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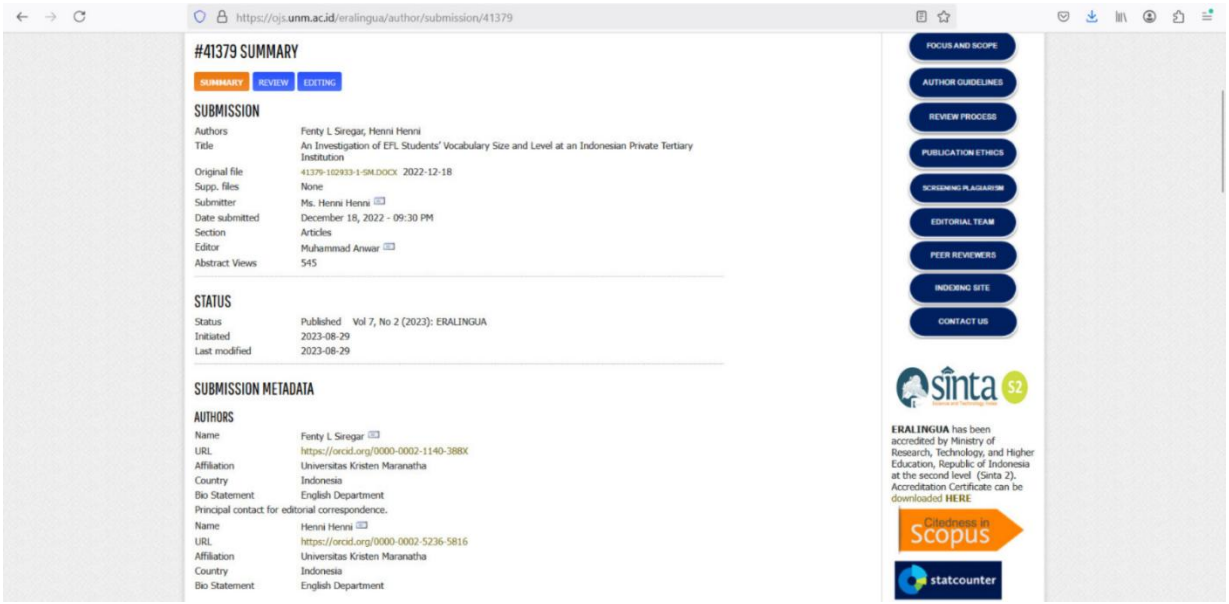

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An Investigation of EFL Students' Vocabulary Size and Level at an Indonesian Private Tertiary Institution

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Abstract. Having a good vocabulary knowledge is essential for every student who learns a new language. However, there are only limited previous research projects have studied the development of English language students' vocabulary knowledge in West Java, Indonesia. Thus, this current study investigated English students' vocabulary progress. The participants studies at a private tertiary institution in Indonesia. In its investigation, this study used two different instruments: the Vocabulary Level Test and the Vocabulary Size Test which respectively were created by Webb et al. (2017) and Nation & Beglar (2007). The findings are expected to inform teachers and educators about the usefulness of knowing students' vocabulary levels and progress.

Keywords: *EFL Students, Vocabulary Level, Vocabulary Size*

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INTRODUCTION

Mastery of vocabulary plays a vital role in L2 leaners' writing and reading competencies. Thus, to help learners improve those abilities, it is essential that teachers know the learners' vocabulary size and level. Studies have shown that when teachers can identify the L2 learners' vocabulary size and level, they can gain insight on their students' reading ability (e.g. Laufer, 1997; Qian, 2002), their writing quality (Llach & Gallego, 2009; Schoonen et al., 2011; Yang et al., 2019), and speaking ability (e.g. Derakhshan & Enayat, 2020; Enayat & Derakhshan, 2021; Uchihara & Clenton, 2020). Derakhshan & Enayat (2020) found high-frequency vocabulary could be used as a tool to determine the L2 overall speaking performance. Furthermore, the study of Enayat & Derakhshan, (2021) showed that receptive vocabulary size could inform teacher the dimension of lexical mastery of L2 speakers. Thus, knowing how much vocabulary learners have mastered will give teachers insights on what advice and help they can provide for their students to develop their vocabulary size.

Nation (2012) suggested that to help students increase their vocabulary level, teachers need to find out to which level their students belong in the three vocabulary-level groups: high-frequency (1000-2000 word-levels), mid-frequency (3000-9000 word-levels) and low-frequency words (from 10,000 word-level and beyond). Nation further explained that different word levels required different learning processes. If students were not yet

familiar with the high-frequency words, it was important to engage students in reading graded readers and being involved in deliberate teaching and learning processes (Nation, 2012). When they had passed the first level, the students can read mid-frequency readers and engage in intentional learning in order to recognize the mid-frequency 3000-9000 word families (Nation, 2012). Whereas the acquaintance with low frequency word list or level 10,000 and above could be done through broad reading and specialized analysis of words related to a certain subject area (Nation, 2012).

The study of Goulden et al. (1999) found that the word-families mastered by adults whose L1 is English are approximately 20,000 words. Coxhead et al. (2015) investigated secondary school students who were L1 English users in New Zealand and their study revealed that the participants mostly had mastered around 9000 word-families. Nation (1990) stated that the average vocabulary increase of English L1 users was 1000 - 2000 new words per year. Regarding L2 English learners, Nation (2012) noted that the non-European L2 English successful undergraduates at an English-speaking university mastered 5000-6000 word-families; while the PhD students mastered 9000 word-families. Mclean et al. (2014) studied the size of vocabulary of 3449 Japanese English learners in different universities and their findings showed that the size of participants' vocabulary was 3715.20 word-families in average. Another study by Gibriel (2017) found that the second and the fourth semester Egyptian EFL students respectively knew around 6751 and 7566 word-families. The result of a study by Yang et al. (2019) showed that in average, Chinese graduate students knew 7274.75 word-families. Ozturk (2016) examined the growth of English receptive vocabulary from 174 learners studying at an English Program at a university in Turkey by using VST. The participants' vocabulary growth was measured at different stages of the study and the study found that their average vocabulary size was between 5000 and 6000. Although their vocabulary size increased by 500 words a year, the size of the vocabulary decreased in their final year of study. This happened because of the reduced use of English by the students (Ozturk, 2016).

