
An Analysis of Learners' Reading Experiences Developing Reading Interest

SyofiaDelfi, Fangiana Safitri Diah, Jismulatif

FKIP University of Riau

Jl. HR. Soebrantas KM 12, 5, Simpangbaru, Pekanbaru 28293, Indonesia

Email: syofia_delfi@yahoo.com

Abstract. Studies show that learners' reading interest is based on the personal reading histories. It is needed to be studied thoroughly because learners have different experiences. The result of analysis of this current study is based on a preliminary study on "The Analysis of Reading Experiences in Personal Reading Histories of Learners of FKIP University of Riau". This article aims to explore how the learners' reading experiences develop their reading interest. The data are about successful learners in Extensive Recourse from 2016 until 2018 indicating their reading interest. The analysis is developed into categories in order to find the answer of a research question. The result of analysis shows that the learners' reading experiences develop their reading interest in terms of constructive process for valuable experiences. In the following research, it will be strengthened by adding the ways of collecting and analyzing data. It is expected that the finding of this study is meaningful for the study designed.

Keyword: Reading, extensive reading, reading experiences

1. Introduction

Learners may have different historical reading experiences. The differences will not be as differences if they have the same competence indicating that they are competent in reading. The differences are only as the process that they face in becoming competent. Exploring the learners' reading experiences might be as a testimony for other learners who intend to develop their reading interest. Recently, the state and condition of Indonesian teachers have gradually changed to a better nuance due to the compensation of teacher certification program (TCP). The program has conceivably raised the status of the teachers in social and economic lives. However, the impact of the program on the improvement of overall teacher's quality—teaching performance as mandated by Teacher and Lecturer Law remains questionable, and the big question is what and how teachers act in response to the objective of the program. The program aims not only to increase the teachers' salary, but also to improve the quality of their teaching performance based on the four domains of teacher standard of competence, that is pedagogical, personality, social, and professional competences (Anshari, 2018). Other learners may learn from the differences. It is also possible that learners may learn from their own reading experiences if they perceive their own experiences. They can learn from their progress or from their difficulties. Whatever they face is only as a process of learning for them. The difficulties are for the improvement and the progress is for increasing their competency.

English Study Program learners of the Faculty of Teacher Training and Education of University of Riau have opportunity developing their reading competence formally in Reading courses. One of them is Extensive Reading. Learning activities in Extensive Reading is not the same as the other Reading courses in which the learners do the activity of reading outside of classroom. The classroom activities are based on what they understand from texts read outside of the classroom. One of the topics of the course outline of Extensive Reading is *Exploring Personal Reading Histories Exploring Personal*

Reading Histories. It is a classroom activity providing the learners to tell their reading experiences from the beginning recognizing reading (Bumford and Day, 2004).

Studies about the learners' reading experiences based on this activity have been conducted (Delfi, 2017; Delfi et al 2018, 2019). The studies in the three years-period of time show how the successful learners in Extensive Reading perform their reading competence based on their reading interest. Their reading is based their meaningful experiences from the beginning of recognizing reading. In order to run communicative learning activity well, a teacher must be able to design various activities or media. Learning can be more interesting, conducive, and efficient if media designed by the teacher are used in a classroom. A teacher requires being able to design media well to empower and to support teaching and learning activities. Various steps can be taken by a teacher to create communicative learning (Mustafa,2019). In order to have deep analysis about the learners' reading experiences by analyzing into categories, this study aims to explore: How do the learners' reading experiences develop their reading interest? The related theories on this study are as the following discussion.

Reading Context for Reading Experiences

Reading is a cognitive process decoding symbols for meaning (Zakime, 2017). Extracting meaning depends on one's background knowledge. A process of readers combining information from a text and their own background knowledge to build meaning is called reading as Anderson and Nunan (2008) mean. Various devices are used to gain the meaning of the reading materials.

Discussions about massive changes in reading patterns are connected with the use of digital devices (Kovat & Weel, 2018, Schilhab et al, 2018; Stole, 2018; Thomson & Barzllai 2018). Their discussion is from different points of view; reading in digital era, decreasing materiality from print to screen, why digital natives need books, and learning to read in digital world. Parents, teachers, adult and children tend to read screen reading materials. Thomson and Barzllai (2018) focus on concerning about the impact of digital texts on children's developing literacy skills. Schilhab et al (2018) arises the context about changes from print to screen: decreasing materials anchoring of memories. Stole (2018) is also aware about this and he emphasizes that book reading still has its place in education. Even though, students are in the context of digital world, providing with digital reading materials (Tanjung et al 2017), they also have to be engaged in reading printed reading materials. It means that we have to make balance between reading digital reading materials and printed reading materials.

