motivation, several studies both in Thai and other international contexts revealed that extensive reading has a positive impact on reading motivation as it motivates students to read for their pleasure (Elley & Manghubhai, 1981; Krashen, 1982; Mason & Krashen, 1997; Puangmaliwan, 2005; Tamrackitkun, 2010; Uraiman, 2011; Larson, 2013). Day and Bamford (2002) explained that reading texts within the students' reading competence in the foreign language can build the students' confidence and involve students in enjoyable reading experiences, which are different from the typical reading practices currently applied in a language class.

Traditional Extensive Reading

In traditional ER programs, a graded reader is usually used as the main material and the program chiefly relies on common follow-up activities such as writing a short summary, discussing with classmates, and other relevant activities. However, previous studies have found some drawbacks with using graded readers and relying only on common ER activities. These drawbacks are elaborated below.

A. Graded reader is a burden

Using a graded reader can be a burden that blocks students from being exposed to a number of texts and decreases students' motivation to read, especially those students who are poor readers. The reason is that, in the context where English is used as a foreign language, it could take students considerable time to finish reading a graded reader, for example, approximately one or two weeks per book in Thai

contexts (Puangmaliwan 2005; Tamrackitkun, 2010; Uraiman, 2011). If students cannot finish reading or if they spend too much time reading one book, it will not be possible for them to read extensively. Moreover, they will tend to find reading a burdensome activity and become demotivated.

b. Uninteresting follow-up activity

Second, relying only on common follow-up activities such as writing a summary, testing comprehension, discussing, and giving a presentation, may fail to motivate students to read nor can it help monitor students' work. The common follow-up activities are activities commonly used in ER class to assess ER achievement. In a Thai context, several ER programs often required students to write a summary of what students read in the form of a reading journal (Channuan & Wasanasomsithi, 2012; Puangmaliwan, 2005; Tamrackitkun, 2010; Uraiman, 2011; Wisaijorn, 2017) while other ER practitioners claim that these types of activity are de-motivating (Day, 2004; Lida & Smith, 2001). Day (2004) strongly stated that writing book reports are perceived by students as uninteresting and boring. He also suggested teachers to avoid asking students comprehension questions because it is an activity that requires students to remember information from their reading which can reduce enjoyment in reading.

RTER to enhance students' motivation

In order to use ER to improve student's reading motivation more effectively, it is necessary to find both reading materials and an activity that can fulfill the gaps, which were mentioned above. Lev Vygotsky introduced the concept of a zone of proximal development (ZPD) as the range between what learners can achieve without assistance and what they can achieve with guidance. To move students to the ZPD, Wood, Bruner, and Ross (1978) claimed that teachers should provide appropriate assistance, which is called "scaffolding," to help students achieve the tasks that would have been too difficult to accomplish alone. Even though ER in general is designed as independent learning, it does not mean that students will be striving on their own. Teacher's assistance and support are needed to help them achieve their goals.

In enhancing a learner's reading competence, an effective scaffold requires teachers to prepare pre-reading, while-reading, and post-reading activities. In this study, Reader's Theatre (RT) scripts were introduced as reading materials instead of graded readers and the   follow-up activity would be a RT performance. Both RT scripts and performances were scaffolded to assure students' pleasure in the ER process and to help enhance student's reading motivation.

A. Reader's Theatre (RT) Scripts

RT scripts have been used in reading classes to promote RT activities. The RT script is adapted from a variety of stories and uses dialogs to tell the story (Walker, 1996). The major differences between the script and a graded reader are that the scripts are shorter (often from 1 to 5 pages), and the story is narrated through dialog which allows readers to perform with various expressions based on the characters.

B. Reader's Theatre (RT) performance

RT is an oral reading process that requires participants to read texts out loud using facial expressions and gestures if needed. In the L1 classroom, it has been widely used with young students as an entertaining activity (Leong, 2010). In a usual RT program, teachers will collect scripts and ask students to choose the script. Then students will read their lines and analyze the meaning of the text. After this, they rehearse in a group, and the teachers may give feedback to students about their pronunciation or other problems. Then, students are asked to perform reading aloud with their group in front of the class. There is no need for props, costumes, or a stage.

