
Sociocultural Perspectives in Exploring Personal Reading Histories for Learners of FKIP University of Riau

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Abstract: Becoming interest in reading for EFL learners majoring in English is as the reflection of interaction with others in reading experiences. This article is a critical analysis of related theories for analyzing a study “The Analysis of Reading Experiences based on Exploring Personal Reading Histories for Learners of FKIP University of Riau”. This article aims to explore how Sociocultural theory is appropriate in analyzing the learners’ experiences based on Exploring Personal Reading Histories for the learners of FKIP University of Riau. Critical analysis was conducted in this study. The result of analysis shows that Sociocultural theory is appropriate for learners of FKIP University of Riau in terms of reading experiences of Indonesian learners mediated by language, interact with others, and develop self-regulation in the process for reading competence and reading interest. The finding shows how the concept of mediation, practice, scaffolding, self-direction, and zone of proximal development in Sociocultural theory reflect on the learners’ reading experiences. The result of the analysis is expected to be meaningful for the study designed.

Keywords: EFL learners, Exploring Personal Reading Histories, Sociocultural Theory

1. Introduction

Learners majoring in English can explore their personal reading experiences in practicing Exploring Personal Reading Histories. The learners can evaluate their reading experiences, habits, and attitude in the first and the foreign language. Then, they discuss the past and present role of reading in their life for classroom activities in Extensive Reading program. Implementing extensive reading in Indonesia is useful for improving the learners’ ability in English. It is due to the fact that extensive reading facilitates learners to acquire the knowledge of a language. It is not only in terms of increasing reading competence but also in terms of increasing the language competence. The learners need to practice various extensive reading activities, especially practicing Exploring Personal Reading Histories.

Delfi et al (2017) discuss how Exploring Personal Reading Histories is useful for English Study Program learners of FKIP University of Riau. The result of analysis shows that Exploring Personal Reading Histories is appropriate for Learners of FKIP University of Riau in terms of the context of Indonesian EFL learners and the activities of extensive reading for reading competency. It provides learners to recall their reading experiences in which the experiences contribute to their reading competency.

Studies show various experiences faced by learners analyzed from Exploring Personal Reading Histories. Delfi (2017) found that the English Department students of FKIP University of Riau

experienced reading by reading through pictures in childhood and by reading stories in the first language. In reading English texts, the learners experienced reading by understanding words, rereading the texts, reading a lot of reading materials, sharing others, and reading for entertainment and knowledge. In other context, the study shows that the reading experiences are individual contexts and processes in gaining goals in becoming competent for each level (Delfi et al, 2018). They also found that the reading experiences are experiences developing process indicating parent's and teachers' role as well as learners' role. This finding indicates as a reflection of Sociocultural theory. The finding recommends conducting a study on Exploring Personal Reading Histories by including socio-cultural for additional theory for additional and using interviews for additional instrument.

Learners in English Study Program FKIP University of Riau, learn Reading I, Reading II, and Reading III. Besides, they are also offered different kind of Reading course which is Extensive Reading. Bamford and Day (1998, 2004) point out that extensive reading is an approach to language teaching in which activity provides the students to recall their reading competent. The experiences are as processes supported learners to school influences, and types of readers' schemata. Family or home environment is as a primary source of background knowledge and schemata formation in reading. Family and society or community attitudes vary in different culture. Schools may make students involve in doing activity and reading atmosphere. Practices in reading that children face in their life affect on the type of their schemata. The types of schemata that learners have like linguistic schemata, formal schemata, and content schemata. The learners will experience acquiring language and understand the content from texts like recipes, newspaper column, research papers, and lab report. Texts read are as the background knowledge for the learners to read the following texts. The different learners' schemata indicates that they are individual. The difference refers to different motivation, learning styles, and learners' strategies. Different learners' cultural and linguistic background affect their understanding on the texts they read. Hedgecock and Ferris' (2009) in line with Koda's (2010) believe that reading success is governed by the competencies of visual information extraction and prior knowledge consolidation.

EFL learners will gain the meaning and acquire the language by reading (Hedge, 2008). It is in line with Hammer (2009) who points out that reading is an appropriate activity in acquiring the language. It means that reading contributes to vocabulary and grammar. Lee and Hsu (2009) point out that readers will absorb a good source of writing because they can learn vocabulary, sentences, and text organization. Kuang Yu Chen (2014) found that syntactic knowledge as important as vocabulary knowledge on second language reading comprehension. This study suggests that the students are provided with communicative learning environment in order to have opportunities to practice vocabulary knowledge and syntactic knowledge.