Practicing reading facilitates EFL learners with experience acquiring language and understanding the content of texts. These experiences will be background knowledge for them to read the following texts. A learner performs as a personal learner who is different with other learners in terms of motivation, learning styles, and learners' strategies. Different learners' cultural and linguistic background affects their understanding on the texts they read. EFL learners will gain the meaning and acquire the language by reading (Hedge, 2008 & Hammer, 2009). The experiences in acquiring the language and understanding the content also make the learners to read English texts (Salikin et al, 2017).

Reading Experiences as Socio-cultural Practices

Vygotsky has developed socio-cultural approach to cognitive development based on social interaction. It is discussed in learning theories including learning language. The perspective of socio-cultural approach shows that learners are individual experiencing individual process of learning as well as interacting with others. Saleem and Azam (2015) found the effectiveness of socio-cultural approach in teaching and learning approach.

In the process of becoming competent in reading, learners are guided, directed, and supported by others (scaffolding). Davidson (2010) believes that literacy learning in socio-cultural perspectives is more conducive because learners are provided with activities to interact with teachers and peers. The learners' interaction based socio-cultural perspectives will better if is supported by the involvement of their parents (Zang, 2015 & Bergbauer and Staden, 2018). Learners will also be in the context of interaction with others through technology (Shih, 2017). It makes learners enable sharing and building knowledge. Meanwhile in digital era, learners use technology for communication. Using technology for interaction in the process of learning develops the learners' autonomy learning. It develops self-regulation on the learners in order to have a successful future oriented attitude as Junita et al (2018) mean.

Extensive Reading for Reading Interest

One of the alternative activities in practicing reading is through extensive reading. Bamford and Day (2004) define that extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language by choosing their own reading material for overall meaning, information and enjoyment. Day and Bamford (1998, 2004) claims ten characteristics of extensive reading. The main concept of the characteristics emphasizes that extensive reading is as reading activities for enjoyment and information.

Yoshimura and Kobayashi (2018) found that Japanese students performed strong preference on reading printed books in the contexts of provided with digital devices. It seems that an unusual space and time created in practicing extensive reading and other characteristics of extensive reading as Day and Bamford (1998, 2004) mean. To the context of Indonesian students, Yulia (2018) suggests a possible framework to implement extensive reading by considering the procedure: (1) time, space and equipment, (2) teachers' techniques, and (3) practice activities. These components are needed to be considered because extensive reading is dealing with the reading materials chosen by the students read outside of the classroom. They need to know what and how they do activities outside and inside of the classroom. The teachers should how they conduct the program by referring to the principles offered by Day and Bamford (1998, 2004).

Studies show the benefit of extensive reading (Milliners, 2017 and Wisaijorn, 2017, Kiyomi 2018). The findings are in various points of views; increasing language components (vocabulary and grammatical knowledge) as well as reading competency and reading motivation and interest. Mizuno (2019) recommends paying attention on the contexts of stories in acquiring grammatical knowledge. Day and Bamford (2004) promote one of the classroom activities in Extensive Reading course which is *Exploring Personal Reading Histories* is. This activity is useful for English Study Program learners of FKIP University of Riau in attracting their interest to do reading. Learners recall their experiences in becoming competence in reading. The successful learners performing their interest in reading experience meaningful reading experiences. (Delfi, 2017, Delfi et al, 2018, 2019).

2. Method

This study is an in-depth exploration of the reading experiences of the participants. The appropriate method of collecting data as the objective of his study is the document of the successful learners' reading experiences. The method of collecting data concerning the research instruments is important and must be relevant to the research problem (Silverman & Marvasti 2008). The participants were 6 persons: two of the successful learners in every year (2016, 2017, and 2018). Based on the result of

thematic analysis, the data were analyzed into categories. The result of analysis presents the category based on the theme of the participants every year.

3. Result and Discussion

In order to answer the research question of this study, it presents the data from documents about the learners reading experiences from 2016, 2017, and 2018. The documents are as the result of thematic analysis. The result of analysis of the two participants of as presented in Table 1.