The potential advantages of using RT scripts and RT performance in ER were expected to affect three constructs of reading motivation in this study including self-efficacy, intrinsic motivation, and extrinsic motivation. The advantages of the RTER treatment and the concepts of reading motivations in this study are discussed in the following paragraphs.

Reading Motivation Constructs

In this study, self-efficacy belief and the insights of self-determination theory are the central constructs that have a potential to enhance student's reading motivation.

A. Self–efficacy belief

Self-efficacy, according to Bandura (1994), is generally defined as the belief in one's capabilities to achieve a goal. Henk and Melnick (1995) classified four components that reinforce self-efficacy including: (1) performance and progress, which refers to students' consideration of their success, failure, and progress in doing the task; (2) observational comparison which means students compare their ability in doing tasks with peers; (3) social feedback, where students notice the feedback given by teachers and classmates both in a direct or indirect way; and (4) the physiological

state in which students notice their feelings during task performance. A positive mood can boost one's beliefs in self-efficacy, while anxiety can undermine it.

In order to motivate students to read in the L2, it is necessary to provide an opportunity for them to gain success in reading, see their progress, receive feedback from peers and teachers, compare their ability with their peers, and notice their physiological state when reading. RT scripts can contribute to the enhancement of the ER program and students' reading motivation as a self-efficacy booster. A short script promotes self-efficacy better than a long text, as is the case with a graded reader. One of the most effective ways for teachers to enhance students' self-efficacy is by helping them set short-term goals that they believe they can succeed in (Bandura, 1994; Scott, 1996; McCabe & Margolis, 2001). Using short texts encourages students and helps them understand that completing the assigned reading is not a difficult goal. Giving students a sense of self-efficacy toward reading is the first door that could motivate them to engage in ER. Moreover, as the scripts are short, the students have a higher chance of reading extensively and building up their confidence.

Furthermore, in case students record their performance, they can see their development which can boost their self-efficacy and later motivate them to continue reading. The teachers can also give students feedback to motivate them to improve their performance as well as monitor problems in the reading ability of each student. On the other hand, if teachers only ask students to do silent reading outside the class, it is difficult for teachers to monitor problems or observe progress in students' reading. Thus, using both RT scripts and RT performance in ER can be an alternative method to boost self-efficacy, which is a foundational construct of reading motivation.

B. Self-determination theory

Self-determination theory distinguishes motivation into two main types, intrinsic and extrinsic motivation. Intrinsic motivation generally refers to the motivation to engage in an activity for one's own sake in order to experience pleasure and satisfaction. Extrinsic motivation, on the other hand, refers to the motivation to engage in an activity in order to receive a reward or to avoid punishment outside the activity itself. In a similar fashion, Wigfield and Guthrie (1995) developed seven dimensions based on intrinsic and extrinsic motivations to assess aspects of both types of motivation. The intrinsic dimensions that were used in the framework of this study were importance of reading and reading involvement. First, the importance of reading refers to the value placed on different tasks and activities. The components of value are defined as the interest value (how much the individual likes an activity), attainment value (the importance of the activity), and utility value (the usefulness of an activity). Second, reading involvement is defined as the enjoyment of experiencing different kinds of texts. The extrinsic dimension used in this study refers to recognition in reading, which is the gratification in receiving a tangible form of

recognition for success in reading. The recognition can come from parents, friends, classmates, teachers, or others.

Using RT scripts can increase students' intrinsic motivation by providing a chance to be exposed to a number of texts from which they can acquire new knowledge. Performing RT also gives students a chance to be recognized by teachers and friends which can increase their extrinsic motivation to read. Furthermore, when students have to use their background experience to interpret the expression of the characters, it can result in unique performances. The interaction between students and the text gives them a memorable reading experience and enjoyment that motivates them to read (Mckay, 2008).

While there is plenty of evidence that supports how ER and RT can potentially improve students' reading motivation in various aspects, the aim of this study was to utilize RT in an extensive reading program to enhance student's motivation to read.

Research Methodology

This study was quasi-experimental research, adopting a single group pretest-posttest design. The RTER was an add-on to in-class activities aimed at students enrolled in a 6-week Intensive English program provided annually to freshmen at the Thai university under study. The participants were an intact group of 38 non-English major students, whose scores in Ordinary National Education Test (O-NET) were below 40 points, and required by this university to enroll in the Intensive English Program during the academic year 2016.