In Indonesia contexts, English is learnt by referring to language learning policy implemented in the curriculum. English as a foreign language for Indonesia learners mean that they do not use English in day to day communication; formal or in formal communication. Hence, they are expected to be exposed in English for the objective of English as a subject learnt. One of the possible activities that the learners do is to practice extensive reading.

Bamford and Day (2004) claim that readers in extensive reading read a lot of reading materials for information and enjoyment and they choose their own reading materials. Brown (2001) points out that extensive reading is carried out to achieve a general understanding of texts. Although readers read a lot of reading materials, they read for general information and overall meaning. Brown also points out that extensive reading is recognized as pleasure reading. He

also claims that readers will stop reading when they think the materials are not interesting or it is too difficult.

The benefit of extensive reading has been proven by researchers and teachers. It can not only improve students' reading ability, but it has also been shown to expand knowledge of vocabulary, raise the general level of a language testing, and improve fluency and accuracy in writing. Mermelstein (2014) studied the use of extensive reading in improving EFL learners' reading for non English major in Taiwan. The study proves significantly higher reading level gained by the treatment group. The study suggests that utilizing extensive reading can provide a successful alternative to improve Asian learner's reading levels as well as considering pedagogical. Learners have limited chance of L2 interactions outside the classroom boundaries; reading in this study was only for reading course in which the goal is for comprehension. Edy (2014) suggests make special course for extensive reading in order to enhance the students' reading skills and reading habit. Ho-Hyak Jang et al (2015) studied the effect of English extensive reading activities on the students' reading proficiency and reading motivation in Korea. The study found that extensive reading activities have a positive influence on students' reading proficiency and their intrinsic motivation.

Rania Adel Ibrahim Ahmad and Hussan Rajab (2015) investigated the impact of extensive reading on developing second Language (L2) reading comprehension and writing skills among primary school EFL Learners in two Arab countries, Egypt and Saudi Arabia. The study has proven that extensive reading can improve the second Language (L2) reading comprehension and writing skills among primary school EFL learners in two Arab countries, Egypt and Saudi Arabia. The study also proves the role of teachers in terms of engaging in reading and the exposure of young EFL learners to sufficient and suitable materials. Moreover, Delfi and Yamat (2017) point out that the contribution of extensive reading for Indonesian learners is in terms of the context of Indonesian learners, learning language, and characteristics and the benefit of extensive reading in the Indonesian EFL Learners' experiences. This review is expected to be meaningful for the study designed.

The studies about extensive reading show the benefits of extensive reading for EFL/ ESL learners. They are in terms of language competence; language components and language skills, and learners' attitude, motivation, and confidence on learning language generally and specifically on reading. These are as the reflection of characteristics of extensive reading indicating the activities of extensive reading

One of activities in extensive reading program is Exploring Personal Reading Histories. It is a classroom activity in which students discuss the past and present role of reading in their lives Bumford dan Day (2004). The learners can evaluate their reading experiences, habits, and attitude in the first and the foreign language. In practicing Exploring Personal Reading Histories They point out the components to be considered in implementing Exploring Personal Reading Histories. The components are levels, aims, preparation, and variations referring to questions. The example of the components is as follows

Level: Intermediate

Aim : To develop students' awareness of the role of reading in their lives

Preparation

1. Identify level and aims
2. Chose appropriate questions
3. Teachers play as a role model.

Example of Questions:

1. What are your first memories of reading?
2. Did anyone read to you?
If so, who? If not, why was that?
3. What ideas of things did you enjoy reading most?
4. Do you still enjoy reading these kinds of things today? If not, how has your reading changed?
5. Which author or types of reading have been most important to you?
6. What role does reading play in your life now (for example, as a parent or for work, pleasure, community, or religious purposes)?

These components were modified in designing Exploring Personal Reading Histories in Extensive Reading course. The analysis was based on the components of research questions. The result of analysis on how Exploring Personal Reading Histories is appropriate for Learners of FKIP University of Riau shows that it is appropriate in terms of the context of Indonesian EFL learners and the activities of extensive reading for reading competency (Delfi et al, 2017). Based on the analysis of Exploring Personal Reading Histories in Extensive Reading course of the English Department students of FKIP University of Riau, Delfi (2017) found that the English Department students of FKIP University of Riau experienced reading by reading through pictures in childhood and by reading stories in the first language. In reading English texts, they experienced reading by understanding words, rereading the texts, reading a lot of reading materials, sharing others, and reading for entertainment and knowledge. In other context, the study shows that the reading experiences are individual contexts and processes in gaining goals in becoming competent for each level (Delfi et al, 2018). They also found that the reading experiences are experiences developing process indicating parent's and teachers' role as well as learners' role.

