

**THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

TRAN THI THU THUY

**USING BOOK CLUB ACTIVITIES TO ENHANCE 10th FORM
STUDENTS' ENGLISH READING MOTIVATION AT VCVB
HIGH SHOOOL**

**(Sử dụng hoạt động của câu lạc bộ sách để tăng cường động cơ đọc
tiếng Anh cho học sinh lớp 10 trường PT Vùng cao Việt Bắc)**

M.A. THESIS

Field: English Linguistics

Code: 8220201

THAI NGUYEN – 2019

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(APPLICATION ORIENTATION)**

Field: English Linguistics

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Supervisor: Dr. Nguyen Thi Minh Loan

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DECLARATION

This paper is submitted in partial fulfillment of the requirements for the degree of Master of English. I certify that this thesis is the result of my own research, and that it has not been submitted for any other degree.

Thai Nguyen, June, 2019

Student's signature

Tran Thi Thu Thuy

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ABSTRACT

This research project investigated the use of a book club that met monthly during school year to enhance 10th form students' English reading motivation and how the students who were involved in this book club interested in reading English book through book club's different activities. The research also examined how each of these students' reading levels was affected when they participated in the book club. A book club project was open to fifty VCVB students to participate in.

Data were elicited through The Motivation for Reading in English Questionnaire (MREQ) and a program assessment questionnaire. Findings from the research showed that the students who participated in this book club opportunity were much more excited about reading in English and their ability to express themselves increased. It also reflected the fact that students who participated in VCVB book club experienced a significant increase in reading quality, reading quantity and preferred reading books over other pastime activities in comparison with the results at the first book club meeting, all of which were indications of an increase in reading motivation. On the basis of the findings, this study would likely benefit students who study English as a compulsory language at high school and bring them a free community of readers who like to read in English.

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LIST OF ABBREVIATIONS

L1	=	First language
L2	=	Second language
EFL	=	English as a Foreign Language
MREQ	=	Motivation for Reading English Questionnaire
VCVB	=	Vung cao Viet Bac

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CHAPTER 1: INTRODUCTION

1.1. Rationale

In the process of globalization and economic integration, there is a great demand for a linguistic means of international communication. As a result, English has gained the most dominant status among many existing languages in our world. It is widely used in all parts of the world, in every aspect of life, in every branch of the world economy and in many other fields.

Following the perspective outlined in the guidance of the Party Central Committee's Resolution 8 Conference XI of radical innovation, comprehensive education and training: "To be self-motivated and active in the international integration for the development of education and training, simultaneously education and training need to be met the requirements of international integration for the development of country", Vietnamese educational managers have been planning and implementing new advances in teaching and learning foreign languages of all levels, focusing on from primary to higher education level, and even in vocational schools and training level. In 2008, Prime Minister has announced Decision No. 1400/QĐ-TTg "Teaching and Learning Foreign Languages in the National Education System, Period 2008 to 2020". It is the latest breakthrough that delves into brand-new advances to improve effectively the quality of English language learning and teaching across all school levels in Vietnam. Therefore, in order to approach the modern world in a way with fewer obstacles, learning English is necessary. High command of English helps students so much in finding good jobs.

There are four major skills that a learner of English needs to master. Those are listening, speaking, reading and writing skills. Listening and reading skills are regarded as receptive skills while speaking and writing are productive skills (Jeremy Harmer, 1989). As one of the basic skills, reading is very useful and important for our life. With this skill, students are able to broaden their

knowledge by reading kinds of English text. They can develop their knowledge and get more information that is related to their studies through reading book.

Motivation is an important influence on reading attitudes, self-concept, and the formation of reading habits (Gambrell (1996). Reading promotion activities are aimed at increasing both motivation and achievement.

In reality, most of the students, especially the 10th form students of Vung cao Viet Bac (VCVB) high school had low achievement in English reading. They considered that reading English text is a difficult and boring activity. It makes them less motivated to learn English, especially in reading. It was supported by Ngoc An Nguyen and Van Anh Nguyen Thi (2015) who argued that most of the students have low vocabulary mastery which hindered them to read the English text. Tomlinson in Masuhara (2003) stated that in reading English text, many learners consider that they have to know all the words in the text in order to understand the text. It is in line to what stated by Deporter and Hernacki (1999) that reading is anxiety for students; even students are merely able to finish answering the questions in time, many students found it very difficult. It was also supported by Salikin and Bin-Tahir (2017) that the students felt bored and unmotivated to comprehend the English texts. This is due to the misunderstanding of the English texts they read and confused to answer the questions of English texts.

As a teacher of English in VCVB high school, I was aware of the importance of motivating students in reading English, and one of the most effective ways that I had used to enhance my students' reading ability is using book club activities. It was my observation that these activities created more chances for students to reading English. For the above reasons, the topic **“Using book club activities to enhance 10th form students’ English reading motivation at VCVB high school”** was chosen for this thesis in the hope to

investigate ways to increase students' reading motivation, which helped all students reach reading proficiency and develop their reading habits.

This study focused on the impact of participation in a school book club on students' reading motivation. A school book club, like the one implemented in this research study, examine the ways a book club impact English reading motivation of 10th form students at VCVB high school.

1.2. Aims of the study

This study was aimed at investigating the effect of using book club activities on 10th form students' English reading motivation at VCVB high school. Therefore, the research question was:

- How do the book club activities affect students' English reading motivation?

1.3. Scope of the study

Within the scope of a graduation paper and due to the limitation of time, the researcher just hoped to concentrate on investigation into using book club activities of the 10th form students at VCVB high school and then suggesting some effectively book club activities to enhance English reading motivation for students who participated in book club. The data for the study were collected among fifty students at VCVB high school.

1.4. Significance of the study

This study helped to determine the effectiveness of using book club to enhance 10th form students' English reading motivation at VCVB high school. It provided language students with the rationale to carry out book club activities to improve students' reading skills. This study also gave suggestion to students to develop successful English reading activities.

In addition, in the book club, each student could appreciate and work with the strengths of others. This would increase learning, planning and reading skills and eventually improve their reading capabilities. The students would be

involved as participants and decision-makers in book club activities. Hence, this study was helpful to provide knowledge on ways to develop natural ways in reading activities.

1.5. Organization of study

The thesis had four main parts as follows:

Chapter 1: Introduction

It was contained the background of study, aim, scope of the study, significant of the study, methods of study, and the organization of study.

Chapter 2: Literature review

Theoretical framework explained about definition of L2 reading motivation, kinds and purpose of L2 reading motivation and some previous studies. It included characteristic and advantages of using book club's activities to enhance students' English reading motivation.

Chapter 3: Methodology

This chapter presented the research methodology. It consisted of aims method of research, subject of the study, place and time of the study, technique collecting, analyzing data and procedures of data collection.

Chapter 4: Findings and discussion

The last chapter was about findings and discussion.

Chapter 5: Conclusion

This part summarized all the major findings and made some suggestions. The limitations of the study and recommendations for the further studies were also included in this part.

CHAPTER 2: LITERATURE REVIEW

This chapter discusses the theory and the previous research into the areas that form the underpinnings for this study. The first section provided an overview of L2 reading motivation, including definitions, elements, significance of reading motivation. The second section concerned the definition of book club, components and book club activities. The last section was a review of related studies.

2.1. Overview of L2 reading motivation

2.1.1. Definition

Second language motivation has been given considerable attention since Gardner and Lambert (1959) started discussion of its important role in learning second language (L2); a good body of work has followed, probing the role of motivation as one of the most influential individual different variables. Nevertheless, most motivation studies have sought to establish a relationship with language learning in general or have been more concerned with speaking, drawing on Gardner's socio-educational model, rather than reading. In response to this state of affairs, Wigfield (1997, p.60) asserted the importance of a "domain-specific approach", arguing that in order to explore the multidimensionality of reading motivation, it should be distinguished from general motivation.

Guthrie and Wigfield (2000, p.405) define "*reading motivation is the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading*". This definition reflects the complexity in precisely defining both terms composing it, namely reading and motivation.

Aarnoutse and Schellings (2003) contended that reading motivation is multifaceted and includes intrinsic and extrinsic motivation, self-efficacy, social motivation for reading, and setting goals for reading.

Based on the concept analysis of a vast number of articles, Conradi, Jang, and McKenna (2014, p.156) describes reading motivation as “the drive to read resulting from a comprehensive set of an individual’s beliefs about, attitudes towards, and goals for reading”. Motivation can thus be seen as an internal factor that causes or guides different types of behavior and engagement as the observable and unobservable actions associated with reading activities (Unrau & Quirk, 2014, p. 272).

Examining these findings shows the multidimensional of reading motivation. The present study followed the definition of Guthrie and Wigfield (2000) to know the extrinsic motivations within the L2 students in reading, and to know the way of intrinsic and extrinsic motivations of L2 students in reading activity.

2.1.2. Elements of reading motivation

Guthrie & Wigfield (2000) found that reading motivation is usually explained from an educational psychology perspective rather than a language learning perspective. It primarily involved concepts and processes drawn from motivation theories (Guthrie & Wigfield, 2000). Reading motivation included goal orientations, competence beliefs (Guthrie & Wigfield, 2000) and task value (Gambrell, Palmer, Codling, & Mazzoni, 1996).

Readers seem to have intrinsic motivation and extrinsic motivation. An intrinsically motivated reader would be driven by reading for its own sake, while an extrinsically motivated reader would be driven by external demands and values (Baker & Wigfield, 1999; Wang & Guthrie, 2004). With regards to reading outcomes, a desire for task combined with a belief in one’s personal capability to read is expected to result in persistence and effort to read (Guthrie & Wigfield, 2000). In addition, motivation may also be influenced by expectations of success or failure that a reader has when approaching a reading task, as well as the value he or she places on the task (Gambrell et al., 1996).

A large number of reading motivation studies have applied the multidimensional taxonomy of reading motivation proposed by Wigfield and Guthrie (1997). In this taxonomy, the concept of reading motivation has eleven elements: Efficacy, challenge, curiosity, reading involvement, importance, recognition, grades, social, competition, compliance, and reading work avoidance.

A later framework proposes eight factors, under two major motivational components, intrinsic and extrinsic motivation (Wang & Guthrie, 2004). They suggested that intrinsic motivation comprises three underlying factors: curiosity (wanting to read on a specific topic due to interest); involvement (experiencing pleasure from reading); and challenge (gaining satisfaction from deciphering complex ideas). Extrinsic motivation, on the other hand, has five underlying factors: competition (wanting to outdo others in the activity of reading); compliance (wanting to adhere to rules and instructions given), recognition for reading (wanting to receive recognition and gratification for success in reading), grades (expecting good academic evaluations for reading) and social (wanting to share readings with one's social network).

In the light of the definition of reading motivation, Guthrie and Wigfield (1997) constructed a theoretical categorization of dimensions of reading motivation that is made up of three major categories: Reading competence and self-efficacy, reading achievement values and goals and social aspects of reading

The first category of dimensions is related to reading competence and reading efficacy beliefs (Baker & Wigfield, 1999). It includes reading efficacy, challenge and work avoidance.

In the category of reading efficacy belief, self-efficacy is the first dimension which defined by Bandura (1997) and Zimmerman (2000) as the beliefs individuals hold about their ability to achieve a task or have. Reading efficacy, according to Guthrie et al. (1996), refers to the state in which the

reader is “feeling that reading behaviors are completely under one’s own control [...] Perceiving that there are choices about when, where, and how to read [...] that one can read independently [and] confident in one’s own abilities” (p.330). Put in simpler words, reading self-efficacy is “the belief that one can be successful at reading” (Baker & Wigfield, 1999, p.453).

The second dimension of reading motivation is challenge, which is also related to self efficacy (Guthrie & Wigfield, 1997; Baker & Wigfield, 1999, Deci & Ryan, 2000). Challenge is rather associated to individuals’ competence rather than beliefs about their efficacy (Deci & Ryan, 2000). Guthrie et al. (1996) explicate that the challenge dimension concerns having the will to engage in reading tasks regardless of the level of difficult the text may display, or simply selecting a text to read for the stimulating effect its difficulty may arise. In other words, challenge in reading is “the willingness to take on difficult reading material” (Baker and Wigfield, 1999, p.453). Guthrie and Wigfield (1997, p.422) define challenge in the light of reading comprehension as “the satisfaction of mastering or assimilating complex ideas in text”.

The third dimension belonging to this category is work avoidance; “the desire to avoid reading activities” (Baker & Wigfield, 1999, p.453). Guthrie et al. (1996) explain that the work avoidance dimension means to use “reading as a buffer to avoid punishment or unpleasant consequences” (p.320). According to Guthrie and Wigfield (1997), this dimension refers to the aspects of reading readers often say they do not like.

Within this category, the three dimensions are related. Self-efficacy is connected to challenge in the sense that the when individuals believe they have the necessary abilities to undertake reading tasks and to achieve text comprehension, they are likely to take part in such tasks (Baker & Wigfield, 1997). Furthermore, when readers display a low level of self-efficacy, they are

most likely to choose reading activities that represent lesser challenge (Baker & Wigfield, 1999).

In the second category, Guthrie and Wigfield (1997) included reasons why individuals read. It consists of achievement values and goals in reading (Baker & Wigfield, 1999; Mori, 2002). This category is, in fact, divided into two subcategories: intrinsic motivation and extrinsic motivation for reading.