The study employed a mixed-method, comprised of both quantitative and qualitative data collection. A reading motivation questionnaire and an interview were used as research instruments.

Research Instruments
A. A Reading Motivational Questionnaire (RMQ)

The quantitative data was collected by using a Reading Motivation Questionnaire (RMQ), employed to investigate the impact of the RTER treatment on students' reading motivation before and after the treatment. The questionnaire was adapted from Motivation for Reading Questionnaire (MRQ) (Wigfield & Guthrie, 1997), and a Reader Perception Scale (Melnick, Henk, & Marinak, 2009). It consisted of three constructs including reading self-efficacy, intrinsic motivation, and extrinsic motivation. There were altogether 24 items, all of which used a 4-point Likert scale. To achieve validity, the questionnaires were written in Thai which was the first

language of the respondents. All the 38 participants responded both before and after the RTER implementation.

B. A Semi-Structured Interview

The qualitative data was gathered from interviews conducted after the treatment. The semi-structured interview sought to elicit in-depth data about the effect of the treatment on participant's reading motivation. Ten participants were purposively selected to be interviewed individually at the end of the treatment. They were chosen based on their pre-reading comprehension test scores, which categorized the students into able, average, and poor readers. The range of scores was interpreted as 0-13 (poor readers); 14-21 (average readers); and 22-30 (able readers). The ten interview participants consisted of three able readers, three average readers, and four poor readers. The 15-mintue interview was conducted in Thai and a voice-recorder was used to record responses.

RT Instructional materials
A.Reader's Theatre Performance

Normally, RT is used as a group activity; however, the participants in this study were asked to perform RT individually 12 times so they could have prolonged reading practice with the scripts. Each script was approximately one to three pages long, giving each student a chance to read extensively a large number of scripts.

The researcher also provided an opportunity for the students to perform group RT in class. This promoted collaborative learning and observational learning as they can observe and compare their performance with other students, which can in turn help them overcome their weak points and learn from other students.

Doing individual tasks outside the class and having a group activity in class were also used with the intention of reducing student's stress and nervousness. According to the filter hypothesis, a learner can learn better when they are in an atmosphere that is not too stressful for them. Thus, the modified RT in this study sought to provide that atmosphere for students, especially those who lack confidence.

B. RT scripts

A total of 42 RT scripts were used in this study, obtained from the websites www.aaronshep.com and www.thebestclass.org. Out of the total, 36 scripts were used for individual reading, and six scripts were used for group reading. The scripts were selected based on Day and Bamford's (2002) ER principles which were:
(1) The script must be easy. The readability of the scripts used in this study was measured using Flesch-Kincaid Reading Ease. The Flesch-Kincaid Reading Ease is one of the tests in the Flesch-Kincaid reading ability tests, which are used to indicate how difficult a text in English is to comprehend. According to McClure

(1987), the Flesch Reading-Ease test statistically calculates the readability of texts on a scale that ranges between 0-100. The higher score means that texts are easier to read; on other hand, the lower score indicates texts that are complicated to understand. The readability information of all of the selected scripts was obtained from Microsoft Word 2013. The results showed that all selected scripts had a readability measurement between 70-100 according to Flesch Reading Ease test. Then, the scripts were divided into three difficulty levels based on Flesch Reading Ease including: (1) very easy to read, (2) easy to read, (3) and fairly easy to read as shown in Table 1. For individual reading, there were 13 scripts at the very easy level, 13 scripts at the easy level, and 10 at the fairly easy level. All six scripts for group reading were at the easy level.

Table 1 Flesch Reading Ease

Score	Number of Reading scripts	Notes
100.00-90.00	13	Very easy to read. Easily understood by an average 11-year-old student.
90.0–80.0	19 (13 Individual reading and 6 group reading)	Easy to read. Conversational English for consumers.
80.0–70.0	10	Fairly easy to read.

(2) It must be short. In this study, the word count of each script for individual reading was between 200-800 words and ones for group reading activities were longer, approximately 1,200 words. The scripts for group reading were longer because it could contribute an appropriate number of lines for each student to read.