Sociocultural theory is discussed for learning theory including language learning. McLeod (2007) point out that Vygotsky's theories refer to theories which are the fundamental role of social interaction in the development of cognition. It means that Vygotsky has developed socio-cultural approach to cognitive development based on social interaction. Lightbown and Spada (2011) discusses Vygotsky's theories about socio-cultural perspectives on second language learning in terms of mediation, regulation, scaffolding, zone of proximal development, micro genesis, private and inner speech, and activity theory. These are as the reflection that a learner is as individual interacting with others. Language learning as a social practice involves students as active participants in constructing learning process (Kao, 2010).

Scaffolding context led learners to better comprehension development (Davidson, 2010) believe that Sociocultural perspectives show that literacy learning is socially situated and that it is appropriated from more knowledgeable others in learning achievement to ability and instructional variances. Reza and Mahmud (2013) studied the possible effects of Sociocultural based teaching techniques on reading comprehension of EFL learners from two Iran universities. During the teaching and learning process, learners help each other to do the assignment. The teacher provided help when it was needed. It indicates the context of Sociocultural in which scaffolding needed from lecturer, the development of self regulation during discussion because learners have responsibility to finish the assignment in order to be in the potential ability. These activities provide the development of learners as the indication of ZPD. The results of the study show that the Sociocultural teaching techniques (teacher and peer scaffolding) results a better reading comprehension for EFL learners and leads to higher strategic to reading comprehension development in an EFL context. The context is more

conducive and facilitative in which facilitated the learners to interact with teachers and peers in terms of scaffolding. It is also in line with Saleem and Azam (2015) who found the effectiveness of Sociocultural approach in teaching and learning approach. It facilitates the learners to have interaction with peer group which makes them understand the new thing and face challenge.

The learners' interaction based Sociocultural perspectives is also supported by the involvement of their parents (Zang, 2015). Bergbauer and Staden (2018) found the effect of parents who engage with their children in talking about school and checking homework, the school's emphasis on academic success as well as the teachers' treatment in involving the social environment in learning activities. It shows that the learners' environments like teachers, peer group, and parents facilitate the learners to develop their learning from the perspectives of Sociocultural. Teachers in Vygotsky's theoretical frame work mean professional development of teachers are mentoring, observation/ assessment, scaffolding, inquiry/ action research, individually guided activities, study groups, and involvement in the development process as social mediation as grounded (Sabani, 2016). He points out that teachers' development in terms of cognitive, affective, social and contextual.

It shows that Sociocultural theory has potential to create the context-based language pedagogies and activities adaptable and adoptable in different contexts (Panhwar et al, 2016). It affects on the learners' development individually. They are in terms of developing students' center and autonomous learning. The learners are enables to argue, discuss and be critical and create their own knowledge. Therefore, teachers should consider how they assist the learners, especially in teaching reading. Salem (2017) argues that teachers should not only assist the learners for the achievement of comprehension but they also need to assess their comprehension.

Besides, learners may use different mode in order to have interaction. Shih (2017) found that learners valued the interaction with others facilitated by learning technologies. It can make the learners enable sharing and building of knowledge. Learning is most effective and engaging through community participation. Learning technologies are keys in a social structure that readily engage individuals into social system of learning. Using technology for interaction in the process of learning develops the learners' autonomy learning. It means that simultaneously, it develops self-regulation on the learners.

The perspectives of Sociocultural affect on the learners' learning process in becoming competence on the language learnt. Nor and Rashid (2018) discuss that there are two ways developing language competence; language acquisition and language learning. For language acquisition, learners develop the language unconsciously in the process of acquiring the language. Through language learning, learners learn the language consciously and are aware of rules of the language learnt. In the process of learning, teachers, peer group, and parents scaffold parents the learners through interaction. This process may contribute to the learners' self- regulation.

2. Methodology

This article aims to describe how Sociocultural theory is appropriate in analyzing reading experiences in Exploring Personal Reading Histories for the learners of FKIP University of Riau. This article is based on the analysis of theories related on the study "An analysis of reading experiences in Exploring Personal Reading Histories for the learners of FKIP University

of Riau. The theories related are Indonesian EFL learners, reading; Extensive Reading and Exploring Personal Reading Histories as well as Sociocultural theory. The studies and other sources were studied critically in terms of reading experiences in Exploring Personal Reading Histories for learners of FKIP University of Riau. The procedures in analyzing the articles were; reading and rereading the relating theories transcribing in the form of table into themes in order to find out how it is appropriate for learners. The result of the themes are dealing with the topic area of the study.