Research on VLT of English L2 learners found that most of the participants in the studies have not yet mastered the first-two of the 1000-word families. An example is the study of Webb and Chang (2012) that examined the level of vocabulary of 166 Taiwanese English learners. Their findings showed that more than 50% of the learners still failed to master high-frequency words in the first 1000 word-families and just around 16 % of them were proficient in the 2000 word-families, even though the learners had learned English for nine years.

In the context of Indonesia, several studies on vocabulary size were present and overall, the findings of these studies indicated that the more recent the study was, the higher the students' average vocabulary size would be (see Kusumarasdyati & Ramadhani, 2018; Nurweni & Read, 1999; Romadloni, 2019; Umam, 2016). The study of Nurweni and Read, (1999) which researched 324 EFL students' vocabulary receptive knowledge found that their vocabulary size was only 1226 English words. Nurweni and Read (1999) concluded that the students should have acquired 4000 words because that amount was expected from the students upon entry to the university. The study done by Umam (2016) examined the vocabulary size of 111 fifth semester Indonesian EFL students. The study came out with the result that the average vocabulary size was 5,873 word-families, with 8,800 words as the highest and 2,800 as the lowest. Another study by Kusumarasdyati and Ramadhani (2018) took data from 216 students at State University of Surabaya. The data were taken from four batches of students majoring at the English Department, and they

compared the outcome of each batch. The result of the study showed that the average vocabulary size of the first-year participants was 5425 words, the second was 5641.8 words, the third was 5987.8 words, and the fourth was 6141.3 words. They also found that the vocabulary size of the participants was expanded by 238.8 words per year. Romadloni (2019) replicated Kusumarasdyati and Ramadhani's study, analyzing the vocabulary size of 242 undergraduate students from the same university, taking data from the classes of 2015 to 2018. He found that in average, the vocabulary size for each batch was 6519.78 words, 7028.13 words, 7040.91 words and 8202.33 words. He also found 2.3 times higher result (approximately 560.85 words every year) when the average vocabulary sizes were compared.

With regards to level test, the study by Kurniawan (2017) had 290 first year undergraduates in the English department at UIN Raden Intan as the participants and focused on the first 2000-word vocabulary level. His findings showed that the students' average vocabulary size was 1400 words. He also obtained a result that there are 6% of the participants whose mastery of the 1000 word-level is not yet attained (Kurniawan, 2017). A similar study by Sudarman and Chinokul (2018) examined the vocabulary level of first year students at Kutai Kartanegara University. They found that participants of the study were not yet shown mastery of the 2000 and 3000 word-levels (Sudarman & Chinokul, 2018). Kirana & Basthomi (2020) administered Vocabulary Level Test to 319 participants majoring in the English Department, Institut Agama Islam Negeri Ponorogo. The participants were students from five semesters, from semester one to five. They discovered that on average, the students were only familiar with over 1,366 word families, which did not meet the expected lexical threshold. The researchers proposed the promotion of vocabulary development through relevant courses in every semester in order to ensure that the students could receive enough exposure that would help them acquire 3000 word families.

Two recent studies conducted by Siregar (2020a, 2020b) investigated the mastery of word knowledge among undergraduate English language learners in Indonesian universities. Using Vocabulary Size Test (Nation and Beglar, 2007) and Vocabulary Level Test (Webb, Sasao and Balance, 2017) as the instruments of measurement, the results indicated that most of the students had limited grasp of high- and mid- frequency vocabulary. In particular, Siregar (2020a) concluded that the vocabulary size of as many as 92.5% of the students ranged from 6000 to 15400 word families, with an average size of 8732,5 word families. Although this large vocabulary size would allow the students to engage with reading materials containing 8000-9000 word families, the result furthermore revealed that few students had a proper understanding of mid- and high-frequency words. Since only ten out of forty participants (25%) had mastered words at the mid- and high-frequency levels, a more extensive approach to reading comprehension is deemed necessary in vocabulary learning. The other study of Siregar (2020b) involving a higher number of participants enrolled in EAP subjects at two private universities concluded similarly, suggesting that the entire participants of the study had low knowledge of words ranging in high- and mid-frequency. It was observed that an overwhelming majority of students were incapable of understanding 1000-5000 word levels despite having a big vocabulary size. This finding pointed out the obstacles that the students might face as they failed to master the most common words from the first to the third 1000 word families. Not only was vocabulary knowledge inadequacy challenging for the students, language instructors had also expressed concerns regarding the issue since

the current consensus has established that a lexical coverage of over 98% is crucial for comprehending a variety of texts.

Even though there have been previous studies on vocabulary size and level in Indonesia, they are still limited. Thus, there is still a room to conduct more research to investigate students' vocabulary size and level. More similar studies are needed to know whether the increase of the average vocabulary size will still become a trend or not. Following a number of studies that have devised some tests to determine English learners' vocabulary knowledge (e.g. Mclean & Kramer, 2015; Nation, 1993; Nation & Beglar, 2007; Schmitt et al., 2001), in this paper, two tests are going to be the focus. The first is Vocabulary Size Test (VST) which was created by Nation and Beglar (2007). The test aims at measuring the learners' vocabulary knowledge on words required for reading. The scoring of the vocabulary will be based on the new vocabulary level test (VLT) formulated by Webb et al. (2017), with the goal of measuring students' receptive knowledge of higher frequency words (1000-5000).