(3) The script must have various themes. Therefore, in this study, the students read scripts of various genres and topics, for example, humor, fantasy, and retold tales.

Procedure of Readers' Theatre in Extensive Reading (RTER)

The six-week RTER treatment can be divided into three phases: pre-reading, during-reading, and post-reading.

The pre-reading phase focused on preparing reading materials and organizing the RTER activity. There were 36 scripts used for individual reading, and six scripts used for group reading. These scripts were not too difficult for students to read independently as their Reading Ease scores were between 70-100, regarded as easy levels for L2 students. The length of the texts were short which could reassure the students that they could complete the assigned reading. These scripts were chosen

based on the five most popular genres available through graded readers. Moreover, the RT scripts were simplified to make it easier for students to read and were classified into three levels to suit the student's reading proficiency. The teacher also translated the titles into Thai to persuade students to read. Finally, a Facebook group was created and used as a platform to upload scripts for the students. In this way, it was easy for students to access the reading materials.

For the during-reading phase, in each week, the teacher uploaded seven scripts for students and two scripts from seven were chosen by the teacher to use for assigned individual reading on Mondays and Fridays. As the teacher would like to challenge students in each week's reading, the difficulty of the provided scripts was elevated. The very easy scripts were used as assigned individual reading in the first two weeks. The easy level scripts were chosen in the 3rd and 4th weeks, and the fairly easy scripts were used in the last two weeks. Each week, the students were reading two scripts. One was assigned on Monday, after which they had to perform, videotape their performance and submit it on Tuesday. The other script reading was on Friday, during which they underwent the same procedure and submitted their recorded performance on Sunday of the same week. The teacher allowed students to read with their peers and encouraged them to use a dictionary, as needed, when they practiced before performing RT. The videos were uploaded in each student's private Facebook page with a private status meaning they could be watched only by the teacher and the students who uploaded the videos. This was done so the students could feel secure and less pressured. In addition, the students were allowed to read more scripts as extra reading with no need to perform RT.

Apart from assigned individual reading twice a week, students were requested to perform RT in class as a group every Wednesday for six weeks. For group RT, students were divided into six groups of at least six members, and the teacher prepared six scripts for RT groups. Each of the scripts was rotated to every group and each group would read, practice, and perform in front of the class.

After individual reading, each student performed RT and submitted the video files via their Facebook pages. The teacher then gave direct feedback regarding students' performance via Facebook, and gave feedback using the RT rubrics in the following class. The teacher also asked students to share their reading problems with the teacher in class. For the group activity, the teacher gave feedback regarding the groups' performance in classes after students performed.

At the end of the six-week treatment, students were expected to have read at least 12 scripts individually as well as perform RT on their own 12 times during six weeks. They were expected to perform RT in groups 6 times.

Table 2 Teacher and participating students' roles

Days	Teacher's roles	Students' roles
Monday	1) Provided seven scripts for students to read individually each week. 2) Chose one script for students to read and perform RT after Monday class. - Each week, scripts were divided into three levels; very easy (3 scripts), easy (2 scripts), and fairly easy (2 scripts).	Were asked to read a chosen first script outside the class.
Tuesday	1) Used RT rubric to check students' performance and give rubric sheet to students in following class. 2) Gave direct feedback regarding performance in each student's Facebook page.	*Outside class-* Performed RT individually, recorded a video performance, and sent it to teacher via Facebook pages before 6 p.m.
Wednesday	Provided scripts for students to perform in a group.	*Inside class-* Practiced and performed RT in a group.
Friday	Provided a second chosen script for students to read and perform RT individually after Friday class.	Read the second assigned script and practiced outside the class.
Sunday	1) Used RT rubric to check students' performance and give rubric sheet to students in next class. 2) Gave direct feedback regarding students' performance in each student's Facebook page.	Submitted video file of the individual RT performance via their Facebook pages before 1 p.m. on Sunday.