Intrinsic motivation for reading relates to curiosity, involvement, and importance of reading (Baker & Wigfield, 1999; Mori, 2002). On the other hand, the dimensions presented under extrinsic motivation for reading are competition, recognition, and grades.

In the intrinsic motivation subcategory, the first dimension is curiosity. Reading curiosity can be defined as readers' eagerness and readiness to explore the world and acquire perspectives and ideas through reading about both interesting and involving topics (Guthrie, Wigfield, & VonSecker, 2000, p.334). According to Guthrie et al. (1996, p.330) curiosity referred to readers embarking on reading activity "to explore a new topic or to build upon previous knowledge of a topic or personality/character that they are interested in". In addition to that, Wigfield and Guthrie (1997) define it as "the desire to learn about a particular topic of interest" (p.422). Curiosity is crucial to intrinsic motivation because satisfying curiosity is in itself rewarding, and individuals do not wait for an external reward (Guthrie, Wigfield, & Perencevich, 2004)

Involvement is the second dimension of intrinsic motivation for reading. In fact, the kind of involvement that is referred to here is learning goals because it explained individuals' "focus on trying to learn whatever the task is designed to teach them" (Brophy, 2004, p.9). Involvement in reading is the state of being absorbed in the reading activity because one gets a certain pleasure from the type of reading and its content, in addition to a positive feeling from undertaking the reading task (Guthrie et al., 1996). Wigfield and Guthrie (1997,

p.422) define involvement in reading as “the enjoyment of experiencing different kinds of literary or informational texts. It refers to the pleasure gained from reading a well-written book or article on a topic one finds interesting”.

The third dimension in this subcategory is importance of reading. According to Wigfield and Guthrie (1997), this dimension is the most subjective one because it concerns the value and importance individuals associate to reading. Some readers would invest the necessary effort and time, integrate their beliefs about their abilities as capable readers and explore new topics in order to improve their reading skills and to use them in other learning situations. In other hand, some readers consider reading a pastime and undertake reading activities because they want to learn more about a particular topic just for pleasure, and would devote the appropriate time and energy to reach a certain amount of enjoyment from reading.

In the extrinsic motivation for reading, there are three dimensions. The first dimension is competition. It refers to individuals comparing their abilities to theirs peers’, and trying to outperform peers and be outstanding (Brophy, 2004). Guthrie et al. (1996) explain that competition for reading refers to the situation in which readers not only aspire to be better than others in performing reading tasks, but also to read more and to learn from reading more than others do. In agreement with this description, Guthrie, Wigfield, and VonSecker (2000, p334) defined competition in reading as “the desire to be superior to classmates and peers in reading tasks, activities, and standards”.

The second dimension in this category is recognition. Brophy (2004, p.76) describes recognition as others acknowledging individuals’ “accomplishments and appreciation of the progress they are making” . In the same respect, Wigfield and Guthrie (1997, p.422) define reading recognition as “the gratification in receiving a tangible form of recognition for success in reading”. Reading recognition refers to the satisfaction readers have when others express

their appreciation of their efforts and success in reading tasks (Guthrie et al., 1996; Baker & Wigfield, 1999, Wigfield & Tonks, 2004).

Third dimension of extrinsic reading motivation is reading for grades, or what Wigfield and Guthrie (1997, p.422) define as “the desire to be evaluated favorably by the teacher”. In other words, readers undertake reading activities because they aim at getting good scores in exams (Guthrie et al., 1996). It means that readers may read to have a reward, which is -in this case- a good score. Grades reflect the degree to which others’ recognise someone’s performance in reading as noteworthy and, at the same time, they allow readers to evaluate their performance while competing with others.

Guthrie and Wigfield (1997) claimed that relying on the assumption that reading is a social endeavour, the third category of dimensions accounts for social aspects of reading (Mori, 2002; Baker & Wigfield, 2002). This set of dimensions comprises social reasons for reading and compliance.

This category includes two dimensions. The first dimension concerns social reasons for reading. According to Wigfield and Guthrie (1997, p.422), social reasons for reading can be described as “the process of sharing the meanings gained from reading with friends and family”. Guthrie et al. (1996) explain that, in addition to being an activity in which individuals have some fun together, reading for social reasons refers to embarking on reading tasks in order to interact with other readers who value reading and encourage it, to exchange ideas and interests about reading materials, and to mutually help each other achieve comprehension by contributing with one another.

The second dimension included in this category is compliance, which Guthrie et al. (1996) define as performing reading tasks in order to comply with the expectations established by another person, and to be conventional to way peers accomplish the reading assignment without further exploration. Wigfield

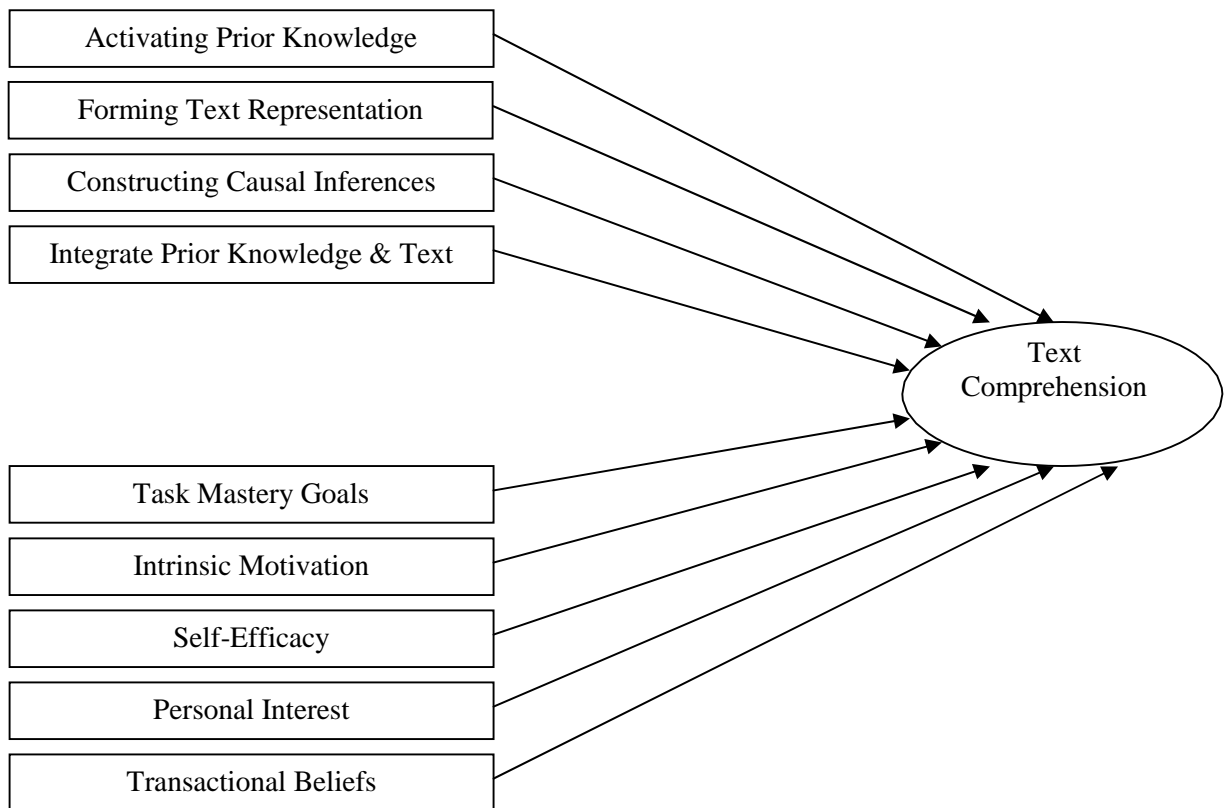
and Guthrie (1997, p.422) describe compliance in simple words saying that it is “reading because of an external goal or requirement”.

As it has been noted earlier, these dimensions influence reading performance to various extents; however, the dimensions that relate most to reading are social, self-efficacy, curiosity, involvement, recognition, grades, and importance (Baker and Wigfield, 1999). Moreover, according to Wigfield and Tonks (2004, p.259), aspects of motivation are not separate from each other because they are activated together and affect one another. Though these dimensions of reading motivation come into work altogether at the same time, their influence within readers will vary as some are stronger than other (Guthrie & Wigfield, 2000).

Recognizing the multifaceted nature of motivation, the researcher would examine those aspects in relation with present study.

2.1.3. Significance of reading motivation

The importance of motivation lies in the fact that it “influences the individual's activities, interactions, and learning with text” (Guthrie & Wigfield, 1999, p.199). Reading motivation is crucial for students as it connects to their reading comprehension. Guthrie and Wigfield (1999) propose a model of reading comprehension that includes motivational process in parallel to cognitive ones, and that they “share the common feature of correlating with text comprehension” (p.201). The following figure (Figure 4) represents the model proposed by Guthrie and Wigfield (1999) to illustrate the relationship between motivation and reading comprehension.



*Figure 1: Motivational-cognitive model of reading
(Guthrie & Wigfield, 2005, p.189)*

The cognitive processes of reading comprehension represent the stages readers go through in their quest for understanding (Guthrie & Wigfield, 1999). The first process is activating previous knowledge about not only the topic of the text, the form and the type of text, but about the world and their experiences as well. This enables the readers to make prediction about what they are going to read. This view of the text helps readers build a mental representation for the text corresponding to its representation on the page. The next level concerns creating connections between ideas of the text by trying to make deduction based on cause and effect relationships. The last cognitive process is combining prior knowledge with what the text would bring in to help build their understanding.

Parallel to these cognitive processes, there lie motivational processes which are equally important in achieving reading comprehension. Guthrie and

Wigfield (1999, p.200) explain that the motivational processes represented in the figure are not the only ones that influence readers' reading comprehension, but "they represent central processes in various motivation theories" .

Identifying goals and purposes for reading enables readers determine the amount of time and effort to invest in the reading activity to achieve comprehension. The second motivational process is intrinsic motivation; "an individual participating in reading for its own sake, enjoying the knowledge constructed from text, and being disposed toward engaging in reading activity when it is possible and appropriate" (Guthrie & Wigfield, 1999, p.201).

Self-efficacy refers to readers' perception of their abilities to embark on reading activities and interact with the text (Guthrie, Wigfield, Metsala, & Cox, 1999). The fourth process at work is personal interest which refers to the value readers give reading and the encouraging influence they believe the text contains. Transactional beliefs refer to what extent readers believe their abilities, knowledge and experiences, and values they give to the act of reading correlate with their understanding of the text.

The definition of reading comprehension provided by Snow (2002) explicitly states that motivation is related to reading comprehension (Guthrie & Wigfield, 2005). For Snow (2002, p.11), "reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". Guthrie and Wigfield (2005, p.206) explain that the phrase "involvement with written language [...] refers to motivational processes", and they reiterate their firm conviction about the fact that "motivational processes are integral to reading comprehension".

Guthrie and Wigfield (2005, p.206) declared that "motivation is causally related to comprehension in the sense that classroom conditions that increase reading motivation also increase reading comprehension and recall of text that is read". They emphasized the idea that reading motivation is domain-specific

as it pertains to a situation that requires an emotional reaction specific to a reading material, and that would vary according to the variety of activities initiating it.

2.2. Overview of book clubs

2.2.1. Definitions of book clubs

Book club is considered one of the important factors to enhance reading motivation. Different individuals have developed many approaches to book club over the last time. Book club is defined by Morgan and Fuchs (2007, p.165) as “*A book club is a venue for students to engage in group reading experiences*”. Engagement in reading has been established as predictive of academic success and the relationship is bidirectional as academic success also affects motivation. Increasing the enjoyment of recreational reading with the expectation of increasing reading achievement is a goal of book clubs (Littlejohn, 2006, p.28). Whittingham and Huffman (2009) found that book clubs have a positive impact on students who are reluctant readers. Students who initially had the worst attitudes about reading showed the most positive movement regarding reading attitude after book club participation. They also stated that when struggling readers interact with positive peer role models in a book club setting, they experience more success.

It can be clearly seen that book clubs have the potential to promote cognitive, social, and emotional growth. Therefore, book clubs are the initiative designed not only to encourage students to read but also to expose them to resources available at the library.

2.2.2. Components of a book club

The book club may be conducted in a variety of ways. It promotes socialization and discussion in the neutral space of the school library (Appleman, 2006). The book club is a social event that operates outside of the classroom. In a book club reading is its own factor. It is enjoyable to students

who love reading. The focus is on the interaction, not performance. In a good book club, students feel comfortable and accepted regardless of reading ability or fluency performance.

The flexibility of a book club is what makes it an effective choice to promote reading, as it can adapt to the interests of its members (Littlejohn, 2006). The components of a book club are dependent upon its goals, however common goals of book clubs prevalent in the research are for students to develop an appreciation of reading for enjoyment and learning, appreciate literature, engage in shared reading experiences, and develop social skills through interaction with other students. Likewise, publicizing the book club to attract members is crucial for success and participation.

Another component of book club is work together to create norms for behavior and guidelines for book club meetings. Student members and teacher may see more success if the group decides appropriate rules together. The expectation of amount of reading required before and after book club meetings should be clarified.

The availability of books is important, and the framework for the book club, whether the group reads a single title or splits into small groups to read multiple titles will depend upon the goals of the book club and interests of the members.