3. Result and Discussion

The result of critical analysis of related theories shows how Sociocultural theory is appropriate in analyzing reading experiences in Exploring Personal Reading Histories (EPRH) for the learners of FKIP University of Riau. Sociocultural theory is considered appropriate in analyzing reading experiences in Exploring Personal Reading Histories for the learners of FKIP University of Riau. The result of the analysis is as the following table.

Table 1: The Result of Analysis of Exploring Personal Reading Histories (EPRH) for Indonesian EFL Learners

Indonesian Learners	Reading (Extensive Reading, Exploring Personal Reading Histories)	Sociocultural Theory
-English is not for day to day communication; formal or in formal -Learners are expected to be exposed in English.	- Reading is a process of combining information from a text and readers' own background knowledge to build meaning - Different learners' cultural and linguistic background affect their understanding on the texts. -The goal of extensive reading program is to convince learners of its value. - <i>Exploring Personal Reading Histories</i> provides learners to recall their reading experiences in which the experiences contribute to their reading competency.	- Mediation (language used) - Self-regulation, - Scaffolding - Zone of proximal development - Micro genesis - Private and inner speech - Activity theory

The critical analysis on Indonesian learners, Reading (Extensive Reading, Exploring Personal Reading Histories) and Sociocultural Theory shows how Sociocultural theory is considered appropriate in analyzing reading experiences in Exploring Personal Reading Histories for the learners of FKIP University of Riau. They are in terms of reading experiences of Indonesian learners mediated with language, interact with others, and develop self-regulation in the procesociocs for reading competence and reading interest. Delfi and Yamat's (2017) analysis show the contribution of extensive reading for Indonesian learners in terms of the context of Indonesian learners, learning language, and characteristics and the benefit of extensive reading in the Indonesian EFL Learners' experiences. Specifically in practicing Exploring Personal Reading Histories in Extensive Reading course, Delfi et al, 2017 argue that the experiences are

facilitated in Indonesian context and mediated with language in practicing extensive reading.

Different learners have different reading experience (Delfi, 2017 and Delfi et al, 2018). Delfi (2017) found that the English Department students of FKIP University of Riau experienced reading by reading through pictures in childhood and by reading stories in the first language. Reading experiences are individual contexts and processes in gaining goals in becoming competent for each level (Delfi et al, 2018). They also found that the reading experiences are experiences developing process indicating parent's and teachers' role as well as learners' role. The learners' experiences in reading indicate how Sociocultural Theory plays its role as a process in develop reading competence. Especially, language learning as a social practice involves students as active participants in constructing learning process (Kao, 2010). The main concept of Sociocultural Theory is analyzed; mediation (language used), self-regulation, scaffolding, zone of proximal development, micro genesis, private and inner speech, activity theory. Learners read reading materials mediated by language in practicing reading as activity theory and micro genesis. In the process of reading, the learners express what they think as inner speech and helped by others as scaffolding developing self-direction for zone of proximal development.

Scaffolding context led learners to better comprehension development (Davidson, 2010). Sociocultural theory has potential to create the context-based language pedagogies and activities adaptable and adoptable in different contexts (Panhwar et al, 2016). The perspectives of Sociocultural affect on the learners' learning process in becoming competence on the language learnt. Nor and Rashid (2018) discuss that there are two ways developing language competence; language acquisition and language learning. The learners' interaction based Sociocultural perspectives is also supported by the involvement of their parents (Zang, 2015). Bergbauer and Staden (2018) found the effect of parents who engage with their children in talking about school and checking homework, the school's emphasis on academic success as well as the teachers' treatment in involving the social environment in learning activities. It shows that the learners' environments like teachers, peer group, and parents facilitate the learners to develop their learning from the perspectives of sociocultural. It affects on the learners' development individually.

4. Conclusion

This critical analysis explored how Sociocultural theory is appropriate in analyzing the learners' experiences based on Exploring Personal Reading Histories for the learners of FKIP University of Riau. The analysis is concerned for analyzing a study "The Analysis of Reading Experiences based on Exploring Personal Reading Histories for Learners of FKIP University of Riau". The result of analysis shows that Sociocultural theory is appropriate for learners of FKIP University of Riau in terms of reading experiences of Indonesian learners mediated by language, interact with others, and develop self-regulation in the reading process for reading competence and reading interest. The finding shows how the concept of mediation, practice, scaffolding, self-direction, and zone of proximal development in Sociocultural theory reflect on the learners' reading experiences. The result of this analysis is expected to be meaningful for the study designed "The Analysis of Reading Experiences based on Exploring Personal Reading Histories for Learners of FKIP University of Riau". It is useful in analyzing the appropriate data for the research

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