Table 1. Learners’ Reading Experiences

2016	2017	2018
Using picture, bought colour books, reading colour books, pronouncing letters, reading newspaper, reading short stories, guessing the meaning, reading loudly, consulting dictionary, writing words learnt, guessing the appropriate answers, reading many English texts, rereading, reading novels and interesting books, sharing, reading novels and interesting books, entertainment and knowledge	Taught alphabet, pronouncing words, facilitated with alphabet and picture books, asking to be taught reading, taught reading sentences, facilitated with children books and magazines, reading magazines, helped reading stories, read stories, reading in the library, positive perception about English, taught to pronounce, practicing reading, asking reading more, asking English story books, given English story books, reading English story books, having motivation based on reading materials, course books, reading online reading materials, reading for learning, realizing lack of vocabularies, reading for vocabularies, knowledge, entertainment, reading for reading	Learning letters before entering, learning letters at the first year of elementary school elementary school, being able to read at the second year of elementary school, enjoying reading comic, recognizing any reading materials, listening stories, enjoying reading fiction and short novels, really enjoying reading comics, enjoying reading fiction and short novels, practicing reading anywhere, realizing that reading is for life, reading for religious purposes, reading as if having adventure, gaining the value of life, and understanding in respecting relationship, recognizing English alphabets and English songs, reading English texts, books, and stories, enjoying reading the materials about English history and culture and romance as a teenager, quoting the interesting sentences, reading online sources

These themes are classified into categories: reading material, scaffolding, activities, learners’ positive attitude, and self-regulation. The result of analysis is as the following discussion.

Reading materials

Picture books, reading fiction and short novels, newspaper, reading short stories, comics, novel, course books, online reading materials

The participants recognize various reading materials indicating their levels and interest. They began recognizing reading materials from picture books. It shows that the picture books attract their interest to the activity of reading. They pay attention on the picture that they are interested and simultaneously they construct the meaning from what they read. It means that using picture books for these participants are beneficial for understanding texts and for reading interest. These experiences develop

the participants' interest in reading interesting reading materials. They read short stories, novels, newspaper, and course books. Besides, it also attracts their interest to learn English because they want to know about the content of texts written in English. They are also familiar to the context of digital era. They also gain the benefit of this era. They can easily get the interesting or the reading materials that they need: for life and for present time and for future.

This finding shows that learners read based on their purpose; information, entertainment and knowledge as Day and Bamford (1998, 2004).mean. If they have had intention to do reading, they should not be asked to do it because they why they should read the reading materials chosen. They read short stories, novels, newspaper, and course books. Learners have their preference in choosing reading materials to be read as the finding of the study of Yoshimura and Kobayashi (2018). To the context of Indonesian students, the participants' experiences are in line with Yulia's (2018) suggestion in practicing extensive reading by considering the procedure dealing with: (1) time, space and equipment, (2) teachers' techniques, and (3) practice activities. These components should be considered because reading materials in extensive reading is chosen by the learners.

Scaffolding

Learning letters, taught alphabet, bought colour books, reading colour books, pronouncing words, taught reading sentences, facilitated with children books and magazines, listening stories, helped reading stories, course books, alphabets and English songs, reading English texts

Reading is an activity to be done meaning that it can be done if it is not introduced. The one who will introduce is the people around them as experienced by the participants in this study. They gain scaffolding since they recognize reading. They were taught by their parents before school age. They are also provided with the facility. A learner who did not grow in the context of providing with guidance and facility dealing with reading will be helped teachers. She also gains meaningful guidance from teacher. The teacher's treatment made her struggling to have effort in being able to read. In order to face meaning experience for learners, parents are expected to play their role. Their role will be the beginning to construct the children reading interest as what Zang (2015) as well as Bergbauer and Staden (2018) mean.

Activities

Reading course books, guessing the meaning, consulting dictionary

In the process of learning, learners do activities dealing with reading as well as other activities. They read course books and do all assignment and practices. They do their best in understanding that they have to read: guessing the meaning and consulting dictionary.

To read means to do the action or the activity of reading. The more they do the activity of reading the more they are familiar with the activity. As a result the more they competent in reading and the more they are interested in as well as keep on doing activities dealing with reading. In order to keep on doing activities of reading, it is needed to consider Yulia's (2018) suggestion as discussed earlier.

Learners' positive attitude

Positive perception about English, having motivation based on reading materials, reading for learning, realizing that reading is for life, reading for religious purposes, reading as if having adventure, gaining the value of life, and understanding in respecting relationship, enjoying reading

the materials about English history and culture and romance as a teenager, quoting the interesting sentences

Activities dealing reading that learners do are based their positive attitude towards reading. The attitude has been developed since they recognize reading. They can feel that they gain motivation based what the texts that they read. They suppose that reading for learning and for life. They gain the value of life. It makes the enjoy reading books, stories, and texts that they are interested, including academic reading materials. It also affects on their positive attitude toward reading English texts.