Nippold, Duthie, and Larsen (2005, p.100) found that offering books with different themes, such as, nature, machines or suspense is a way to get students excited about book club participation. Discussion activities that make students think, promote conversation, and connect text to themselves and social. The availability of books is important, and the framework for the club, whether the group reads a single title or splits into small groups to read multiple titles will depend upon the goals of the book club and interests of the members.

2.2.3. Book club activities

According to Tovli (2014), the activities of a book club should be systematically performed, and each session had fixed parts and variable parts. Each book club could choose suitable activities for fixed parts or variable parts. It depended on the population of each club. He listed some different activities that could be used in a book club as follows.

a. Daily Reading

The teacher scattered books on tables in the classroom appropriate for the students' level of reading, mostly with very little text (one or two sentences), and large illustrations that created anticipation about the written text, using pupils' prior knowledge. Each student kept a personal illustrated and decorated booklet. After 15 minutes of reading, they were asked to fill in a page in the booklet and write down the book's title, the author's name, the illustrator's name and one sentence about the book. The aim of the booklet was to encourage the students to read and relate to their reading book by writing a response. Once a month, the students were given a new booklet (Hopenwasser & Noel, 2014). Daily reading served as the fixed-part activity of the intervention program.

b. Classroom library

In each classroom a library was created consisting of newspapers, comics and jokes, various books, including poetry, story-books, fairy-tales, activity books such as cooking and arts & crafts, encyclopedias, etc. Different genres of a particular topic were presented, such as on the topic of "stones". The classroom library was active all day long; the students could go to the library after they finished tasks, needed information, or as a relaxing activity. The students could also borrow books to take home by filling out a form and leaving it in the lending box. A library corner was dedicated to activity cards suggesting activities such as: Choose a character and write him/her a letter; What would you do if you were the hero?; Which character did you like?; Change the story's end; Continue the story etc. (Hopenwasser & Noel, 2014).

c. Storytelling and retelling

Each week the teacher performed collective in-class reading with the whole class implementing Slavin's model (1996) as follows: On the wall a poster that looked like a book jacket invited students to write on it the book's title, author's name, illustrator's name and new words that they had acquired from the story. Based on Whitehurst et al. (1991), in this way the teacher raised anticipation and curiosity before story-reading.

In the second part of the activity there was also interactive reading in which the students "lived" the story: they were asked to represent the heroes, speak for them, conduct discourse on their behalf, and write a letter or an advertisement about the story. In the final part of this activity, students were asked to respond in writing to questions like: "What would you do if...?" and "What could the hero have done instead of ...?" etc. The students were asked to react in writing to illustrations and were encouraged to write as much as they could. In the third part of the reading activity, a review of the story's structure and central elements was conducted. In the fourth stage the story was reconstructed, developing students' awareness of the story's discourse schema (Peled, 1994; Berman & Slobin, 1997; Katzenberger, 1997). The students were made aware of the structure: background, characters, plot, problem, resolution, and ending. The students repeated the story's structure and elaborated on the reasons, feelings and other solutions. They were asked to assess and judge the heroes and their actions, thus developing a critical point of view.

d. Functional reading

The teacher systematically exposed the students to the various functions of reading. Each student was exposed to a text appropriate for his/her reading level.

The referential function: reading for obtaining information. The students worked on operative "how to" texts, such as: how does one bake a cake or build a flying model?

The connotative function: the students became aware of the communicative function used for attitude change. They learnt to differentiate between an announcement of an upcoming event and an advertisement; they created advertisements and announcements referring to the same topics.

The communicative function: The students learnt that written language enables them to maintain contact and transfer information, making the world a small village. They experienced writing and reading notices to parents, letters, greeting cards, telegrams, announcements, etc. The expressive function: The students learnt to express themselves by writing a diary, a journal, using a complaint box, etc.

e. Serial story

During the breakfast break the teacher read the students a serial story. Often, the students were intrigued and later looked up the story in the classroom library in order to continue reading it by themselves. This activity encouraged students to read and improve their decoding ability (Katzenberger, 1997).

f. Discovery reading - interactive book

Reading interactive book reading in early education was proved as a tool for stimulating acquisition of printed knowledge as well as oral language (Mol, Bus & de Jong, 2009). The teacher began reading a story and stopped in a middle of a sentence asking the students to guess how to continue or end it, while encouraging them to use proper syntax and morphology. If an incorrect morphological suggestion was proposed (such as: "A child go?"), the teacher analyzed it with the students in order to detect the mistake. The teacher encouraged them to use their semantic knowledge schema in order to guess (anticipate) the story's continuation. For instance, if the sentence described Danny

who went to eat at... , she tried to raise different options and direct the pupils to test and choose a plausible option where he might go to eat (Slavin, 1996).

g. The accumulating principle

Various repeating patterns were used, such as sound, word, line, verse. In this way the rhythmic-musical power of the experience was enhanced while lessening the child's anxiety by means of the familiar structure (Levin, 2007). One example for this is repetition of an anaphoric pattern: "My friend Tin-tan, No one has seen him yet, No one has heard him yet, My friend Tin-tan Tin-tan Tin-tan".

h. Dialogue reading

In this domain the students were treated as active partners; they were asked questions while reading, referring to their comments even if they seemed irrelevant to the text; were asked to elaborate on other students' ideas, and to observe illustrations and central elements that may help their understanding of the story.

i. Post-reading activities

The students were asked to dramatize, create a dialogue, play socio-dramatic games, write letters to the story heroes, react to events, and participate in the plot by changing it. They were also asked to write a report about the book they read, meet writers, and prepare a "book market", a book exhibition and original illustrations.

Reading, discussing books, and engaging in activities during book club meetings transforms the group of readers into a reading community. Students seek social interactions, and a book club can provide that environment in a safe and engaging way. Discussion that reflects the openness experienced in real life helps to develop students' social skills.

In classrooms students are generally required to raise hands to speak, whereas a book club has the flexibility and opportunity to engage in discourse reflective of conversation. When students and teachers share literature in a

participatory environment, it relates the reading to real life. The teachers are reading role models who teach students how to read effectively. The participatory nature of a book club provided an outlet for students to converse, interact, reflect, and connect what they read in a risk free environment with their peers.

The researcher had adapted the framework of the reading intervention program which was studied by Tovli (2014). Each session of book club meeting had fixed parts and variable parts. The reason why the that framework was chosen is that it was suitable for the population of the research because the students in VCVB high school were boarding students who lacked English reading activities. They preferred spending time to participate in collective extracurricular activities .

To sum up, the design and implementation of a book club gave students a free environment to actively participate in discussions and activities with peers in a social context, which provided a framework for the present study.

2.2.4. Previous studies

In recent years, research focusing on using book club activities to enhance reading motivation had been conducted and discussed.

Brock (1997); McMahon (1997); McMahon & Raphael (1997) and Ketch (2005) found that book club created multiple opportunities for students to interact with their peers and teacher, gain a better understanding of the text, reevaluate thinking, and make connections.

By reviewing of literature we could realize that, many researchers had concentrated on motivation and reading, for example E. A. Vannelli (2012) investigated that tenth-grade students participating in a school book club experienced overall growth in the areas of reading motivation, self-concept as readers, and reading achievement levels. E. A. Vannelli (2012) had shown the

results indicated that growth occurred as a group and individually in areas measured in the study.

Ying Chen (2011) found that book clubs provided the space for all students to participate freely, especially for those who were usually quiet learners in a big classroom learning context. They engaged better in talking to learn and contributed more to the discussion and learning process in the smaller learning groups.

It was also linked with the study of D. Alghamdi and Walters R. (2015) on seventh-grade, under-performing students who as part of a summer book club in Ontario. They found that the safe and comfortable environment of the book club supported students' collective and collaborative learning and their confidence as readers. A book club was a venue for students to engage in group reading experiences. Increasing the enjoyment of recreational reading with the expectation of increasing reading achievement was a goal of book clubs (Littlejohn, (2006), Whittingham and Huffman (2009) found that book clubs had a positive impact on students who were reluctant readers.

The next study was from Mehdi Gridi about reading motivation in students of English as a foreign language. This research aimed to investigate reading motivation in second year students of English as a foreign language at the Teachers Training School of Constantine (ENS). The questionnaire was derived from the original motivation for reading questionnaire (MRQ) developed by Guthrie and Wigfield (1997) and a modified version of the same questionnaire adopted by Mori (2002). Wise et al. (2012) as well as Ikpeze (2007) found that motivation was tied to the group's social dynamics. Motivation and engagement was a key factor in any literacy activity. Book clubs in general provided the motivation for many students, not just adolescent males, to get involved.

Steinkuehler, Compton-lily and King (2010) found that young men who struggled with reading in school and read below grade level when assessed on academic tests actually read above grade level when assessed on high-interest, video-game-related text. Notably, there was a difference of seven reading levels based on the kind of text and the reader's motivation. It was safe to say that in order to engage male readers, it was crucial to choose text that would motivate students to read. Curwood (2013) and Steinkuehler et al. (2010) believed that to motivate young men to read, motivation was a key factor. These findings showed that motivation played a pivotal role in engaging students whether it is intrinsic or situation based, and book clubs were a proven way to provide the motivation needed to engage students.

In a book-length treatment on building reading motivation for boys, Brozo (2002) found that boys responded when teachers became aware of their students' personal interests and needs. Some boys might want to read about heroes, adventurers, magicians, or tricksters. If their curiosities could be identified through interest inventories, they might become engrossed in a book or a topic and learn to find satisfaction through literacy. This suggestion was useful for book clubs or free reading activities.

Guthrie, J. T., & Humenick, N. M. (2004) in their research about motivating students to read found that the word motivate in the sense of engagement in an important task, did not point toward mere frills, joy, or excitement, but to a cognitive commitment toward reading to learn and to extending one's knowledge and experience. Motivation, then, was not isolated from the language or cognitive processes of reading, but gave energy and direction to them.

In brief, the findings and discussion from the previous studies had provided good evidence and firmly supported the choice of the solution to the problem in this current study. Nevertheless, there were some limitations

existing in these studies. To fill these gaps, the researcher had decided to conduct an action research with a book club project in order to enhance 10th form students' English reading motivation at VCVB high school. The methods for the research study were presented in next part.

2.3. Summary

In this literature review, the writer presented different basic issues relating to English reading motivation that set the theoretical background for the current study. Some understandings about reading motivation and L2 reading motivation were presented first. Students may be motivated to read or not to read due to many factors. Attitude toward reading plays a major role in determining the amount of time students spend reading and engaging in reading related tasks. Next, the researcher presented definition of book club, how to organize book club effectively and benefits of using book club activities to enhance English reading motivation. Finally, the concept of book club had been also referred to. This provided a framework for the present study.

CHAPTER 3: METHODOLOGY

This chapter presents the research methodology including the description of the participants, data collection instruments, procedures for data collection and data analysis.

3.1. Subjects of the study

The participants were fifty 10th grade students at VCVB high school. They were sixteen male and thirty four female students, ranging in age from fifteen to sixteen years old. Most of the students had started learning English formally when they were ten years old, and thus they had all studied it for several years. Therefore, their overall English proficiency was expected to be at least at or around the pre-intermediate level.

3.2. Data collection instruments

This thesis employed questionnaires as the main data collection instrument.

3.2.1. Justification

The survey questionnaire is one of the most effective instruments for collecting data in social science. Advantages of using questionnaire which Gillham (2000) highlights are: less pressure on respondents, not under pressure of interview bias and analysis of answer is straight forward. The researcher used the survey questionnaires as the main sources to fulfill its aims. The subjects completed the two questionnaires at the first book club meeting and the last meeting.

3.2.2. Description

3.2.2.1. The Motivation for Reading in English Questionnaire (MREQ)

The Motivation for Reading in English Questionnaire (MREQ) by Komiyama (2013) was used in the present study. This questionnaire had been successfully adopted by different researchers (Wang and Guthrie, 2004;

Dhanapala, 2008; Yuliandari, 2016; Maudy, 2018). In this study, the researcher adopted 47 items and close-ended questions proposed by Komiyama (2013).

This questionnaire proposed eleven components as basis for the questionnaire, with 47 items.

All the components were grouped by three categories to help the writer easily analyzed. The first category of dimensions concerned reading competence and reading efficacy beliefs. It included reading efficacy (1 item), challenge (6 items) and work avoidance (2 items).

The second category concerned reading achievement values and goals. It included curiosity (5 items), reading involvement (5 items), competition (8 items), recognition (6 items), grades (4 items) and importance of reading (1 item).

The third category concerned social aspects of reading. It included compliance (4 items), and social sharing (5 items).

The 47 items were scaled along a 4-point Likert scale. The four options were: 4 (a lot like me), 3 (a little like me), 2 (a little different from me), and 1 (very different from me).

The MREQ was scored according to instrument protocol and provided quantitative information about students' motivation to read. The MREQ contained score of each dimension and total mean score of three categories: reading competence and reading efficacy beliefs, reading achievement values and goals and social aspects of reading. Mean scores of each dimension and an average group score was documented for the survey. The more positive response is assigned the highest number while the least positive response is assigned the lowest number.

3.2.2.2. The program assessment questionnaire

According to Wang & Guthrie (2004), a successful reading program is one whose implementation will result in an increase in reading motivation.

Therefore, the program might be assessed in three following aspects (Tovli, 2014), assuming:

- Book preference. Book preference means that students who love reading will prefer to read a book as a entertained activity and to receive a book as a present.