Results

An increase in overall reading motivation after RTER

The result was determined from the Mean scores obtained from the pre- and post- reading motivation questionnaires analyzed using a paired samples t-test, and then compared to find the difference before and after the treatment. The improvement is shown in Table 3

Table 3.   Students' Overall Reading Motivation before and after the RTER
Implementation

Reading motivation questionnaire	N	Mean	Std. Deviation	T value	Sig. (2-tailed)
Pre-RT	38	2.90	.318		
				13.968	0.000*
Post-RT	38	3.41	.231		

From Table 3, the mean score obtained from pre- and post-reading motivation questionnaires were 2.90 (SD = .318) and 3.41 (SD = .231). The result revealed that students reported, through the questionnaire, that their motivation was significantly higher after participating in the six-week RT.

An increase in the four sub-categories of reading motivation after RTER

With respect to the four sub-categories of motivation, the pre-and post-questionnaires indicate that students reported, through the questionnaire, that they have made a significant improvement in each sub-category of their motivation after the treatment. The change in each category is presented in Table 4.

Table 4 Student's Reading Motivation Questionnaires in Different
Categories

Category of reading motivation	N	Pre-RT		Post-RT		T value	Sig
		Mean	SD	Mean	SD		
Self-efficacy	38	2.60	.473	3.34	.269	-13.837	.000
Intrinsic: Importance of reading	38	3.25	.414	3.50	.305	-3.855	.000
Intrinsic: Reading involvement	38	2.82	.585	3.38	.300	-6.847	.000
Extrinsic: Recognition in reading	38	2.94	.431	3.43	.308	-8.598	.000
Overall	38	2.90	.318	3.41	.231	13.968	.000

As shown in Table 4, the overall means from reading motivation questionnaire was classified into four categories. The result shows that the post-test score was significantly higher than pretest score in every aspect. In terms of self-efficacy, the means of pre- and post-RTER as obtained from RMQ questionnaire were 2.60 (SD=.473) and 3.34 (SD= .269). Concerning the intrinsic motivation regarding the importance of reading, the mean score from the pre-RTER category was 3.25

(SD=.414) and the post-RMQ was 3.50 (SD=.305) (P < 0.05). Regarding the reading involvement, the pre- and post-scores were 2.82 (SD=.585) and 3.38 (SD=.300) respectively. Finally, the mean scores from the pre- and post-RMQ on the aspect of extrinsic motivation: recognition in reading value were 2.94 (SD=.431) and 3.43 (SD=.308) respectively.

In sum, the overall results indicate, through the questionnaire, that students' reading motivation after participating in RTER was higher than before participating in RT in all categories. This means that there is evidence that RTER can promote reading motivation on the aspects of self-efficacy, intrinsic motivation in terms of realizing importance of reading and interest in reading, and extrinsic motivation in terms of gaining recognition in reading.

The data from the interviews were related to the evidence in the questionnaires of an increase of reading motivation based on: (1) self-efficacy, (2) intrinsic motivation, importance of reading, (3) interest in reading, and (4) extrinsic motivation: recognition in reading.

An Increase in self-efficacy

Students reported that reading a short script is an achievable goal for them. They reported that they felt proud of themselves when they finished reading each story. Moreover, they could see their progress each time that they performed RT and recorded a video file. The student participants unanimously stated that they have more confidence in reading following the six-week treatment. An example is given below.

(S2) I feel so good when I finished reading each story although the scripts that I read are short, only 1-2 pages. I feel proud of myself because I don't like English but I can finish reading and understand the texts that I read. The more I read, the more I have confidence in myself.

A Realization of the importance of reading (intrinsic motivation)

Students reported they have learned new knowledge from the stories that they read and some students said they could apply this knowledge to their daily life. All of them also claimed that reading English is important because it helps them improve their English skills as well as open their world view. For example, one student who had a part-time job selling handmade soap said:

(S5) I have learned a lot of new knowledge and I think I can use it in real life. For example, I read the story "a dozen is 13". After I read this story, I made a promotion for my soaps (buy one dozen get 13 pieces). I think reading is useful because you can use the knowledge from what you read and use it in real life.

An Increase in Interest in reading (intrinsic motivation)

Students reported that reading a short script with an interesting plot is enjoyable. They can read it in their free time. They also pointed out that performing RT gives a unique reading experience as each student has a different way to tell the story.