Using the aforementioned measurements, the present study has the goal to know the vocabulary size and the vocabulary level of undergraduate students who were majoring in English in West Java, Indonesia, to find answers to the following research questions:

1. How large are the EFL undergraduate students' vocabulary sizes?
2. To what extent have the EFL undergraduate students mastered 1000-5000 word-levels?

RESEARCH METHOD

The study adopted a quantitative research approach. Thus, the study focused its analysis on statistical data that was gathered for the research descriptions. Since the data was calculated by a computer, the researchers can save time in data gathering and calculation. Consequently, researchers could invest time to describe the result of the study.

This study involved undergraduate EFL students from a private tertiary institution. They were students who were from the following batches: 2018, 2019, and 2020.

In this study students completed two vocabulary tests. First, they completed the vocabulary size test (VST) of Nation and Beglar (2007) 14000 or 20000 versions. Then, the students did the vocabulary level test (VLT) of Webb et al. (2017), after which the result was analyzed quantitatively. The study followed the recommendation of Nation and Beglar (2007) when counting the VST result: the students' correct answers were multiplied by 100. For instance, a learner who correctly answered 60 questions, would get their vocabulary size stated as 6000 words. For the second test or VLT, the analysis followed the recommendation of Webb et al. (2017). Therefore, the calculating point for mastering 1000 to 3000 word-levels was set at 97%. The 97% mastery equals 27 correct answers out of 30 questions. The vocabulary mastery of 4000 and 5000 word-levels was set at 80% which means that students have to answer 24 questions correctly.

RESULT AND DISCUSSION

RESULT

Table 1 presents the results of a total of 73 English major students from three batches who participated in Vocabulary Size Test. The mean scores acquired showed that

the students from all batches increased their vocabulary size after one year of study. However, there was a decrease in the highest score achieved by student in batches 2018 and 2020; also in the lowest score of the student in batch 2020.The gap in the standard deviation from before and after one year of study was quite big, especially for batch 2020. This indicates that there is a wide range of proficiency among the participants.

Table 1. Vocabulary Size 2020 and 2021

Year	**2020**			**2021**		
Batch	**2018**	**2019**	**2020**	**2018**	**2019**	**2020**
N total	25	21	27	25	21	27
Highest	16400	10000	16600	14800	14800	13000
Lowest	7400	8000	5300	8000	9200	2200
Mean	11745	8800	9823	12267	11971	10229
SD	2899.78	883.18	2955.26	2661.33	2186.10	3842.62

Table 2 shows the findings of students' vocabulary level. Broadly, it can be observed from the table after one year of study there were more students who passed 1000- 5000 word- levels. The number of students who were from batch 2020 passed all the cutting and passed the cutting points increased 12 %. This is the highest improvement among the three batches after one year of the study. Despite the students' vocabulary development, it is noticeable that after three years of study, there are still 48% of the students who have not mastered the first 5000 word-level. Some students also have not mastered the 1000- 2000 words. Only all students of Batch 2021 passed 1000 word-level after one year of study.

Table 2. Vocabulary Level 2020 and 2021

Year		**2020**			**2021**		
Batch		**2018**	**2019**	**2020**	**2018**	**2019**	**2020**
N		25	21	27	25	21	27
1000 L	**Highest**	100	100	100	100	100	100
	Lowest	93	97	80	93	100	90
	Mean	98.80	99.71	95.19	98.80	100	98.52
	SD	2.40	0.91	5.72	2.33	0	2.67
2000 L	**Highest**	100	100	100	100	100	100
	Lowest	87	80	67	70	60	67
	Mean	96.20	96.43	90	93.07	91.75	92.96
	SD	4.55	6.31	9.87	8.16	9.98	9.07
3000 L	**Highest**	100	100	100	100	100	100
	Lowest	70	57	17	67	40	50
	Mean	89.76	88.53	77.65	92	90.79	74.69
	SD	8.90	11.05	20.34	9.23	13.94	18.40
4000 L	**Highest**	100	100	100	100	100	100
	Lowest	63	57	13	67	40	20
	Mean	87.80	87.71	76.79	92	90.79	76.67
	SD	10.63	12.73	23.80	9.23	13.94	21.52
5000 L	**Highest**	100	100	100	100	100	100

	Lowest	63	40	23	47	43	13
	Mean	86.40	84.24	68.77	91.20	90.48	78.52
	SD	10.64	14.45	23.30	12.76	12.03	21.71
NS (pass all Cutting points)		10 (40%)	8 (38%)	5 (19%)	13 (52%)	9 (43%)	8 (30%)

Discussion

With regard to Vocabulary Level Test, the result shows that all students passed the 1000 word level cluster; however when it comes to 2000 word level, some students were still struggling. Similar finding was also found in previous studies done by Sudarman & Chinokul (2018) and Kurniawan (2017) in which some of the participants failed to acquire the 1000-2000 word levels. In the current analysis, the students who had issues in mastering the 1000-2000 word families were from batch 2019 and 2020, who had only studied at the English Department for one or two years. Although the length of study could affect the students' vocabulary level, it is expected that the students, especially those majoring in the English Department, are able to master the 1000-2000 words since such ability is crucial in understanding English, both spoken and written (Webb, Sasao & Ballance, 2017). On the other hand, a steady improvement can be seen in the number of students who passed cutting points. Within a year, the vocabulary level of students increases by 9% on average. It can be argued that continuous exposure and study demand helped enhance the students' lexical competence.

It is also interesting to note that although in average students' vocabulary size increase within their one year of study, the student with the highest scores from batch 2018 and 2020 shows a decline in their achievements. The student from batch 2020 with the lowest achievement in 2020 also shows a decline in 2021. Moreover, when the mean is compared, the increase in number of vocabulary is lowest for the batch 2020. This might indicates that in 2020 the students might not be exposed to English as much as the previous batches. The students in batch 2020 are those who start their tertiary study in the pandemic era. Thus, it can be assumed that online learning might somehow influence the students' achievement in developing their vocabulary.