- Quantity of reading. If a student love reading, they will read more books than others.

- Quality of reading. It means that a student who prefers reading will interested in reading activities. And they will elicit book meaning more easily, and will process the book by performing content and characters analysis.

The questionnaire developed by Tovli (2014) was adapted in the present study. The reason for using this instrument was that it examined the students' participation in book club activities. Since different students engaged in book club activities in various ways, it was difficult to capture the situation through MREQ questionnaires. Therefore the program assessment questionnaire was chosen. It was the tool to collect more information about students' increasing in English reading motivation. The purpose of a successful reading program was to know how many books can students read and choose to read and the quality of their reading before and after participation in a book club.

The questionnaire consisted of three parts (Appendix 2). Part 1 examined the students' preference of recreational activities in their leisure time. The questions aimed to identify students who preferred reading. Each student was asked to tell what they liked doing in their free time.

In part 2, the students were asked to mention what books they liked. The question was an open question enabling the students to answer in a free style, detailing book names or types of books. The next question asked them to list the books they had read in the last year, in order to ensure adequate reading quantity. Finally, the students were presented with a list of 10 popular books,

and asked to mark the books they had read. The task was followed with a comment stating that they would be asked to discuss the books. This was meant to direct the students to mark only books that they had actually read. The teacher prepared a list of 30 popular books. It was created by a list of book from VCVB library combined with the list of recommended English books from Bookworm Corner club of Faculty of Foreign Languages, Thai Nguyen University. The list of 30 books was later presented to a validation group which consisted of an English fellow from U.S Embassy, an English teacher, a librarian from VCVB high school and six students. Using validation group the 10 most popular books were chosen for the final list. Books were discussed in the daily reading activities. The researcher expected that the numbers of books which students had read would be more than 2 books during 10 daily reading activities of the book club.

Part 3 aimed to ensure profound and productive book reading. Each student was asked to choose a book from the list of popular books and describe its content and characters, personal opinions about the book and if they would recommend this book to their friends and why. Quality of reading was tested by the manner in which the students analyzed one of the books they had read. The students' descriptions of the characters were evaluated according to the title and author of the book, recommendations, sentences length, student's opinions about the book. They were also asked to summarize the content of the story.

The researcher used a rubric to observe students' writing about the book they liked. According to Andrade (2000), rubrics are useful for teachers to save teachers' time spent on evaluating student work.

The rubric included 6 factors: title, author of the book; sentences summary; Sentences length; personal opinions about the book; recommended readers and conclusion statement. The score of rubric had three levels: 2 points, 1 point and 0 point. The total maximum score is 12 points.

The researcher had invited two experts to review the rubric to make sure this rubric was useful and reliable to evaluate students writing. They were two English teachers: Mr. John Niblett - an English Fellow from U.S Embassy, who is working at Faculty of Foreign Languages, Thai Nguyen University and Mrs. Vu Thi Hai Yen - An English teacher from VCVB high school.

The researcher also used rubrics to assess 10 students' writing with the experts mentioned above to make sure that the descriptions of the possible levels of attainment for the rubric of performance were described fully enough to make them useful for judgment of progress toward student's writing. Three teachers had assessed 10 writings and gave almost similar results. The rubric was presented in the Appendix C.

The program assessment questionnaires were scored according to instrument protocol. The instrument is intended to reveal both quantitative and qualitative information about students' reading: students' preference, students' quantity of reading and quality of reading. Student responses to the questions in the program assessment questionnaires were analyzed to compare students' preference, students' quality of reading at the first and the last meeting of book club. Its conclusion was compiled and analyzed to track changes.

3.3. Book club project at VCVB high school

VCVB high School recruited students from 32 minority communities. It was founded in 1957, has trained over 9,500 ethnic minority students who are from mountainous, remote and low-developed areas and islets.

In this school, the researcher formed a book club which with 50 original members. Book club's slogan is that "*Fostering your love of reading*".

The research began in October 2018 and was implemented for one school year. The researcher, who was an English teacher, co-facilitated the book club meetings with a school librarian. It was performed once a month, for 2 hours during the school year.

A small library was created consisting of newspapers, comics and jokes, various books, including poetry, story-books, fairy-tales, activity books, novels, etc. The library was active all day long; the students could go to the library when they finished tasks, needed information, or want to have a relaxing activity. The students could also borrow books to take home by filling out a form and leaving the name card in the lending box.

At the first meeting of book club, the list of 10 books were scattered on a table in the book club appropriate for the students' level of reading. If students did not have many prior experiences with books, they were directed to write about things that would help the researcher to know about their likes and dislikes. The books students chose were discussed in the daily reading activities.

The activities were systematically performed, and each session had fixed parts and variable parts. Each meeting lasted in 2 hours.

3.3.1. Fixed parts

Fixed parts included “check in” (10 minutes), daily reading (45 minutes) and "check out” (5 minutes). The total time lasted 1 hour.

a. “Check in” (10 minutes).

All of participants deeply breathed and sat for two minutes in silence. After two minutes, the teacher had students arrange themselves in order according to a given criterion. For example by age, alphabetical order of first name or surname, the number of shoes owned, etc.

b. Daily reading (45 minutes).

Fifty students were divided into 10 groups. Each group needed to prepare a discussion about the book they chose at the first meeting of the book club.

Students finished to find information in the book and then shared their reading experience with the whole club. As a group, they decided how best to present the material and give the audience something of value. The presentation should include: Name of the book; Author's name; Publisher; Story characters;-

Story contents; Three words to evaluate this story; Lesson learned; Messages you send to others.

c. **“Check out”** (5 minutes): The leader shouted out the slogan "Fostering your love of reading" and then the participant shouted back the slogan. Then students shared the pros same disadvantages as well as hope in the next program. All of participants needed to do the “Check out” at the ending of the book club meeting.

3.3.2. Variable parts (1 hour)

Variable parts included book fair, storytelling and retelling, playing games, designing bookmarks, etc. Teacher and students could choose the suitable activities of variable parts for each meeting of the book club. The total time of this session was 1 hour. The variable parts were held after the “daily reading” and before the “check out” of the fixed parts.

*** Book fair:**

Book fairs were held once a month at the library. Everyone was welcome to join. They could enjoy some drinks and have discussions on books. Activities could include book presentations, introductions and visits by experts.

*** Storytelling and retelling:**

The students were made aware of the structure: background, characters, plot, problem, resolution, and ending. They repeated the story's structure and elaborated on the reasons, feelings and other solutions. Some good students were asked to assess and judge the heroes and their actions, thus developing a critical point of view.

*** Playing games:**

The students were asked to dramatize, create a dialogue, played socio-dramatic games. Games draw students into stories. A good story could be told through a game: students played the game, wrote a story about the game, and finally go on to write a new story that is based on the game.

***Other activities:** Additionally, presenting the name and interesting information about the main characters were other ways to help students in reading. They were also asked to write a report about the book they read, make some designing bookmarks and prepare a "book market", a book exhibition etc.

3.4. Procedures of data collection

Data collected at the beginning book club (on 23rd October 2018) and at the conclusion of the book club (on 2nd April 2019). This part consisted of the MREQ and part one and part three of the program assessment questionnaire. Part two of the program assessment questionnaire was given to students at the conclusion of book club to calculate the quantity of books students had read during 10 book club meetings.

At the first meeting of the book club, the researcher started to do the MREQ and part 1 and part 3 of the program assessment questionnaire to the fifty students. The researcher briefly introduced the study to the students and procedure to the students before they did the questionnaires. The writer distributed the questionnaires to the participants. The questionnaire took approximately 25 minutes to complete.

At the conclusion of the book club, the students completed all sections of the MREQ and two parts the program assessment questionnaires again. After that, students were asked to do part 2 of the program assessments questionnaire. The list of 10 books was given to the students. The number of the books the students had read was calculated and compared with the expected numbers of the books that the students should read (≥ 2 books).

When the students completed all the questionnaires, the researcher collected the data and used the excel to calculate the mean score and the percentage score by adding the responses in the appropriate columns.

The data from all instruments were aggregated and comparisons were drawn between the first and the last club meeting. The researcher created tables organizing the data from all instruments and assessments in order to conduct an overall analysis of the results. Data collected provided information regarding the effectiveness of a book club in increasing student reading motivation.

3.5. Data analysis

The data collected from the questionnaires were presented and interpreted. After collecting the questionnaire response from the students, the writer started to synthesize the data and classified them to answer the research question. The data collected from closed-ended questions were calculated, then transferred into numerical forms and plotted in the form of tables. Mostly the descriptive statistics were transferred into percentage to make the process of comparison and contrast easier to interpret and analyze in the findings.

In order to analyze differences between the students' English reading motivation at the first meeting and the last meeting of book club, percentage and median frequencies were calculated.

Besides, the student responses to the open ended questions in the questionnaire were analyzed to compare the students' reading preferences, quantity and quality of reading prior to and after book club participation.

3.6. Summary

This chapter has presented information on the methodology for conducting the research. It has restated the research question of the thesis, described the subjects who participated in the study and the teaching materials as well as rationale for the research and research procedure. Furthermore, the data instruments used for the study have been presented in details. The procedure for data analysis has been described. The next chapter is to analyze and interpret the data collected with regards to the research questions.

CHAPTER 4: FINDINGS AND DISCUSSION

This chapter reports the results of the study and presents discussion of the major findings. The first section shows the data collected from survey questionnaires. The second section gives information about the data collected from the questionnaires.. The last section discusses the results.

4.1. Findings

4.1.1. Result of reading motivation categories

The writer first scored the participants' answers. For positively oriented statements, the writer allocated 4 points for “a lot like me”; 3 points for “a little like me”; 2 points for “a little different from me” and 1 point for “very different from me”. For negatively oriented statements, the writer adopted the opposite scoring: 1 point for “a lot like me”; 2 points for “a little like me”; 3 points for “a little different from me” and 4 points for “very different from me”.

The results of the analysis of the questionnaire were presented henceforth in relation to the three categories of dimensions.

a. Results in reading competence and reading efficacy beliefs

Table 1: Reading competence and reading efficacy beliefs in comparison

Category	The first meeting		The last meeting		Change in Percentage
	Mean score	%	Mean score	%	
Efficacy	2.64	26.2%	3.02	30%	+3.8%
Challenge	15.04	62.67%	18	75%	+12.33%
Work avoidance	13.06	65.3%	9.12	45.6%	- 19.7%

As explained in the literature review, this first category of dimensions included reading efficacy, one item; challenge, five items, and work avoidance, four items. These dimensions concerned reading competence and reading efficacy beliefs.

Increases were reflected in all areas of reading motivation at the last meeting of book club as reflected by whole group data.

For the reading efficacy dimension, participant’s opinion about statement 12 was distinct between the first and the last book club meeting. The score increased from 26.2% prior to book club to 30% after book club indicating an increasing of 3.8% for the group.

The second dimension in this category is challenge. It included statements 4,8,9,10,12, and 13. The challenge score increased from 62.67 % to 75.00% after book club participation. The details results were presented in figure 2.

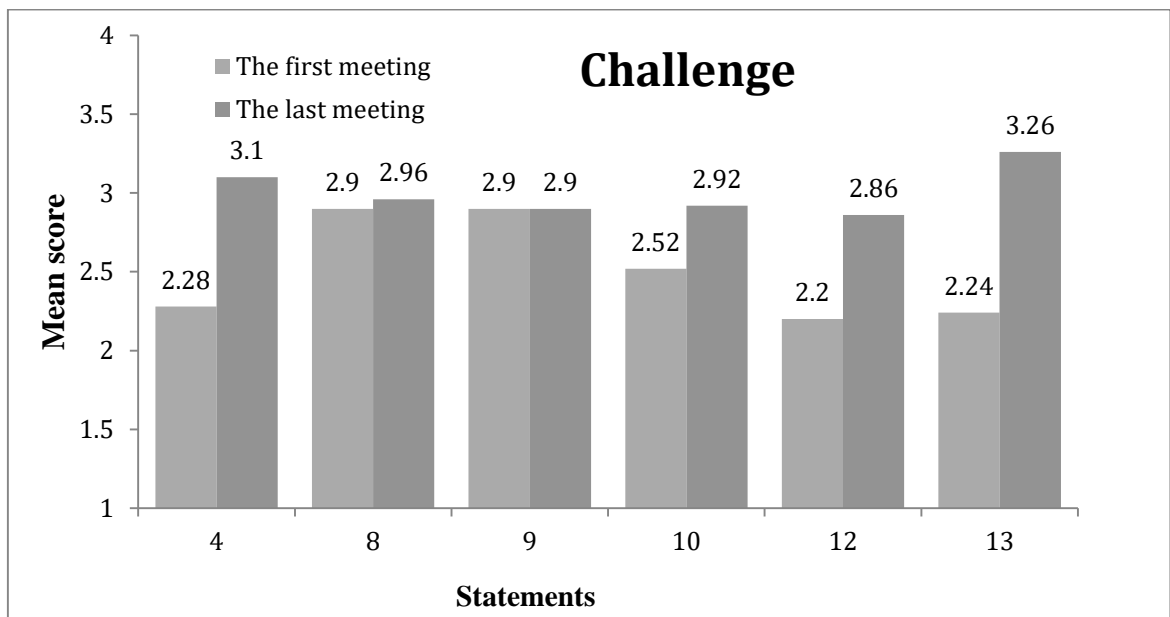


Figure 2: Mean score of dimension Challenge in comparison

For the statement number 4, the mean score increased from 2.28 to 3.1. Similarly to the mean score of statements 10, 12 and 13 increased from 2.52 to 2.92, from 2.2 to 2.86, from 2.24 to 3.26. Only mean score of statements 8 and 9 did not change in mean or change a small. It meant most students thought that reading enables them to learn difficult things after they participated in book club activities.