(S1) I hate reading a long text because it is boring, but a short script is funny. It's like reading a cartoon. I can read it when I am in toilet, waiting for a Campus Shuttle, or waiting for class. The story is short, easy, and has twisted plot. That's why it is fun and can catch my attention.

Recognition in reading development from teacher and friends (Extrinsic motivation)

Students reported that receiving specific feedback from the teacher is rewarding for them. It motivates them to perform better each time. Some students also said that the compliments they received from their friends motivated them to do better.

(S3) I feel proud of myself when my friends and my teacher give me positive feedback. For the negative feedback, I think that it is good because I can use it to improve myself.

(S7) I like when the teacher gives me a quick feedback on Facebook. When I got feedback, I want to do it again. Sometimes I redid my reading and resent it to teacher

In sum, the overall results of interviews indicate that after participating in RTER, students reported that their reading motivation was higher than before participating in RTER in all categories. It can be inferred that RTER can boost the students' confidence, attract their interest in reading, make them value the importance of reading and maintain their persistence through reflective feedback from teacher and peers.

Discussion

After participating in RTER treatment, students reported, through the questionnaire, that their motivation had increased significantly. This suggests that students' positive perception toward reading increased in all four sub-categories of reading motivation. The findings correlated with the previous studies which reported that ER has positive effects toward students' reading motivation (Tamrackitkun, 2010; Uraiman, 2011;

Larson, 2013). The result of this study is also in line with some previous studies, which reported that students have a more positive attitude toward reading in L2 after participating in RT activity (Ch'ng, 2015; Keehn, 2003; Martinez, Roser & Strecker, 1998; Millin & Rinehart, 1999; Peng, 2009). The improvement of reading motivation can be the result of the effect of RT in ER that enhanced the constructs of reading motivation. The possible reason can be discussed under four categories:

1. Increase of self-efficacy
2. Recognition in reading from teacher and friends
3. Involvement in enjoyable reading experiences
4. Realization of the importance of reading

Increase of self-efficacy

First, the explanation of reported improvements in reading motivation can be related to the increase of self-efficacy, which is discussed under the following categories.

A. Characteristics of scripts (achievable goal)

The scripts used in this study met three criteria in that they were short, easy, and varied. The length of the scripts was between 200-800 words with readability between 70-100 according to the Flesch Reading Ease scores, and had various themes. From the interview, students reported that they felt proud of themselves when they finished reading each script. Because the scripts were short and easy, they reported that reading the scripts was an achievable goal and they gained more confidence in reading after they had finished reading each script. Thus, by reading RT scripts that were modified to suit their background, the students' learning was appropriately scaffolded and they were motivated to read.

B. Progression

According to Wigfield and Eccles (2002), it is important for teachers to help students experience success and see their progression in reading. On this point, performing RT after reading and recording a video file provided a chance for the students to see their improvement. Students reported in the interview that they were motivated to read more and to perform better after they watched their RT video files. They reported that seeing themselves improve with each recorded RT performance motivated them to do better. The improvement occurred after students watched their videos and saw the points that indicate where they needed to improve, for example, confidence, appropriate expression, or speed of reading. It can be inferred that seeing their progress from video recordings motivated them to read more and be a better reader.

C. *Reading in relaxing atmosphere*

The affective filter hypothesis points out that learners will acquire L2 effectively when they have high motivation and when they are in a comfortable environment (Brown, 2007). In this study, students reported that reading extensively, and performing RT independently outside the class made them feel relaxed. They highly recommended performing RT independently outside the class because they still felt shy to read out loud alone in class, especially in front of their classmates. However, they also reported that they were confident to do RT as a group in class. Even though some of them were shy during the first performance, they said they had fun after they became familiar with the activity. Giving student an individual task outside class and a group task in class can be the other factor that enhanced students' reading motivation.