However, the students' increase in their vocabulary level shows that even in the 1000 word level not 100% of the students have mastered the level after one year of study. Even though students from batch 2020 shows the highest increase in the mean, the achievement of the student with the lowest score is the lowest among the others. On the other hand, the finding in 2000 word level

CONCLUSION

In summary, the results of this research project found that generally students have a better mean score in both vocabulary size and level tests and more students passed the cutting points of 1000-5000 words after studying for two semesters. In spite of the improvement, each batch's top score declined, and batch 2020's standard deviation was particularly large before and after a year of study, showing a wide

range of proficiency among the participants. Also, some students still failed to understand the 1000–2000word level. Since vocabulary mastery is crucial for children' language proficiency, these students need a lot of support in order to increase their vocabulary. Specifically, for those who have not yet mastered the most frequent words in English, it is advisable to encourage them to read graded reader books extensively.

The study only conducted the vocabulary size and level tests twice in 2020 and in 2021 and did not include too many students. Therefore, further study can replicate this study with a bigger number of students to get a clear picture of students' vocabulary development which this study cannot provide.

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An investigation on reading flow experience among EFL Indonesian students

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Abstract. This study investigated students' perception of flow experience (FE) when reading extensively and conditions that enabled FE. The participants were 36 EFL students from a private university in West Java, Indonesia who were involved in an extensive reading (ER) program using the XReading application. Data for the study were collected through questionnaire distribution and XReading document analysis to find out students' FE and reading data. Findings indicated that although when joining ER for two semesters the students experienced flow, the flow experience in the two semesters is high. The result also showed that in the 2nd semester the larger the number of words read, the higher the students' flow experience are which indicated that more often the students do ER, the bigger their chance to experience to flow. Therefore, increasing students' opportunities for experiencing flows could improve the quality of their language learning.

Keywords: *Flow, Extensive Reading, Optimal Experience*

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Commented [DD1]: Provide information related to the research design and data analysis

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INTRODUCTION

Reading in the context of language learning plays an important role. Babayan (2019) addressed that a lot of literature in ELT affirms that reading is crucial in foreign language learning. Ali, et.al (2022) mentioned that reading can assist foreign language learners when they do not have enough exposure to the language. However, to keep learners' interest in doing reading in the target language is not easy, leading to questions on which approach should be implemented to motivate learners to read L2 texts as much as possible and make them independent readers. One approach that is becoming popular to encourage learners to read more – hence, learn better – is the extensive reading (ER). Ali, et.al (2022) synthesized the findings from research on ER in various countries in the past decade and found out that ER activities have helped learners to develop their language skills, as well as improve their vocabulary and grammar.

There is a growing interest in the area of extensive reading, which is an approach for teaching and learning reading which focus is on encouraging learners to read a massive amount of reading material (Kirchhoff, 2013). In order

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to make the learners successful in their extensive reading programme, it is important to make them motivated in and engaged with their reading. Csikszentmihalyi (1990) introduced the theory of motivation and engagement in the field of psychology, suggesting some conditions that can create the "optimal experiences" that deal with human's most enjoyable moments. The optimal experiences can lead to the state of "flow", which Csikszentmihalyi (2014) defined as "a holistic sensation present when we act with total involvement". The optimal experiences can occur only when the person doing flow activities is totally immersed in what he or she is involved in. According to Csikszentmihalyi (1990), there are several conditions to experience flow:

1. Clear goals
2. Immediate feedback
3. Equivalence between challenges and skills
4. Deep concentration
5. Self-control
6. Forgotten problems
7. Loss of self-consciousness
8. Altered sense of time
9. Autotelic experience

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The above list shows that points 1-5 should be considered when designing activities to promote flow experience (FE), while points 6-9 are related to the result of experiencing flow.

In order that flow experience can be generated, the design of the activities must be carefully considered (Csikszentmihalyi, 1990). Flow activities must match the learners' present skills; yet provide suitable challenges that do not trigger learners' anxieties or boredom (Rathunde, 2003). The balance between skills and challenges is crucial to make sure that those doing the activities can embrace the feeling of success. This will motivate the learners to continue doing more activities and with the previously acquired skills, the learners challenge themselves with more difficult tasks (Egbert, 2003, p. 502).

Egbert (2003, 2004) stated that the Flow Theory can be implemented in the foreign language learning (FLL) research as it may offer a new framework for investigating language learning activities. This is in line with Csikszentmihalyi (1990), who argued that when language learners are doing reading activities, they will experience flow as well as identifying the process of reading as a reward when they enjoy what they read. Such enjoyment can occur only when challenges and abilities are harmoniously combined, making it possible for the learners to be immersed in the reading activities they are doing. This is shown by the learners' loss of self-focus and concerns; besides, they might even lose track of time (MacIntyre, 2016, pp 9-10).

However, there were only few research done to study flow in the areas of L2 learning and SLA (Cho, 2018; MacIntyre, 2016). A study investigating the presence of Flow Experience (FE) in translation tasks was done by Mirlohi et al., 2011. There were also other studies on intercultural and intracultural tasks (Aubrey, 2017a, 2017b), task complexity and modality (Cho, 2018), and Extensive Reading (Fongpaiboon, 2017; Kirchhoff, 2013). All of these studies indicate that FE occurs in language learning, although how much learners are immersed in their tasks is influenced by various factors, such as learner characteristics and environmental conditions (Egbert, 2003); also external conditions such as time, boredom, and health (Fongpaiboon, 2017; Kirchhoff, 2013). Therefore, there will be variations in learners' flow experience, not only among the learners themselves but also across tasks and activities (Mirlohi et al., 2011, p. 265).