The third dimension was reading work avoidance with statements 37, 38, 47. These statements were negatively oriented. The work avoidance score decreased from 65.30% to 45.60 % after book club participation.

The details results were presented in figure 3.

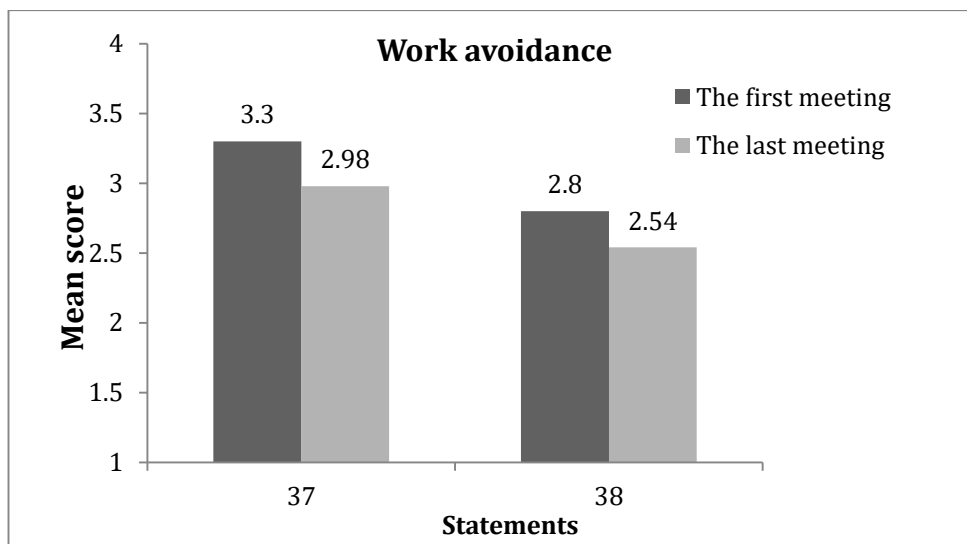


Figure 3: Results of work avoidance dimension in comparison

Because these statements were negatively oriented, the mean score decreased from 3.3 to 2.98 for statement 37 and from 2.8 to 2.54 for statement 38. The results meant that a large number of participants get fun from reading complicated stories after participated in book club.

b. Results in reading achievement values and goals

This category contained the dimensions related to intrinsic and extrinsic reading motivation. As far as intrinsic motivation was concerned, the six dimensions of reading motivation were curiosity, involvement, competition, recognition, important of reading and grades.

Table 2: Reading achievement values and goals in comparisons

Category	The first meeting		The last meeting		Change in Percentage
	Mean score	%	Mean score	%	
Competition	13.86	38.5%	19.44	54%	+15.5%
Curiosity	12.98	64.9%	13.64	68.2%	+3.3%
Involvement	12.82	64.1%	15.12	75.6%	+6.92%
Recognition	16.58	69.08%	18.24	76%	+1.66
Important of reading	2.48	38.5%	3.28	54%	+15.5%
Grades	13.06	81.63%	9.12	57%	-24.63%

The competition dimension was tested through statement 17, 18, 20, 21, 24, 25, 27, 29. At the first book club meeting, each statement had mean scores ranged from 2.14 to 2.5. At the last book club meeting, each statement had mean scores ranged from 2.92 to 3.38. The data progress of these statements increased for the student progressing from well below target to one point above target levels.

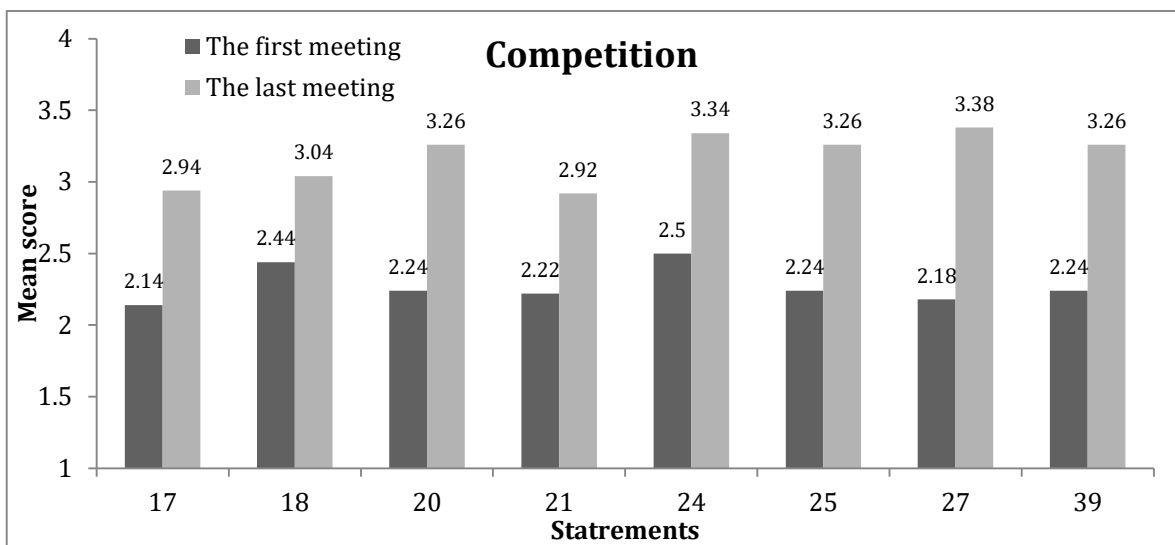


Figure 4: Results of Competition dimension in comparison

The curiosity dimension was tested through statement 1, 3, 7, 15 and 16. The mean score of result at the last book club meeting increased from 64.9 % to 68.200%. The subscale scores increased 3.3%. The figure 5 displayed the details of results.

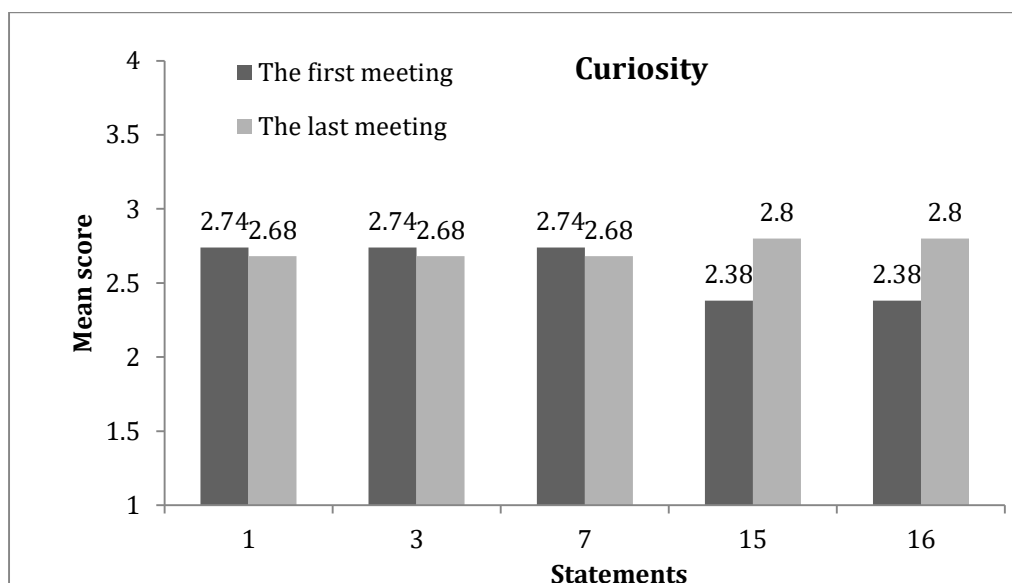


Figure 5: Results of Curiosity dimension in comparison

Statements 1, 3, 7 showed equal results of the change since the mean score at the last book club meeting increased from 2.74 to 2.68 in three dimensions. The statement 15 and 16 had similar results.

The second dimension of intrinsic motivation for reading was reading involvement with five statements (statements 2, 5, 6, 11, and 14). The results displayed in figure 6.

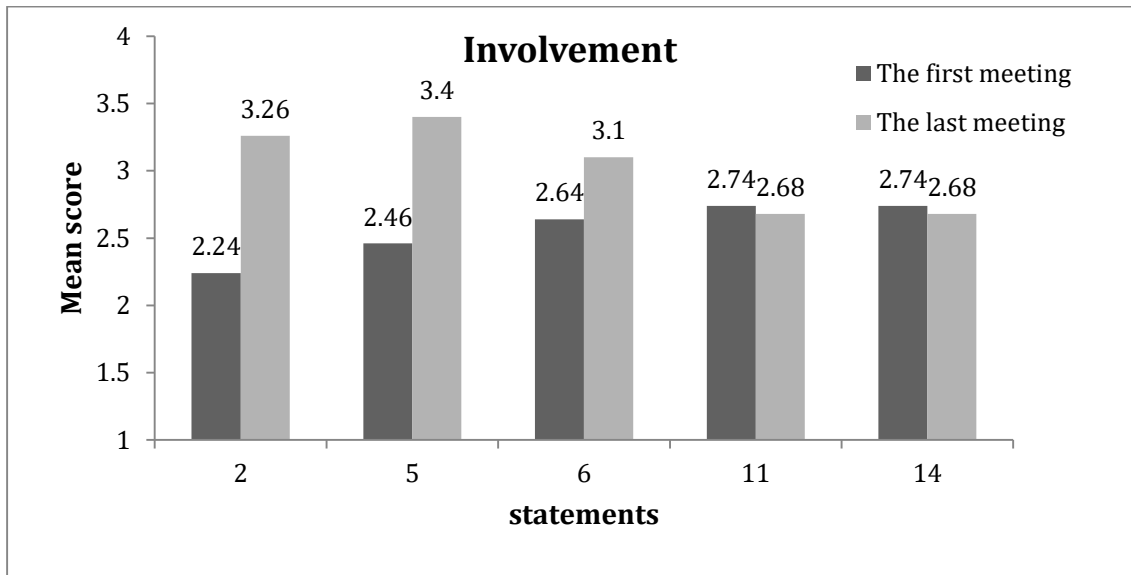


Figure 6: Results of Involvement dimension in comparison

Enjoying long stories, interesting topic were concerned of statement 11 and 14 and almost results were not change a lot in mean before and after book club participation. Beside, the mean score of statement 2, 5 and 6 at the first meeting of book club ranged from 2.24 to 2.64 and the mean score of statements at the last meeting of book club ranged from 3.1 to 3.4.

The statements 19, 22, 26, 28, 29, 45 concerned recognition dimension. The percentage of mean score of recognition increased from 69.08% to 76% after book club participation. The details showed in the figure 7.

All the items in Recognition meant that the students would like when the teachers, friends or someone appreciated them, they were motivated to read in English because they wanted others to know their ability in English reading.

In answering the statements 23 “In comparison to other activities I do, it is very important to me to be a good reader”, the mean score of dimension Important of reading increased from 2,48 (38,5%) to 3,28 (54%). Most of the students thought that being a good reader was more important than other activities.

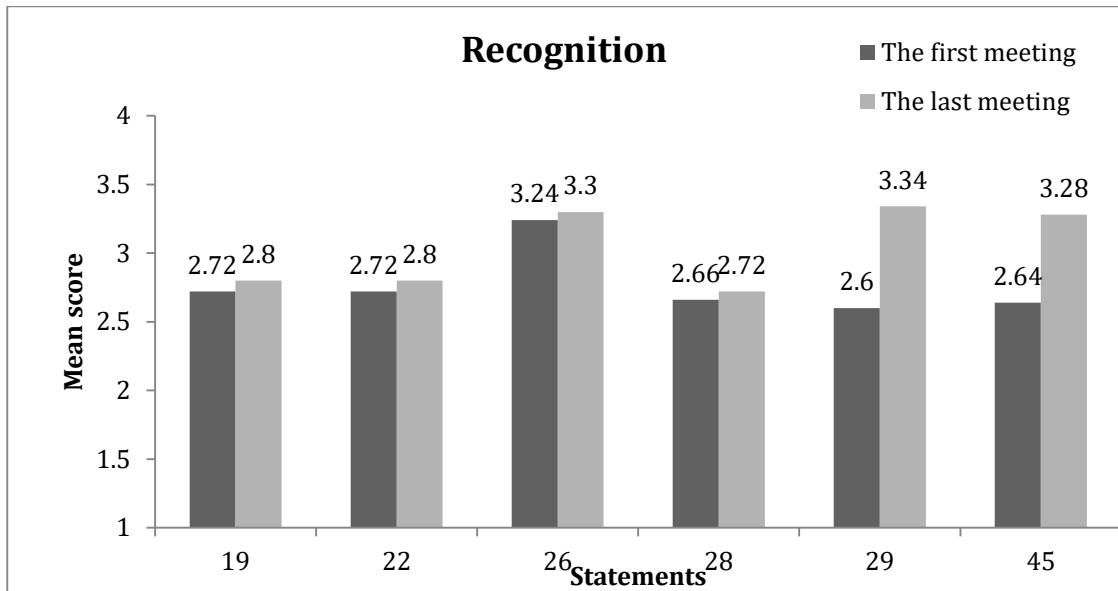


Figure 7: Results of Recognition dimension in comparison

The dimension related to extrinsic motivation for reading is grades. It included four negatively oriented statements; statement 32, statement 34, and statement 35, statement 36. The mean score displayed in figure 8.