Recognition in reading from teacher and friends

Wigfield and Guthrie (1997) stated that recognition in reading is an extrinsic motivation that can drive students to read more and better in order to receive recognition from others. From the result of the interview, all participants strongly agreed and reported in the same way that receiving feedback instantly and individually from the teacher motivated them to read better. The feedback that students gained was explicit and specific, given with a focus on three main aspects of reading and based on RT performance criteria including accuracy, speed, and prosody. The teacher also gave more personal comments to build the students' confidence in reading. For example, "*Your (last) performance is a lot better than your first performance. Now you have more confidence in reading as I can see you read with louder voice, use facial expression and you can read without hesitation. This proves that you work better. Keep practicing this and you will be a better reader in the future.*"

This finding is consistent with the study by Dhanapala (2006), who examined L2 reading motivation of college EFL students in Japan and Sri Lanka. She indicated that Sri Lankan learners were highly motivated by external recognition in their reading. Moreover, Su (2012) also reported in a similar way that Taiwanese senior high school students were largely motivated to read English by extrinsic motivation, specifically the drive for recognition. Furthermore, when they perform RT as a group in class, they may have a chance to receive recognition about their reading from classmates, which can also motivate them to read.

Involvement in enjoyable reading experience

Day and Bamford (2002) stated that in order to promote learners' intrinsic motivation, the best way is to provide interesting materials. If the students enjoy reading and immerse themselves in interesting stories, it could increase their involvement in reading, which is an aspect of intrinsic motivation. With regard to the

RT scripts used in this study, students reported that reading a short script with an interesting plot was an enjoyable experience. They could read it in their free time and it was not a time consuming activity. They also pointed out that performing RT gave them a unique reading experience as each student had different ways for telling the story. Thus, interesting materials such as RT scripts and reading outside the class or in group can involve students in reading and this involvement is one aspect of intrinsic motivation.

Realizing the importance of reading

From the interviews, students reported they learned new knowledge from the stories that they read and some students said they could adapt this knowledge in their daily-life. A student who had a part-time job selling handmade soap expressed that she could apply knowledge from reading to her job, stating: "*I have learned a lot of new knowledge and I think I can use it in real life. For example, I read the story "a dozen is 13". After I read this story, I made a promotion for my soaps (buy one dozen get 13 pieces). I think reading is useful because you can use the knowledge from what you read and use it in your real life". (S5).* This example reveals that students realized the usefulness of reading and its utility value. The students unanimously claimed that reading in English is important because it helped them improve their English skills. This reflects the attainment value. Some of the students also stated that reading is an enjoyable activity. This highlights that students realize how interesting reading is. Thus, using RT in ER may scaffold students to become more aware of how important reading is.

In conclusion, the findings of the study reveal that using RT in ER has a positive effect on students' reading motivation because RTER helped them realize the importance of reading, involved them in reading, gave them a chance to be recognized by their peers and their teacher, and provided opportunities for them to see their progress and to monitor their problems on their own.

Implications

The findings have provided implications for teachers to take into account when teaching reading in an L2. The results indicate that students gain development in reading motivation, for which there are several pedagogical implications for language teachers.

First, in those situations in which ER programs are already established, teachers may consider using RT scripts instead of graded readers because it can maximize the amount of reading. Previous studies have shown that reading graded readers is time consuming and it can be perceived by low-level students as an

uninteresting activity because they are required to spend a great deal of time reading a whole book. For this reason, using RT scripts not longer than five pages or 1,000 words can be an achievable goal as students believe that they can finish reading. Furthermore, the short scripts are easy to catch students' attention because the plot is explicit. Students do not need to read a five-chapter book to know what is going to happen at the end of the story. Moreover, because of the short-length of the RT scripts, students have an opportunity to read more stories. For example, in this treatment some students read seven scripts a week (two were required by the teacher and the others are additional) instead of reading only one book or half a book for a week. This can fulfill the purpose of extensive reading. Finally, RT scripts are readily compatible with RT activities because the stories are divided into roles based on the number of the characters in each story. It helps students focus on each role and grasp the main point. Thus, based on this study, RT scripts are commended as a way to offer the benefits as described above, including being an achievable goal for students, catching students' attention, giving students a chance to explore more texts, and being compatible with RT.

Second, using RT and recording a performance as a follow-up activity can be a good tool that teachers can use to enhance students' reading motivation. Recording RT performances can drive students to improve their reading because students can see their progress each time they perform RT. Performing RT also helps students monitor their problems in reading aloud such as new words, mispronunciation, voice expression, and speed. These elements can reflect reading fluency which can be indicators of reading comprehension. After they realize their problems and try to solve them, their performances improve. These improvements can increase their self-efficacy which helps them become confident readers.