Up to the present time, very limited research discusses flow experience in extensive reading activities in L2 contexts. The first empirical study on the relationship between flow experience and ER was done by Kirchhoff (2013), examining 64 Japanese EFL learners on their perception of flow when they were involved in ER. In her argument, she stated that the characteristics of extensive reading (ER) resemble the conditions of flow experience. She also argued that when learners had become used to reading in English, such condition would facilitate the emergence of flow-like experience (Kirchhoff, 2013, p. 205). IN her study, Kirchhoff employed questionnaires to obtain data on how many times the learners experienced flow-like occurrences together with descriptions of the conditions which created flow; as well as learners' reading speed and amount of reading. She did the research for two successive years, with an updated questionnaire spread to the learners in the second year, focusing only on specific elements of FE. The findings of her research showed that flow experiences were perceived by the participants when the extensive reading met the following factors: the content of graded readers that matched the learners' interest (40%), a reading location which was quiet (27%), as well as the learners' abilities that match graded reader level that they choose (12%). She also found that the amount of time spent reading did not correlate with flow-like experiences and argued that the quantity of reading was affected by many factors. In an agreement with Grabe (2009), Kirchhoff (2013) claimed that the flow experience aids learners' engagement with their extensive reading so that extensive reading can be suggested to be one of the learning approaches that promotes the effectiveness of language teaching as long as flow conditions are included.

A more recent study on ER and flow experience is by Fongpaiboon (2017). The study was conducted to investigate the perception of FE in ER and the conditions attributed to FE. Fongpaiboon involved 68 second-year undergraduate Thai students to be the participants of her research. They were the first semester students from the departments of applied computer science and civil engineering who joined an English reading course. To obtain data, she

implemented both quantitative and qualitative instruments: questionnaires and semi-structured interviews. The questionnaire was used to obtain demographic data of the participants, and statistical data on participants' attitude towards reading, flow state scale, and ER tracking sheet. The flow state scale questionnaire included nine conditions of flow (Nakamura & Csikszentmihalyi, 2009); namely, clear goals, immediate and unambiguous feedback, skills-challenges balance, concentration on the task at hand, sense of control, action-awareness merging, loss of self-consciousness, transformation of time, and autotelic experience. The result of Fongpaiboon's study showed that FE happened during ER. Besides, the result indicated that FE is strongly associated with the frequency of students' reading extensively but only slightly related to the amount of time students spent on ER.

Thus, both the studies of Fongpaiboon (2017) and Kirchhoff (2013) indicate that FE does occur in ER and that how much time spent on reading does not correlate with the occurrence of FE. However, in Kirchoff's study, there was no correlation between flow experience and the number of extensive readings done by the learners. This suggests that more studies are needed to yield more information on this issue.

In addition, Kirchoff (2013) pointed out that readers' positive motivation to read might be withdrawn when confronted by negative motivational influences. This issue was also addressed by Fongpaiboon's (2017) as the gap in her study, that there was no post-reading activity which allowed learners to share what they have read with others in the class. This hindered the learners from sharing personal meaning and value obtained from the reading, which should be beneficial when the learners can be involved in a reading community. Therefore, Fongpaiboon recommended creating a reading community in class to positively engage students in reading and increase their motivation to read in large amounts.

In Indonesia, it is noticeable that the interest in implementing Extensive Reading (ER) is growing (Waring & Husna, 2019). However, no studies have discussed FE in Extensive Reading Programs in Indonesia. Previous studies on ER were focused on how to implement ER in Indonesia (Anandari & Iswandari 2019), teachers' and students' perception of a post-ER activity (Hadiyanto, 2019), the potential of ER to develop critical thinking skills (Husna, 2019). The findings of these studies revealed some challenges in ER implementation along with the benefits and promising results of having ER in the EFL learning program. This encourages for more ER initiatives to take place in different contexts in Indonesia. With this in mind, this study aims to investigate flow experiences in students who joined an ER program in a private university in Indonesia. The research questions of the study are as follows:

1. To what extent does FE take place in students' ER?
2. What are the conditions that students consider enabling FE in ER?

3. Is there any correlation between students' flow and the sum of words they read?

RESEARCH METHOD

This study involved 36 undergraduate students who enrolled in two reading courses at a Private University located in Indonesia. Specifically, it was in West Java. The study was conducted during the participants' 1st and 2nd semesters. This study employed a quantitative method, with the data gathering instruments used were a questionnaire and document analysis from Xreading. The instruments were used to obtain participants' reading data and flow of experience. The questionnaire was adopted from Fongpaiboon (2017). It contained 36 items that specifically ask for: (1) clear goal of students consisting of 4 statements namely 1, 10, 19, and 28; (2) students' immediate feedback as well as unambiguous feedback containing 4 statements which were 2, 11, 20, and 29; (3) skills-challenges balance comprising four statements 3, 12, 21, and 30; (4) students' ability to concentrate on the task at hand including 4 different statements 4, 13, 22, and 31; (5) students' control which also had four statements 5, 14, 23, and 32; (6) students' action-awareness merging which were made of statements 6, 15, 24, and 33; (7) students' loss of self-consciousness (statements 7, 16, 25, and 34), (8) time transformation (statements 8, 17, 26, and 35) and (9) autotelic experience (statements 9, 18, 27, and 36). When completing the survey in the last meeting, the participants were asked to state their choice which was in the form of a survey with 5-point Likert scale. The internal consistency of 36 items in the survey were calculated. The alpha coefficient of the calculation was 0.89 which showed consistency of the items. Thus, this study could be conducted.

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research Design
participants
data collection
Research Instrument
Research procedure
data analysis

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RESULT AND DISCUSSION

This following part presents the result and discussion of this study. Each finding of the following research questions will be presented respectively1. To what extent does FE take place in students' ER? 2. What are the conditions that students consider enabling FE in ER? 3. Is there any correlation between students' flow and the sum of words they read?