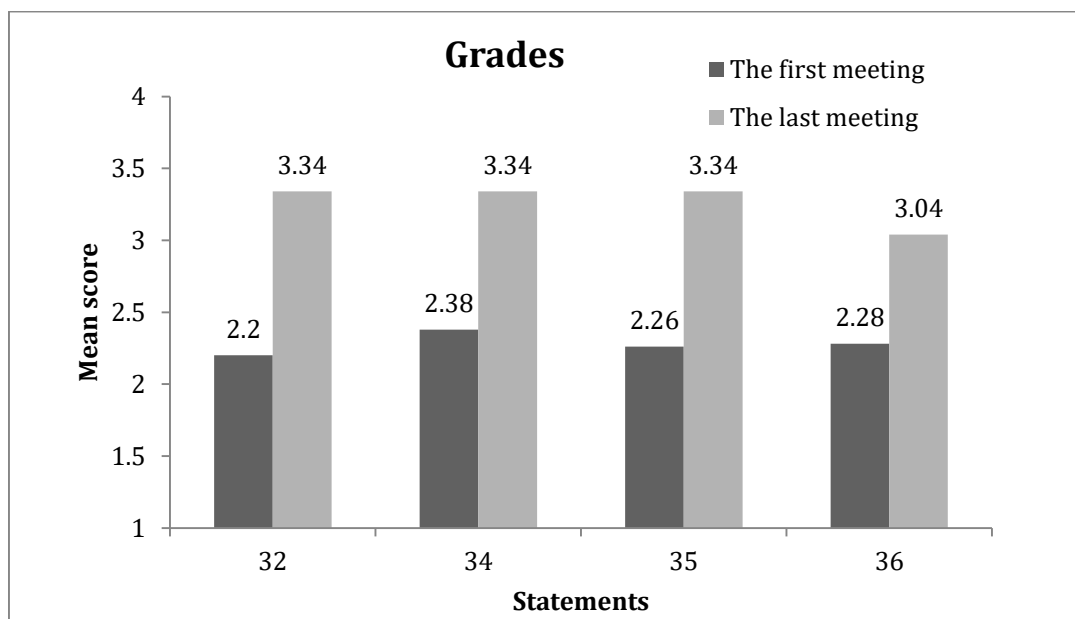


Figure 8: Results of Grades dimension in comparison

For item number 32 which is “It is important for me to receive a good grade in my English reading course”, most of the students prefer to scale number 3 which is “a little like me”. “I work harder on English reading assignments when they are graded” and extrinsic academic” I look forward to finding out my grades in English reading”. Both of them were the dimensions which had high score after students participated in book club. It meant that it is important for the students to receive a good grade in English reading course so they could work hard for that.

c. Results in social aspects

The two dimensions of social aspects of reading were compliance and social sharing. There were five statements to assess reading compliance; statements 30, 31, 33, and 40. The compliance subscale score increased 17.2% and the social sharing score increased 10.75%.

Table 3: Results in social aspects in comparisons

Category	The first meeting		The last meeting		Change in Percentage
	Mean score	%	Mean score	%	
Social sharing	12.64	63.2%	16.08	80.40%	+17.2%
Compliance	10.26	64.13%	11.98	74.88%	+10.75%

The social sharing had five statements 41, 42, 43, 44 and 46. The mean score of this dimension displayed in figure 9.

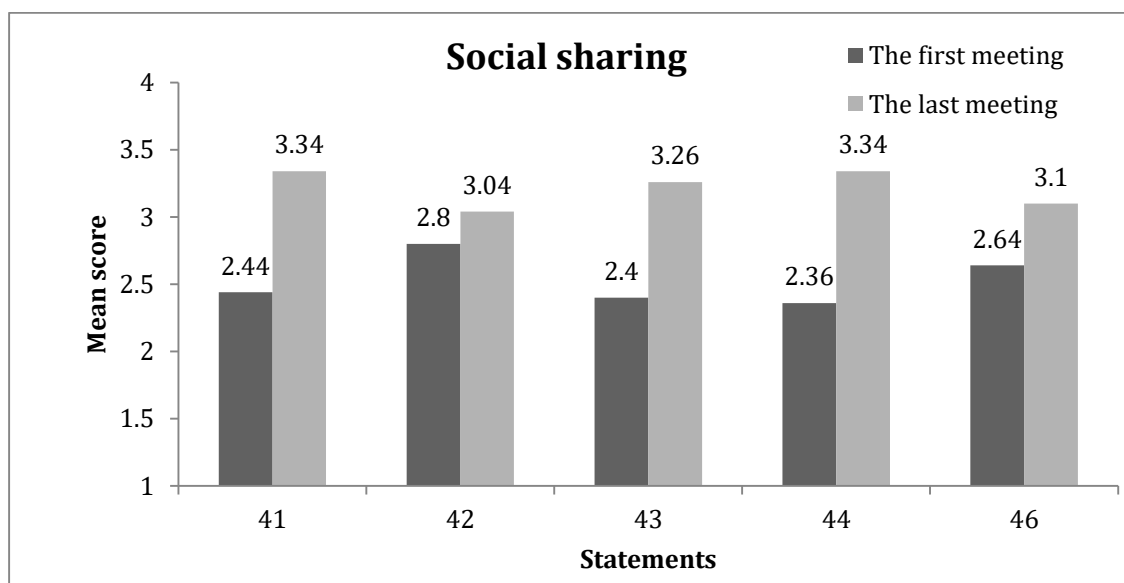


Figure 9: Results of Social sharing dimension in comparison

For the statement 46, the mean score of this result at the last book club meeting increased from 2.64 to 3.1. It meant students thought that it was important to understand what their friends talking about because that was good for their social life. The scores of other statements at the first book club's meeting ranged from 2.36 to 2.8 and at the last meeting, the scores ranged from 3.1 to 3.34.

The last 30, 31, 33 and 40 statements concerned compliance dimension. The mean score displayed in figure 10.

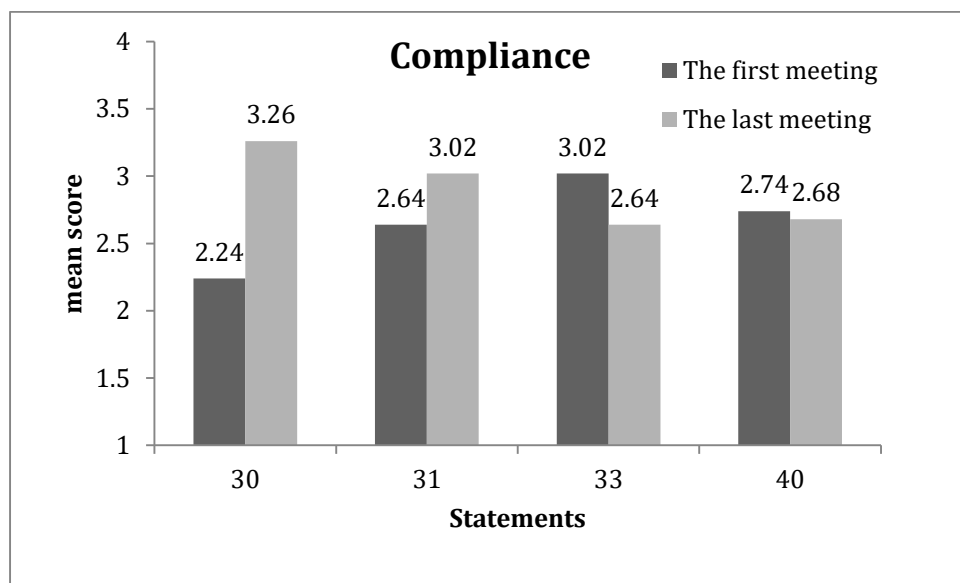


Figure 10: Results of Compliance dimension in comparison

For the statement 33, it was negatively oriented. The mean score increased from 2.64 to 3.02. It meant a lot of students thought that they could do their reading work exactly as the teacher wanted when they were asked at the first book club meeting. However the mean score of this statement decreased after students' participation in book club. Besides that, the mean score of other statements of this dimension increased after book club participation.

To sum up, all participants answered all 47 questions of the reading survey. Students in the book club experienced group gained in all areas of the MREQ indicating that the group's general motivation toward reading increased.

4.1.2. Results of the program assessment questionnaire

4.1.2.1. Personal preferences

In the part 1 of program assessment questionnaire, each of the pastimes (reading a book, listening to a story, playing on the computer, watching television or playing) were graded on a three level scale: 0 = Not at all, 1 = A little, 2 = Very much. The differences in grading were calculated and compared the mean score at the first and the last meeting of the book club. Figure 9 below displayed the results.

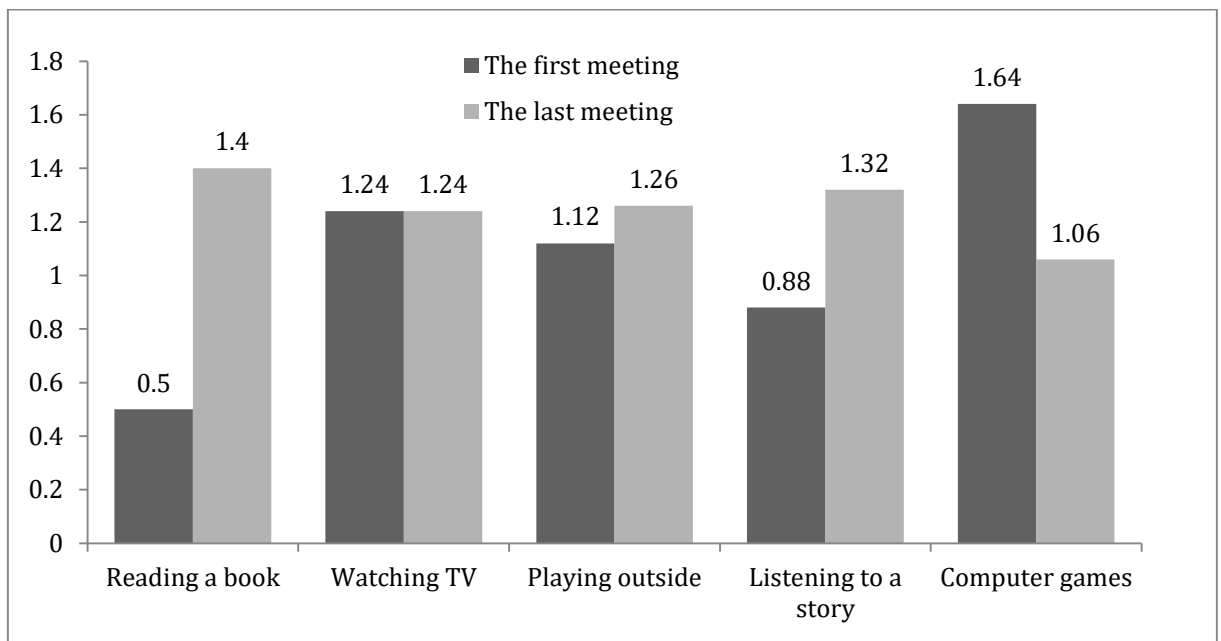


Figure 11: Preferred pastime (mean score)

Figure 11 showed that at the first meeting of book club, the subjects preferred playing on the computer, watching television and playing. But at the last meeting, they answered that they prefer pastimes with a book. The mean score increased from 0.5 to 1.4. These differences were found to be significant. No difference was found between before and after book club in liking to watch TV.

The subjects were then asked what activity, from the list of activities mentioned in the previous question, they had to choose only one. Figure 12 displayed the findings.

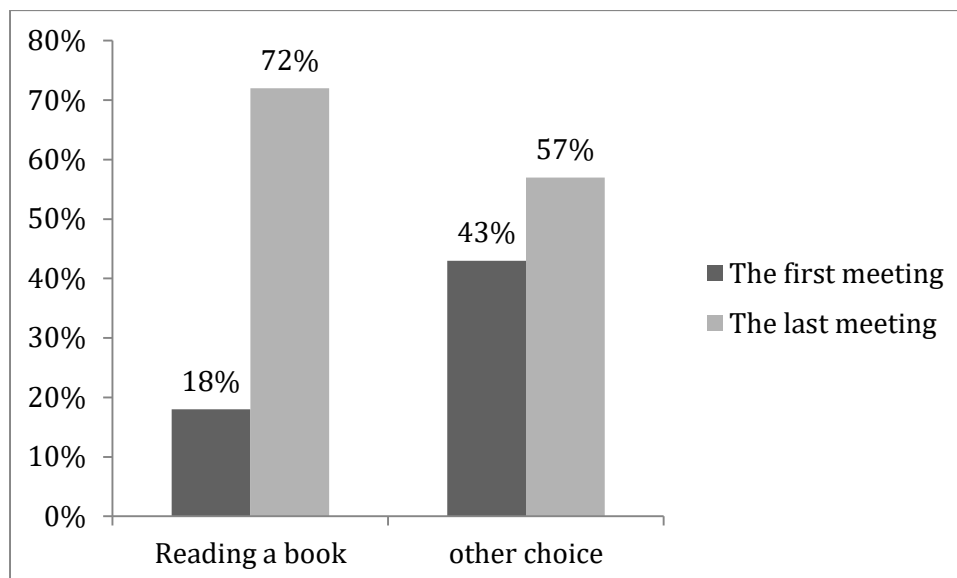


Figure 12: Books as a preferred pastime (percentage)

Figure 12 showed that approximately 72% of the subjects in the research group would choose a book at the last meeting, compared with 18% at the first meeting.