Positive attitude is not something created but it is based positive and interesting experiences dealing with reading. If the learners have positive attitude towards reading, they will gain the benefit of extensive reading as Milliners (2017), Wisaijorn, (2017), and Kiyomi (2018) mean. If the learners have not got the benefit, one of the efforts is by paying attention on the contexts of stories in acquiring grammatical knowledge as suggested by Mizuno (2019).

Self-regulation

asking to be taught reading, realizing lack of vocabulary, reading for vocabularies, knowledge, entertainment, reading for reading, enjoying reading, reading stories, writing words learnt, quoting the interesting sentences, rereading, reading novels and interesting books, sharing, , reading magazines, course books, reading online reading materials, asking English story sharing, novels read and interesting books, reading loudly

Self-regulation has shown since the beginning they recognize letters in which they asked to be taught reading. It seems that the way how they recognize letters and reading attract their interest to be able to read. After they are able to read, they read any reading materials: novels, magazines, interesting books, and knowledge as well as course books. They also share others about the content of texts they read. The learners' self-regulation can be seen from their preference in choosing reading materials to be read. It is as Yoshimura's and Kobayashi's study (2018). If they can direct themselves in choosing the reading materials, it means that they have a purpose to reading the reading materials chosen.

Positive and interesting experiences dealing with reading involve the role of parents and teachers from the beginning the learners recognize reading. That experience is as a beginning attracting the students' interest towards reading if parents and teachers play their role positively. They are expected to provide the children with meaningful guidance and useful facilities like interesting reading materials. They can manage themselves to do reading. Consequently, meaningful role is for positive attitude in order to have meaningful experiences. Constructive process for valuable experiences that the learners experience is the answer of the research question "How do the learners' reading experiences develop their reading interest". Constructive process that the learners go through is for valuable experience. It is from meaningful role of parents and teachers in order to have positive attitudes towards reading. As a result, learners manage themselves to keep on practicing reading by regarding the reading materials are interested for them. How the learners' reading experiences develop their reading interest can be illustrated in Figure 1.

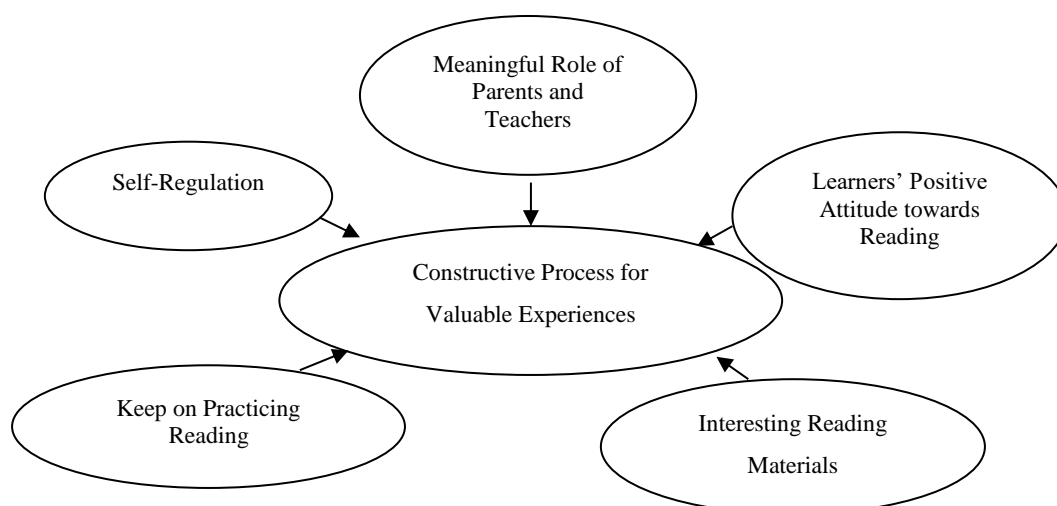


Figure1. Learners' Experiences Developing Reading Interest

4. Conclusion

Experiences developing reading interest in this study is an analysis of the learners reading experiences from 2016 until 2018. The analysis is developed into categories in order to find the answer of a research questions. "How do the learners' reading experiences develop their reading interest?" This study is a preliminary on *The Analysis of Reading Experiences in Personal Reading Histories for Learners of FKIP University of Riau*. This preliminary analysis is needed to be conducted in order to categorize the learners' reading experiences developing their reading interest in the last three years. These three studies were in the same ways of collecting and analyzing data. The result of analysis found that the learners' reading experiences develop their reading interest in terms of constructive process for valuable experiences. In the following research, it will be strengthened by adding the ways of collecting and analyzing data. It is expected that the findings of this study is meaningful for the study designed.

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