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3.1 Flow experience

Table 1 presents the final mean scores of flow survey in the 1st and 2nd semesters were respectively 3.96, SD = 0.69, M = 3.68, SD = 0.70. It indicated a high point which showed that the students have experienced a high flow during their extensive reading practice in class; however, their experiences in the first and second semesters are a bit different with higher flow experience in the first semester. The finding of the high mean score is similar to the finding of Fongpaiboon (2007). However, the mean scores in this study is slightly bigger that the study of her study which only reached

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3.64. This finding shows that students do experience flow in their Extensive Reading (ER). If the students keep experiencing flow in their ER, they will likely read routinely in their lives (Day & Bamford, 1998).

Table 1 Descriptive statistics of flow state scale in the 1st and 2nd semesters

Semester	The 1st semester			The 2nd semester		
Flow state scale items	M	SD	ME	M	SD	ME
Goal	3.79	0.76	High	3.42	0.86	high
Feedback	4.22	0.58	very high	3.99	0.64	high
Balance	3.92	0.61	High	3.73	0.57	high
Concentration	3.81	0.65	High	3.58	0.62	high
Control	4.01	0.75	High	3.56	0.74	high
Awareness	3.81	0.61	High	3.49	0.75	high
Consciousness	4.03	0.63	High	3.84	0.63	high
Time	3.99	0.88	High	3.81	0.80	high
Experience	4.06	0.74	High	3.72	0.68	high

In order to test the signifcance of participants' mean scores, one sample t-test was conducted by applying a hypothesis mean score of 3.41 as the starting point of a high flow experience (FE) level.

In the following Table 2, it was found that the mean scores of students' FE after undergoing ER in the 1st and 2nd semesters were significant respectively (t = 6.144; p = .000; t= 6.335, p = .000). Thus, it conformed the the hypothesis that students' FE mean scores whould reach a high level (3.41). In detail, statistically significant differences took place in the flow conditions in the first semester. In that semester there were only 6 flow condition were found statistically significant. Concentration, control and goal were found not statistically significant. These findings are different from Fongpaiboon's (2017). Her study found that six flow conditions:

1. Clear goals
2. Immediate feedback
3. Equivalence between challenges and skills
4. Deep concentration
5. Self-control
6. Forgotten problems
7. Loss of self-consciousness
8. Altered sense of time
9. Autotelic experience

were the statistically significant at the p<.05 level. However, in terms of awareness merging of students' action, the conditions of students' concentration while working on a task, as well as transformation of time, there was no difference. It indicates that the differences might be due to many factors which are embedded in different variable of the contexts.

Table 2 Descriptive statistics of students' flow conditions and One sample t-test in the 1st semester

Flow state scale items	M	SD	ME	T	P	Meaning
Goal	3.79	0.76	high	3.00599	.004	Significant
Feedback	4.22	0.58	very high	8.466095	.000	Significant
Balance	3.92	0.61	high	5.012818	.000	Significant
Concentration	3.81	0.65	high	3.654201	.000	Significant
Control	4.01	0.75	high	4.775766	.000	Significant
Awareness	3.81	0.61	high	3.873588	.000	Significant
Consciousness	4.03	0.63	high	5.84051	.000	Significant
Time	3.99	0.88	high	3.960302	.000	Significant
Experience	4.06	0.74	high	5.28973	.000	Significant
Total	3.96	0.69	high	6.144387	.000	Significant

Significant at p < .05

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Table 3 Descriptive statistics of students' flow conditions and One sample t-test in the 2nd semester

Flow state scale items	M	SD	ME	T	P	Meaning
Goal	3.42	0.86	high	0.046298	.963	Not significant
Feedback	3.99	0.64	high	5.371697	.000	Significant
Balance	3.73	0.57	high	3.352232	.001	Significant
Concentration	3.58	0.62	high	1.690283	.099	Not Significant
Control	3.56	0.74	high	1.236297	.224	Not significant
Awareness	3.49	0.75	high	0.668734	.508	Significant
Consciousness	3.84	0.63	high	4.116058	.000	Significant
Time	3.81	0.80	high	3.017277	.004	Significant
Experience	3.72	0.68	high	2.762318	.009	Significant
Total	3.68	0.70	high	6.335501	.000	Significant

31.

Significant at p < .05

3.1 Conditions enabling flow experience in extensive reading

Table 4 shows students' reading flow in the 1st and 2nd semesters. In the first semester columns, the scores acquired suggest that students did experience

flow during their Extensive Reading (ER). Eight out of nine conditions of flow get high scores in the likert scale, while one of the conditions, *feedback*, scores very high (4.22). There are three other conditions which show a mean score above four, they are: *experience*, *consciousness*, and *control*, respectively.

In terms of flow state items, there are several items that gets very high scores. The item with the highest score belongs to the condition of *feedback*, in which the item 2 regarding the enjoyment of reading graded readers that they chose. The second highest score in the flow scale item 6 about ER that takes palce routinely and without any effort which belongs to the condition *awareness*. It is worth noticing that even though the average score for the condition of *concentration* gets the second lowest score, one of the items in that flow condition item 31 regarding forcing oneself to stop ER, is scaled very high (4.31). However, another item in *concentration,* item 4 about controlling one's my mind so that he or she can concentrate on their graded readers scores the lowest. The condition of flow with the lowest score is *goal*, with its item 1 about setting goal of how many pages and minutes he or she would read and spend.
These findings indicate that in the first semester the students experience flow highly, and the main reason is because they enjoy the reading material. The students are also encouraged to read because they realized that doing extensive reading improves their reading abilities, hence they find that extensive reading is worth doing. The students also enjoy the freedom to set the reading goals, and to have freedom in choosing the time and place to do their extensive reading. However, the fact that in doing the extensive reading the students are free to set their own goal makes them difficult to set how many pages and how much time they would spend on reading, and their concentration during extensive reading still need to be controlled.
The last three columns of Table 4 present students' reading flow in the 2nd semester. It is shown that the students also experience flow in the 2nd semester. However, there is no flow condition that gets a very high score in the 2nd semester; however, all the nine conditions of flow still achieve high scores with *feedback* as the highest and *goal* as the lowest. Three other flow conditions: *consciousness, time* and *experience* are the second, third and fourth highest scores.
In terms of the items in each flow condition, only one item in the category of *feedback* that deals with students' freedom to choose material for their extensive reading (item 2) gets a very high score. This is still the same as the result in the first semester. More flow items are in the moderate scales, with the item regarding the regular occurrence of extensive reading in the condition of *awareness* having the lowest score (2.81). These findings indicate that in the 2nd semester the students still experience flow mostly because they enjoy the reading material. However, it seems that their motivation to do the extensive reading decreases, which influence how they perceive their flow experience. The finding supports the argument that over a long period of time, students'

motivation to read would fluctuate greatly (de Burgh-Hirabe, 2011 and Judge, 2017).