Additionally, RT helps teachers monitor students' problems in reading. When students read outside class, teachers cannot monitor whether students have problems in reading. However, when students read aloud, it can reveal problems through their voice expressions, speed, and accuracy of reading. Thus, teachers can provide feedback and suggestions so that they can see their progress in the next performance. Furthermore, teachers can keep track of student's work by checking students' RT performance videos. In traditional ER, the typical activities such as writing a short summary or conducting comprehension tests may not be able to assure that students read the texts. On the other hand, performing and recording RT scripts can assure that students read the scripts themselves as is evident in their videos.

For the teacher's role, teachers should be familiar with the rationale of ER and RT activities. Teachers should preview the reading materials and become acquainted with the levels offered by different texts. Then, they should organize a list of titles and their difficulty that could be used in class. With this, teachers should help students to choose the text that is suitable and within the students' reading ability. In doing so, the texts can be simplified to suit the students' level of proficiency. Simplified texts may be more appropriate for low proficiency learners who lack

motivation to read in L2 because it is easier for them to process information. In contrast, when using authentic texts in beginning and intermediate classrooms, learners may find it difficult to process linguistic input in an authentic text. If readers are exposed to authentic texts that are beyond their proficiency levels, the processes of reading can be disturbed as they need to use a dictionary to look for the meaning of unknown words. Moreover, selecting inappropriate materials can lead to a poor reading stage in which students find reading difficult and they would like to give up reading. Thus, it is essential that teachers should prepare scripts and guide students to choose scripts that they can read smoothly with very high levels of comprehension. After that, teachers should encourage students to read and assist them when they have problems or questions concerning ER and RT. Giving feedback is also very important. Positive and constructive feedback can motivate students to read more and improve RT performance; on the other hand, negative feedback can decrease students' confidence. Also, feedback should be specific enough to help students see their weaknesses and strengths.

After all, it is possible that when students have high motivation in aspects of self-efficacy, intrinsic motivation and extrinsic motivation, they can potentially gain development in other aspects of reading such as reading fluency, word recognition skill, and reading comprehension. The explanation is that students tend to read more when they believe that reading is an achievable task and they see their progress in reading. They are also willing to read more when they realize the importance of reading as well as the enjoyment from reading for pleasure which is a factor that keeps readers continuing reading in the long term. Moreover, when they have extrinsic goals for themselves, for example, their accomplishment being recognized by teachers and classmates, this can drive them to read more as well. When students become more confident readers and have a chance to be exposed to a quantity of reading, they can develop other reading skills to the appropriate level. However, in order to read enough to meet their needs, students need to be willing to read first. Thus, using RTER treatment can be an interesting alternative activity that teachers can use in class to enhance students' reading motivation which is an initial step to develop reading skills.

Recommendations for future study

Future research should investigate the effect of the use of RTER over a longer period, since this study was conducted over a short time period. Moreover, this study had only one group of participants, which might limit the generalization of the results and findings. Future studies should have multiple groups, including controls, to compare and generalize the effect of the treatment or compare the method utilized in this study with other teaching methods. Furthermore, in this case of students who prefer to do activities that have scores as a reward, a replicated research might consider allocating scores to students for their performance as an incentive for their extrinsic motivation. Receiving instant feedback is also appreciated by students and a tool that can facilitate this process is recommended. On this point, using social

media such as Facebook can be an effective channel for communication between teachers and students to share information about RTER and monitor students' work. However, this is not to undermine the use of other online media such as Google Classroom or online learning platforms. Lastly, the effect of the treatment can also be extended to other language skills such as speaking skills, reading fluency and spelling.

Conclusion

According to the results of the study, reading RT scripts extensively and performing RT activities for a period of six weeks could significantly improve students' reading motivation. Higher motivation can affect the reading behavior of participants accordingly. When participants became more confident, they expressed that they realized the enjoyment and importance of reading and said they were likely to read more. The more they read, the more they can develop other aspects of reading such as vocabulary knowledge, background knowledge, reading strategies and reading fluency. The improvement of these skills can in turn enhance comprehension which is one of the most important goals of reading.

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