Then, the subjects were asked which item they would prefer as a present. Figure 13 displayed the findings.

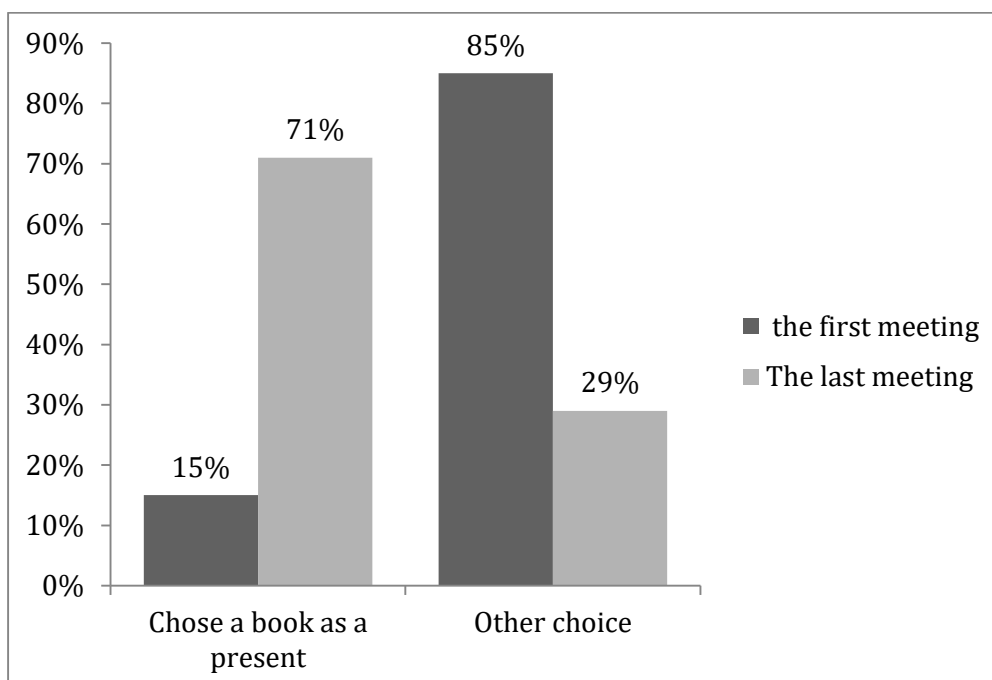


Figure 13: Books as presents (percentage)

Figure 13 displayed that an analysis of the subjects' answers to the question of what they would like to receive as a present. Approximately 85% of the subjects stated that they would prefer a book as a present at the last meeting of book club, compared with 15% of the first meeting. To sum up, all the students love reading books significantly over other pastimes.

4.1.2.2. List of popular books

The subjects were asked to circle the name of the books which they have read out of the list. The research used this step to assess the quantity of books students had read after they participated in the daily reading during the book club participation. The results displayed in table 4 and figure 14.

Table 4: Numbers of books students had read.

Number of books	Numbers of students
1	10
2	18
3	6
4	5
5	3
6	3
7	3
8	2
9	0
10	0
Total students	50

The table 4 showed that 10 students had read 1 book, the results of quantity of reading from 2 books upwards at the conclusion of the book club is 40 students. All of students could not read 9 or 10 books during 10 book club meetings.

Analysis of results revealed a percentage of students who only read 1 book was 20% and students who read from 2 to 8 books was 80%. The figure 14 displayed the result in percentage.

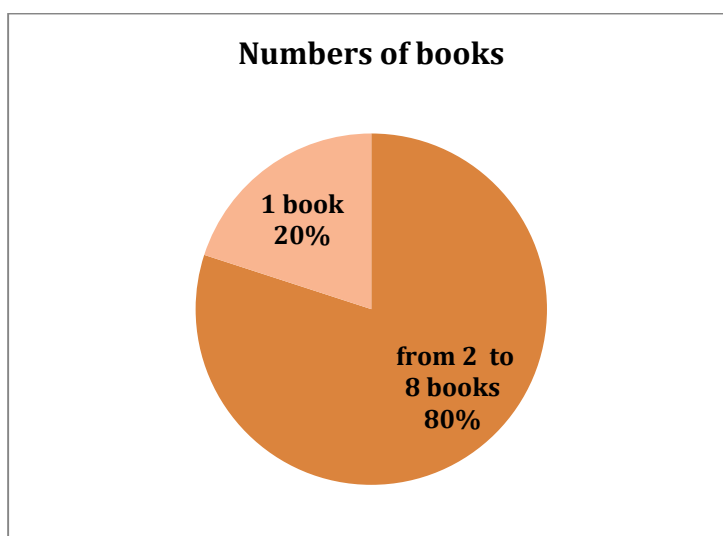


Figure 14: The numbers of book students had read in percentage

4.1.2.3. Results of quality of reading

Quality of reading was tested by the manner in which the students analyzed one of the books they had read. A total grade of quality of reading was calculated by the researcher, then compare the results of the first meeting and the last meeting of book club. The research used a rubric to assess the students' writing about their favorite book.

The total score (maximum: 12 points) for the rubric was applied based on the accuracy of individual criteria exhibited in the assignments. These criteria included title and author of the book, sentences summary, sentence length, personal opinions about the book, recommended readers and conclusion statement. Fifty students writings were assessed by rubric at the first meeting and the last meeting of book club, but in order to limitation of time, the researcher only assessed 20 writings of 20 students. The results were showed in table 5:

Table 5: The quality of reading results in comparison

Students	The score of the student's writing of the first book club meeting	The score of the student's writing of the last book club meeting
1	2	6
2	3	8
3	5	8
4	6	9
5	7	9
6	5	7
7	5	7
8	5	6
9	5	5
10	6	8
11	2	8
12	3	6
13	4	6
14	5	7
15	4	8
16	8	7
17	1	9
18	5	9
19	4	7
20	4	8
Total	89	148
Mean score	4.3	7.1

The writer calculated the result of the students book review at the first and the last book club meeting to know the students' score improvement. The writer calculated the students' mean score of the writing at the first meeting and the last meeting then compared. Based on computation, it showed that the mean score of quantity reading increased from 4.3 to 7.1.

4.2. Discussion

With the hope of finding out some useful book club activities to enhance reading motivation for 10th form students at VCVB high school, these findings of this study corroborated previous findings found that book clubs provided the space for all students to participate freely, especially for those who were usually quiet learners in a big classroom learning context. They engaged better in talking to learn and contributed more to the discussion and learning process in the smaller learning groups (E. A. Vannelli, 2012; Ying Chen, 2011).

This research showed that students benefit from participation in a school book club in terms of reading motivation based on increases indicated across multiple measures.

This research study utilized the MREQ to measure students' reading motivation. Comparison of baseline data at the first book club meeting and the last book club meeting provided documentation regarding the impact of the book club. Overall, the students in this study showed an increase in general reading motivation. Concerning reading competence and reading efficacy dimensions, the three aspects of this dimension - reading efficacy beliefs, challenge and work avoidance had different mean score. The increasing of almost results led the researcher to conclude that participation in a book club has a positive impact on students' reading motivation.

This confirmed that book club activities enhanced students' English reading motivation. The majority of students either did not know or are unaware of being good readers or not and they had low beliefs of their efficacy before book club participation but they had higher mean score after became book club members. This could be asserted and it was clear that belief about one's ability to do well in reading the following year is positively high.

After the book club, the five statements composing the curiosity dimension seem in perfect harmony as they all had positively high scores after students' curiosity emerges as a result of their desired to learn more about a topic of particular interest to them, and the enjoyment they got from reading English novel and English stories. They were also curious readers because they liked reading about new things or about a topic their friends discussed with them in the book club. This reflected their eagerness to learn as much as possible about the language they studied.

In the intrinsic motivation for reading, students displayed also a high level of extrinsic reading motivation when they had done the tasks of book club's daily reading. The dimension of reading motivation related to extrinsic motivation is 'grades', which was very closely related to classroom settings. The majority of students after book club participation thought that grades were good means to know about their progress in reading as well as to help them improve their grades in their studies in general; they looked forward to discovering their reading grades. Because of the favourable cultural social contexts and conditions of the book club that helped students from having external incentives to read, instead of rely exclusively on classroom.

In the book club, students could be considered as intrinsically motivated for reading as they give a great importance to reading. They believed that it is very important to them to be good readers and, consequently, they give a privileged position to being good readers among other activities they undertake. The reason behind this might be found in the fact they are conscious about their role as students who have to learn English as a compulsory language, and the role of reading in learning a foreign language

In the light of the results related to challenge after book club participation, one could state that participants undertake challenging reading activities and deal with difficult materials.

They reported that reading will help them learn about difficult thing, and that they liked answering questions that make them think. Nonetheless, a good number of respondents were against or hesitant about whether they liked hard challenging texts, though more than a half of them say they do.

The results of this study also pointed to the benefits of a school book club in order to enhance students' reading opportunities and experiences beyond the normal school day. The researcher drew upon the respective areas of expertise in reading to facilitate a book club of interest to students and serve as reading role models. By utilizing an informal, participatory, conversation-oriented book club format, students were able to interact purposefully with other students in shared reading activities.

The results of program assessment questionnaires reflected the fact that students who were exposed to the book club experienced a significant increase in reading quality, reading quantity and preferred reading books over other leisure activities in comparison between the first and the last book club meeting. These findings also corroborated previous findings by Guthrie, J. T., & Humenick, N. M. (2004) in their research about motivating students to read.

In this study, students who were participated in VCVB book club experienced a significant increase in reading quality, reading quantity and preferred reading books over other leisure activities in comparison with results at the first book club meeting.

These results of program assessment dealt with enjoyable reading activities that led to an improvement in reading quantity, reading quality and the preference of reading books over other activities, all of which were indications of an increase in reading motivation.

From results of reading quality, students need to read in substantial quantity not only in order to increase the amount of input but also to develop reading skills and knowledge.

On the other hand, it could be easier for the teacher to encourage students to actively engage in a certain task possibly by choosing or modifying the task according to students' needs and values. For instance, the results of this study imply that the step-by-step nature of the task which clearly indicated students' progress has encouraged the students to read more.

These book club activities enabled students to develop, enrich and exercise their story knowledge as expressed by their ability to retell the story and analyze the main character. These activities also enhanced their feelings of success and enjoyment in dealing with English books.

The results of rubric apart from feedback to the students, the information so gathered is believed to serve as 'instructional illuminators', facilitating the process of planning of instruction as well as improvement of course design (Popham, 1997; Petcov and Petcova, 2006). The average score of all elements in rubric increased gradually. It means students are interested in working for book club.

4.3. Summary

Above all, the book club created a community of readers who read English significantly more. Most of the students saw the importance of reading motivation in their learning English and interested in book club activities. They also knew about some ways to read in English effectively. Book club activities helped them to get closer to their friends as they had not had any chance to talk to their friends until one day the researcher put them in the book club and they become very friendly. Book club helped them to be more independent from their teachers and learn a lot from each other especially in reading English books.

CHAPTER 5: IMPLICATIONS AND CONCLUSION

5.1. Implications

Because reading motivation plays an important role in learning to read English, the writer think it would be useful to describe some of the implications of this study.

The first implication is that for students to be successful, teachers need to begin preparing students for book club at the beginning of the school year.

Book club activities should be begun by implementing a variety of activities that teach students how to have discussions with each other. An element that needs to be implemented in the practice is student discussion in small groups, and whole book club so that students become comfortable discussing their ideas about interesting books with others.

Further, students need guided practice in book club groups to learn how to ask questions and particularly, how to answer each other in a manner that maintains the focus of the conversation. One of the difficulties of book club is that each group need to lead a particular book club meeting with a popular book they chose. However, what one group may want to discuss may not be appropriate in a specific context in the book club.

Teaching students to monitor themselves is a key factor for the overall success of book club. It is imperative for teachers to have teacher training on the implementation of book clubs and also training on how to help students ask and answer higher order thinking questions.

Students have the opportunity to practice these questioning strategies over a period of time so that the language is internalized and readily available for use during book clubs.

Students feel safe in groups, and can therefore, take their reading abilities to the next level in book club to continue their practice.

When students feel connected to text, there is a greater chance that they discuss more about the text because they can see relations with their own lives (Ferber, 2006).

The book club context serves as a platform for students to discuss text in an authentic manner because students come to group with a variety of opinions of how they view the world based on background knowledge, and life experiences. Because individuals' experiences play an integral role in shaping behaviors, we should consider some ways and means to expose readers to positive self-enhancing reading experience. Guthrie and Wigfield (2000, p.410), say that "connections between the academic curriculum and the personal experiences of the learners" present a good motivational principle. This may be done by providing learners with situations in which they would feel at ease with reading materials and activities, and also give them some opportunities to initiate and monitor reading behaviors (Deci & Ryan, 2000).