Although the students still experience flow in the second semester, the scores for each flow condition is not as high as those in the first semester. Also, there is no flow condition that gets a very high score in the 2nd semester; however, all the nine conditions of flow still achieve high scores with *feedback* as the highest and *goal* as the lowest. Three other flow conditions: *consciousness, time* and *experience* are the second, third and fourth highest scores.

As previously mentioned, the flow condition *feedback* regarding the enjoyment of reading graded readers that they chose scores highest in both semesters. Other flow conditions show high scores without any significant gap in the scores between the 1st and 2nd semesters. The flow condition that gets the lowest score is also the same in both classes, that is *goal*. In general, the result in the 2nd semester is lower than the 1st semester, with the widest gap in the flow condition *control*.

One of the items in the *balance* category indicating students' feeling of their reading abilities to read extensive reading material that are more challenging (item 21), shares the same score (3.42) in the two semesters. More flow scale items with moderate scores appear in the 2nd semester, with the biggest gap between the 1st and 2nd semesters in the *goal* category, is in the students' perception toward achieving goals successfully (item 19). Some other items with big gap between the 1st and 2nd semesters are items 32 and 14. Both items belong to the flow condition *control.* However, there is one item in the category of *consciousness* in which the score in the 2nd semester is higher than that in the 1st semester. The flow item is item 16 that mentions students who were not worried about the researchers' thought of their readings.

These findings indicate that even though in the 2nd semester the flow condition seems to be lower than when the students are in their 1st semester, the students still find their extensive reading material enjoyable which results in their experiencing flow. As mentioned above, the flow condition *control* in the 2nd semester decreases considerably, as there are two flow scale items whose score becomes moderate in the 2nd semester. This indicates that students need more motivation in doing extensive reading as they do not find the freedom to manage time, place and strategies in doing the reading important. The only item showing an increase in the 2nd semester is about how the students feel about researchers thought of their reading. It seems that as the students have done similar activities in extensive reading in the 1st semester and they do not find how researchers take part in their reading, in the 2nd semester they do not consider the researchers as an important factor. The finding of the mean score is similar to the result of Fongpaiboon's (2017) which also got a high mean on the item. The participants in her study also did not show concern about what the researcher thought about their readings. However, in terms of the exact

mean score, her study which was 3.9 was slightly higher than the mean scores of this study which were 3.72 and 3.78 respectively for the 1st and 2nd semesters.

Table 4 Flow conditions in the 1st and 2nd semesters

Semester	The first semester			The second semester		
Flow state scale items	M	SD	ME	M	SD	ME
Goal	**3.79**	**0.76**	**High**	**3.42**	**0.86**	**High**
1. I clearly set my extensive reading goals for how many pages and minutes I was going to spend on reading.	3.36	1.33	Moderate	3.31	1.19	moderate
10. I wrote my set extensive reading goals on the ER tracking sheets and I tried to achieve them.	3.58	1.13	High	3.22	1.22	moderate
19. My set extensive reading goals could be reached successfully.	4.08	1.13	High	3.36	1.17	moderate
28. I was delighted and happy with reading the extensive materials to achieve the set goals.	4.14	0.76	High	3.78	0.90	High
Feedback	**4.22**	**0.58**	**very high**	**3.99**	**0.64**	**High**
2. I really enjoyed reading the extensive materials that I chose.	4.47	0.74	very high	4.25	0.97	very high
11. I was interested in continuing reading the stories of the extensive materials that I chose until the end of stories.	4.17	0.85	High	4.14	0.93	High
20. After reading extensively each time, I could evaluate myself on how well I was reading.	3.94	0.79	High	3.67	0.89	High
29. I felt of a good development of my reading abilities from reading extensively.	4.31	0.89	very high	3.89	0.89	High
Balance	**3.92**	**0.61**	**High**	**3.73**	**0.57**	**High**
3. I chose to read the extensive reading materials at the difficulty levels that matched my reading abilities.	4.22	0.83	very high	4.11	0.98	High

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12. The extensive reading materials that I read were challenging but I believed my accumulated reading skills could be used to deal with those challenges.	3.97	0.84	High	3.75	0.94	High
21. I felt I have had enough reading abilities to read more challenging extensive reading materials.	3.42	1.00	High	3.42	0.91	High
30. I felt related to the extensive reading materials as I believed I could read.	4.08	0.91	High	3.64	0.80	High
Concentration	**3.81**	**0.65**	**High**	**3.58**	**0.62**	**High**
4. I did not have to control my mind to concentrate on the extensive reading materials.	3.31	0.95	Moderate	3.03	1.06	moderate
13. While reading extensively. I did not think of any other things.	3.75	1.00	High	3.67	1.10	High
22. I completely focused on reading the extensive materials.	3.86	0.83	High	3.61	0.87	High
31. I had never forced myself when I had to stop reading extensively.	4.31	0.92	very high	4.03	0.94	High
Control	**4.01**	**0.75**	**High**	**3.56**	**0.74**	**High**
5. I felt good to have read the extensive reading materials that I was really interested in reading.	4.28	0.81	very high	4.17	0.77	High
14. I felt I could control my readings.	3.69	1.01	High	3.17	1.18	moderate
23. I could control myself to concentrate on reading.	3.81	0.95	High	3.33	0.93	moderate
32. I felt great to be able to manage time, place, and reading strategies on my own.	4.25	0.91	very high	3.58	1.02	High
Awareness	3.81	0.61	High	3.49	0.75	High
6. My extensive readings occurred regularly without trying to do so.	3.33	1.17	Moderate	2.81	0.98	moderate
15. I felt I become a part of the extensive reading materials that I was reading.	4.06	0.79	High	3.83	1.06	High

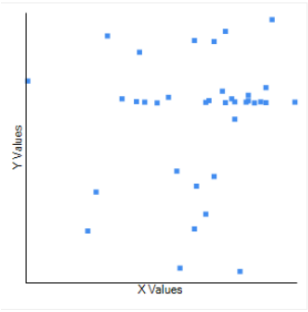
24. My feelings while reading were harmonized with the extensive materials.	3.86	0.76	High	3.81	0.79	High
33. I paid attention completely to the extensive reading materials.	3.97	0.88	High	3.53	1.08	High
Consciousness	**4.03**	**0.63**	**High**	**3.84**	**0.63**	**High**
7. While reading extensively, I was not concerned with the surroundings because my focus was on reading.	4.08	0.97	High	3.72	1.14	High
16. I did not worry about what the researcher thought of my readings.	3.72	0.81	High	3.78	0.87	High
25. While I enjoyed reading the extensive materials, I felt like my consciousness was away for a while.	4.17	0.81	High	4.08	0.73	High
34. After finishing reading the extensive materials, I was more proud of myself.	4.14	0.99	High	3.78	1.05	High
Time	**3.99**	**0.88**	**High**	**3.81**	**0.80**	**High**
8. While reading extensively, my perception of time seemed to be different from the real time on the clock.	3.83	1.08	High	3.81	1.06	High
17. I felt like time stopped while I was reading extensively.	4.11	0.95	High	3.81	1.06	High
26. While I enjoyed reading the extensive materials, time seemed to pass slowly.	3.97	0.94	High	3.72	0.81	High
35. While I was feeling good with the extensive reading materials, time seemed to pass very quickly.	4.06	1.04	High	3.92	0.97	High
Experience	**4.06**	**0.74**	**High**	**3.72**	**0.68**	**High**
9. I felt enjoyable and happiness while reading extensively.	3.89	1.01	High	3.50	0.91	High
18. The extensive reading experiences made me feel great.	3.97	0.94	High	3.53	0.97	High
27. I found the extensive reading experiences inspired me to read more.	4.06	0.83	High	3.83	0.77	High

36. The extensive reading is worth doing.	4.33	0.68	very high	4.03	0.77	High

3.2 The correlation between students' flow and the sum of words they read

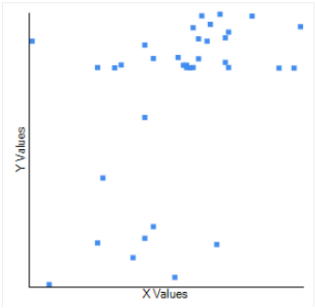
The Chart A and Chart B respectively show the correlation result between students' flow and the numbers of words they read in the first and second semester (Semester 2). In the first semester, the association between the two variables would not be considered statistically significant (P: .477346, R: 0.1223). In the second semester, although technically a positive correlation, the relationship between the variables is weak, as it is indicated by the value which is near to zero. The nearer the value to zero, the weaker the relationship is (P: .007 [significant], R: 04391). These findings indicate that the more often the students do ER, the bigger their chance to experience flow. The finding is in line with Kirchhoff's (2013) who stated that FE is positively influenced by one's reading habit. In other words, the students who tend to experience flow are likely to become lifelong readers (Day & Bamford, 1998; Grabe, 2009).

Chart A Correlation between words read and flow in the 1st semester



Y: Words read
X: Flow

Chart B Correlation between words read and flow in the 2nd semester



Y: Words read
X: Flow

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CONCLUSION

Based on the findings and discussions, it can be concluded that during the students' involvement in extensive reading in their 1st and 2nd semesters, they experience flow highly. This high flow experience is mostly occurred because of the students' interest in their reading material. Thus, it can also be concluded that the most significant condition for the students to experience flow is *feedback*. From this finding, it can also be concluded that the students still rely on external motivation to be able to experience flow.

The students' reliance on external motivation is also supported by the finding that the flow condition *goal* gets the lowest score in both semesters. In doing extensive reading, the students are free to set their own goals weekly. Therefore, the low score in this flow condition indicates that the students are not familiar in doing their own goal setting regularly to reach the given goal for each semester. This also shows that they depend on external rewards or encouragement to keep them on track when doing extensive reading.

In terms of students' flow and the sum of words they read, the result shows that in the 2nd semester the larger the number of words read, the higher the students' flow experience are. It means that the more often the students do ER, the bigger their chance to experience to flow.

Based on the findings and discussions in the previous chapter, it can be concluded that during the students' involvement in extensive reading in their 1st and 2nd semesters, they experience flow highly. This high flow experience is mostly occurred because of the students' interest in their reading material. Thus, it can also be concluded that the most significant condition for the students to experience flow is *feedback*. From this finding, it can also be concluded that the students still rely on external motivation to be able to experience flow.

The students' reliance on external motivation is also supported by the finding that the flow condition *goal* gets the lowest score in both semesters. In doing extensive reading, the students are free to set their own goals weekly. Therefore, the low score in this flow condition indicates that the students are not familiar in doing their own goal setting regularly to reach the given goal for each semester. This also shows that they depend on external rewards or encouragement to keep them on track when doing extensive reading.
In terms of students' flow and the sum of words they read, the result shows that in the 2nd semester the larger the number of words read, the higher the students' flow experience are. It means that the more often the students do ER, the bigger their chance to experience to flow.

Commented [DD14]: That's so General, please focus to answer your research question

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Outlook

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