Choice in reading is essential because it increases autonomy. Choice is "motivating because it affords student control. This need for self-direction can be met in reading instruction through well-designed choices" (Guthrie & Wigfield, 2000, p.411).

Reading is a social activity, and as such, there should be social relationships between students because "intrinsic motivation for reading and learning is closely connected to their feeling of social support in the classroom" (Guthrie & Wigfield, 2000, p.414). Interaction between students in the book club should be encouraged in order to enable students exchange meaning content, strategies and experience about reading.

Results of this study have shown that tenth-grade students participating in a school book club experienced growth in the areas of reading motivation. Student attitudes toward reading were positive and involvement in shared social reading experiences increased. The more opportunities students have to engage in reading activities, the greater their English reading motivation.

5.2. Limitations of the study

Although the study has certain strengths such as collection methods, namely observation, survey questionnaires for students, suggestions for book club activities, it is obvious that the study has got a number of drawbacks due to limited time, lack of sources and the researcher's ability.

Firstly, the number of informants involved in the survey is still limited, so the findings may, to some extents, not be generalized to all respondents.

Secondly, the researcher had a certain constraint of academic language proficiency and experience in carrying out the study.

Another limitation concerns attrition. Although there were 50 students total in the book club, only 38 students attended all book club in which the experiment was carried out. Therefore, if those who were absent from any/all of the book club meeting shared certain characteristics, there is a possibility that the pattern of dropping out itself could be a variable which influenced the results.

Finally, the author's practical experience in organization a book club to the students from different grades and levels and the knowledge of the subject matter are limited. Therefore, this study can be offered as a basis for further research.

5.3. Future research

As the students in this research study are currently in the tenth grade, Baseline data obtained in tenth grade could be compared against reading motivation in next grade providing information useful in tracking student progress in reading English books. Studying the same group of students, if they continued to participate in offered programs, would add further data with which to determine the impact of book club on students' reading motivation as trends over time could be studied.

Future studies involving the targeted group of students for a book club could be conducted based upon reading levels, motivation levels or specific

book interests and how they relate to reading habits. A study might be done on the impact of online book club participation and how social media and technology, for example, Facebook, website, fanpage... might play a part in motivating students to read and possibly increase reading motivation. Integrating technology such as book club online, e-readers through mobile or internet would provide valuable data in regard to reading motivation.

Any study investigating the impact of reading enrichment activities or book club programs would likely benefit students and teachers who study English as a second language and bring them a free environment to practice reading English every day.

5.4. Conclusion of the study

In conclusion, this study was aimed at investigating the effect of using book club activities on 10th form students' English reading motivation at VCVB high school. The participants were fifty 10th grade students at VCVB high school. They were 16 male and 34 female students, ranging in age from 15 to 16 years old. Most of the students had started learning English formally when they were 11 years old, therefore, their overall English proficiency was expected to be at least at or around the pre-intermediate level. In this study, both qualitative and quantitative research methodology were utilized. There were two research instruments: Questionnaires and program assessment questionnaires. The data collected will then be analyzed and generalized.

The results of this study have shown that fifty 10th form grade students participating in VCVB book club experienced overall growth in the areas of reading motivation. The results indicated that growth occurred as a group and individually in areas measured in the study. Student attitudes toward reading were positive and involvement in shared social reading experiences increased. The students learned from each other during the book club activities. The formal

participatory of the book club allowed students to be active participants in their own English reading and reading for enjoyment was fostered.

This study also helped to determine the effectiveness of using book club to enhance 10th form students' English reading motivation at VCVB high school. It provided language students with the rationale to carry out book club activities to improve students' reading motivation. This study also gave suggestion to students to develop successful English reading activities as students. Besides, the value of book club in enhancing 10th form students' English reading motivation will be determined. Hence, this study is helpful to provide knowledge on ways to develop natural ways in reading activities.

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Appendix A:

STUDENT'S QUESTIONNAIRE 1

Dear students,

We would be very grateful if you accept to fill in the following questionnaire. To answer the questionnaire, please circle the number you think most appropriate to express your agreement or disagreement with the questionnaire statements. Do not answer how you should be, or what other people do. Note that there are no right or wrong answers to these statements. If you have any questions, please let us immediately know.

4= A lot like me ; 3= A little like me; 2= A little different from me; 1= Very different from me.

This form of The Motivation for Reading in English Questionnaire (MREQ) by Komiyama (2013) is for students of English as a second or foreign language.

Items	Statement	Scale			
1	I like reading in English to learn something new about people and things that interest me.	1	2	3	4
2	I like reading a lot of interesting things in English	1	2	3	4
3	I feel happy when I read about something interesting in English	1	2	3	4
4	When the topic is interesting, I am willing to read difficult English materials.	1	2	3	4
5	It's fun for me to read about something I like in English	1	2	3	4
6	It is hard for me to stop reading in English when the topic is interesting	1	2	3	4
7	I like reading about new things in English	1	2	3	4
8	I enjoy reading when I learn complex ideas from English materials	1	2	3	4
9	I like it when the topic of an English reading makes me think more	1	2	3	4
10	I like challenging myself while reading in English	1	2	3	4
11	I enjoy reading good, long stories in English.	1	2	3	4
12	I am a good English reader	1	2	3	4
13	When an assignment is interesting, I can read difficult English materials more easily.	1	2	3	4
14	When I am reading about an interesting topic in English, I sometimes lose track of time.	1	2	3	4
15	When my teacher or friends tell me something interesting, I might read more about it in English	1	2	3	4
16	I enjoy reading in English to learn what is going on in the U.S. and in the world.	1	2	3	4
17	I am willing to work hard to read better than my friends in English.	1	2	3	4

Items	Statement	Scale			
		1	2	3	4
18	I like being the only student who knows an answer about something we read in English.	1	2	3	4
19	I like my teacher to say that I read well in English	1	2	3	4
20	When I complete English reading assignments for class, I try to get more answers correct than my classmates	1	2	3	4
21	When I read in English, I like to finish my reading assignments before other students.	1	2	3	4
22	I like my friends to tell me that I am a good English reader	1	2	3	4
23	In comparison to other activities I do, it is very important to me to be a good reader	1	2	3	4
24	When some classmates read English better than me, I want to read more English materials	1	2	3	4
25	I like it when my teacher asks me to read English aloud in class.	1	2	3	4
26	I like to get positive comments about my English reading	1	2	3	4
27	When I read in English, I often think about how well I read compared to others.	1	2	3	4
28	I practice reading in English because I feel good when I answer teachers' questions correctly in class.	1	2	3	4
29	I feel happy when my friends ask me for help with their English reading assignments.	1	2	3	4
30	Finishing English reading assignments on time is important for me.	1	2	3	4
31	I usually try to finish my English reading assignments on time.	1	2	3	4
32	It is important for me to receive a good grade in my English reading course	1	2	3	4
33	I do my English reading assignments exactly as the teacher tells me to do them.	1	2	3	4
34	I look forward to finding out my grades in English reading.	1	2	3	4
35	I want to read in English to improve my grades.	1	2	3	4
36	I work harder on English reading assignments when they are graded.	1	2	3	4
37	I don't like it when there are too many people in the story.	1	2	3	4
38	I don't like reading something when the words are too difficult	1	2	3	4
39	I practice reading in English because I want a higher reading score than my friends and classmates on tests like TOEFL, IELTS, etc.	1	2	3	4
40	I practice reading in English because I need to do well in my future classes.	1	2	3	4
41	I enjoy telling my friends about English materials which I read	1	2	3	4
42	My friends and I like to share what we read in English	1	2	3	4
43	I like talking with my friends about what I read in English.	1	2	3	4
44	I like joining discussions about what I read in English.	1	2	3	4
45	I feel happy when someone knows about my ability in English reading.	1	2	3	4
46	I try to read in English so I can understand what my friends are talking about.	1	2	3	4
47	I don't like English vocabulary questions.	1	2	3	4

This questionnaire adapted the motivation for reading in english questionnaire (MREQ) by Komiyama (2013).

Appendix B:

STUDENT'S QUESTIONNAIRE 2

Part 1: Personal preferences

1. How much do you like the following pastimes?

Reading a book	Not at all	A little	Very much
Watching TV	Not at all	A little	Very much
Playing outside	Not at all	A little	Very much
Listening to a story	Not at all	A little	Very much
Computer games	Not at all	A little	Very much

2. If you had to choose one of the pastimes mentioned in question 1 above, which would you choose? _____

3. Which of the following would you like as a present? Please circle one item only.

- a. A new CD game
- d. Movie tickets
- b. A new book
- c. A new T-shirts
- e. A new school bag

Part 2: List of popular books . Please circle only books which you have read by yourself, because you will be asked to tell what each book is about.

List books:

Number	Title of book	Author	level
1	One boy's journey	National Geographic; Rob Waring	American English Level(s): Low- intermediate (US), B1
2	Anna and the fighter	Elizabeth laird	Macmillan Education eBook, beginner
3	Dawson's creek: The beginning of everything else	Jennifer Baker	adapted book level 3
4	Land of my Childhood	Oxford Bookworms	Library level 4
5	The Canterville Ghost and other stories	Oscar Wilde	British English Elementary
6	The legends of sleepy hollow and rip Van Winkle	Washington Irving	Elementary
7	A ghost in love and other plays	Michael Dean	Level 1 Oxford Bookworms Library
8	The slumber party	Magaret Wild	Beginner
9	The Story of The Hula	National Geographic; Rob Waring	British English High-beginning, A2
10	Artic whale danger!	Rob Waring	Footprint Reading Library: Level 1

Part 3: Quality of reading

Write about one of the books which you have circled in part 2.

(Some suggestions for the writing: * An introductory sentence that includes:

- Genre or describing word for the book
- Title
- Author

* 2-3 sentence summary including:

- Characters
- Setting
- Problem

* If you enjoyed the book:

- One or more things you liked or did not like about the book
- Words you would use to describe the book

Who you would recommend this book to an included reason:

- Ages of recommended readers
- Why → genre/topic of the book

- A concluding sentence persuading classmates to read the book

Appendix C

BOOK REVIEW RUBRIC

Student:.....Class.....

Name of favorite book.....Date.....

MAKE SURE TO INCLUDE:	2 points	1 points	0 point
1. Title, Author of the book	Included the title and author of the book.	Did not include the title or did not include the author.	Did not include the title and the author.
2. Sentences summary	Included a 2-3 sentences summary (or more), explaining the characters, setting and problem of the story without giving away the ending.	Included a 1 sentence summary or did not explain the characters, setting, and problem of the story.	Did not include a summary of the book.
3. Sentences length	Sentences are well - balanced, promote readability, and vary in length and complexity.	Sentences are clear, but may lack variety in length and complexity.	Sentences are often too short or too long, and lack variety in length and complexity.
4. Personal opinions about the book	Included your reactions to the story explaining what you liked or did not like about the book or words to describe the book.	Included your reactions to the story, but did not explain what you liked or did not like about the book or words to describe the book.	Did not include your personal opinions about the book.
5.Recommended readers	Described who may like to read the book and why:	Described who may like to read the book but not why.	Did not include information about recommended readers.
6.Conclusion statement	Included a final sentence persuading readers to read the book.	Included a final sentence, but did not persuade readers to read the book.	Did not include a conclusion statement.

Total Score: _____ / 12 points

Book Club's Selection

STT	Code	Book	NOTE
1.	A2.GR.A1.0001	Photo finish	
2.	A2.GR.A1.0001.1	Photo finish	
3.	A2.GR.A1.0002	The truth machine	
4.	A2.GR.A1.0003	Anna and the fighter	
5.	A2.GR.A1.0004	L.A. raid	
6.	A2.GR.A1.0005	This is London	
7.	A2.GR.A1.0006	Shooting stars	
8.	A2.GR.A1.0007	Old boat, new boat	
9.	A2.GR.A1.0007.1	Old boat, new boat	
10.	A2.GR.A1.0008	The shipwreck	
11.	A2.GR.A1.0009	One boy's journey	
12.	A2.GR.A1.0010	Anna and the fighter	
13.	A2.GR.A1.0011	Dawson's creek: The beginning of everything else	
14.	A2.GR.A1A2.0001	Land of my Childhood	
15.	A2.GR.A1A2.0002	The Canterville Ghost and other stories	
16.	A2.GR.A1A2.0003	The legends of sleepy hollow and rip Van Winkle	
17.	A2.GR.A1A2.0003.1	A ghost in love and other plays	
18.	A2.GR.A1A2.0004	The slumber party	
19.	A2.GR.A2.0001	The Story of The Hula	
20.	A2.GR.A2.0002	Artic whale danger!	
21.	A2.GR.A2.0002.1	The Canterville ghosts and other stories	
22.	A2.GR.A2.0003	Viking tales	
23.	A2.GR.A2.0004	The legends of sleepy hollow and rip Van Winkle	
24.	A2.GR.A2.0004.1	The legends of sleepy hollow and rip Van Winkle	
25.	A2.GR.A2.0005	Dawson's creek: Major Meltdown	
26.	A2.GR.A2.0006	Dawson's creek: Long hot summer	
27.	A2.GR.A2.0007	Dawson's creek: The beginning of everything else	
28.	A2.GR.A2.0008	Dawson's creek: Shifting into overdrive	
29.	A2.GR.A2.0008.1	Dawson's creek: Shifting into overdrive	
30.	A2.GR.A2.0009	Unquiet graves	