A Profile of Novice English Teachers' Reading Habits

Riski Aginia Hafizha, Fiftinova, Hariswan Putra Jaya

Faculty of Teacher Training and Education, English Education Department, Sriwijaya University,

Abstract: A new challenge on growing reading habit to the students has been suggested to the teachers vigorously. Reading habits of students will be reflected from the teachers themselves as they are the front liners in education who encourage and promote reading habits. This study was aimed to find out the reading habit of English novice teachers and to find out the factors influencing their reading habits. The participants of this study was 12 selected novice teachers who graduated from English education study program, Faculty of Teacher Training and Education, Sriwijaya University. They teach in formal and informal schools in Palembang and were selected after they fulfilled the preliminary survey before the study conducted. The results of the questionnaire and interview given to the respondents revealed that the reading habit of novice teachers graduated from English Education Study Program of FKIP Sriwijaya University was still considered as 'lukewarm'. Lastly, the factors influencing the reading habits of the novice teachers were goals, beliefs, interests, and motivation.

1 INTRODUCTION

In a literate society, reading is one of the skills needed. Reading comes along with the four other skills of language comes as the necessity for living as it is still and remains stated as one of the most crucial basic skills for life. OECD (Organization for Economic Co-operation and Development) (2003) defines reading as the capacity to identify and understand the role that reading plays in the world, to make well-founded judgments and to use and engage with reading in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen.

In educational sectors, reading is a gate to look up new information. Chettri (2013) stated that the treasures of knowledge could be accessed by reading. The support of learning languages came from reading, especially English reading skill. Therefore, reading skill can build other language skills. Dealing with learner's reading, teachers as well, as the parts of educational sector members, have the same needs as the students since reading has its own function for every individual. In accordance to the study, at school, the textbook is not written in English except for the English textbook itself that might be problem for the students to master the reading (Wulandari, Vianty, & Fiftinova, 2018). According to the act of teachers and lecturers' number 14-year 2005, a professional teacher must have a professional competence and it is presented by improving the quality of the teacher individually which relates to the ability of mastering the knowledge: a) comprehending the lesson, b) comprehending the content of the lesson c) comprehending the concept, d) comprehending the concept to the implementation in daily life (Slamet, 2006). Due to the fact of this, teachers need to drown themselves in reading to improve this quality. By being an avid reader, it is expected that although the teacher has less experience in teaching, he/she could have similar professional competence, especially for mastering knowledge that he/she could get from being an avid reader.

In fact, a study by Hassen (2016) in Addis Ababa and Dessie revealed that the teacher's reading habit was poor. The total of 54 respondents contributed in the research conducted with fifty four questionnaires were administered. The result of the study was there was only one teacher who really 'read' with the number book given in a month was one. In line with this, the results of the evaluation of reading ability of students in grade IV by the Progress International Reading Literacy Study (PIRLS) revealed that Indonesia ranked at the 45th position out of 48 country participating with a score of 428. Other surveys evaluated 15 year-old-student in Reading,

Mathematics, and Science by Programme for International Student Assessment (PISA) stated that Indonesia ranked at the 57th with a score of 396 in 2009 and ranked at the 64th with a score of 396 in 2019. These results were highlighted by the findings of UNESCO which concerned that the reading habits of the people of Indonesia was poor, there is only one person out of 1.000 who reads for pleasure. Therefore, this paper is intended to describe the reading habit of English novice teachers in graduated from English Education Study Program of FKIP Sriwijaya University and to describe the factors that influence the reading habit of English novice teachers graduated from English Education Study Program of FKIP Sriwijaya University.

2 RESEARCH METHOD

Survey research design was chosen in order to get the description of the reading habit of English novice teachers. The data were collected by having two techniques – survey and interview. The survey was conducted by giving questionnaire which was delivered before the interview section in a form of likert scale with the total number of statements were 30 items. The questionnaire was adapted by selecting relevant items from five ready-made questionnaires. This questionnaire has been checked by 5 experts in the area of English language teaching. Then, in-depth interview with 12 open-ended questions was conducted to get more information about students' reading habits.

2.1 Participants

The participants of the study were several English novice teachers graduated from English Education Study Program of Faculty of Teacher Training and Education (FKIP), Sriwijaya University who have only two years experiences in teaching or less (Jensen et al., 2012). To select the participants of this study, a preliminary online survey was distributed to the former students of English Education Study Program who graduated in 2015, 2016 and 2017. There were 47 respondents who sent their answer and there were 22 who suited the characteristics of the novice teachers as the samples of the study. Then, the 22 respondents were selected again by using the technique of convenience sampling (Haphazard Sampling) to these numbers of respondents. After being contacted, there were only 12 respondents who agreed to be the participants of the study.

2.2 Analysis

The data from questionnaire were analysed by having descriptive statistics. It means that, the mean/average score for every item of the questionnaire was calculated. Data from interview were transcribed, and then marked up and coded based on the themes appeared. Lastly, member-checking was done with the intention to confirm the preliminary research results to the respondents.

3 FINDING

3.1 Findings from the Questionnaire

There were 3 categories provided on the questionnaire given to the respondents. 13 statements were provided for category 1, 'Goals expected from reading'. It is showed that in average, the participants agreed that they expect to reach some goals through reading such as, developing new discipline habits and refreshing. The respondents tend to choose agree to strongly agree with the statements. 10 out of 15 statements were chosen as 'agree' statements with the percentage 41.7% – 75%. The respondents agreed that reading is one of important parts of their life since it is indispensable. 50 to 58.3% of respondents agreed with the statements, "Reading is an important of my life. I think reading is an indispensable part in my life." The respondents agreed that reading makes them gaining the habit of fast reasoning, gaining real world knowledge, developing multiple reasoning, and affecting the success during the exams times. The total of 33.3 – 58.3% of the respondents agreed on these. There was the tendency of 16.6 – 75% respondents chose 'agree' and 'strongly agree' on the statements 'Reading enables me to express my feelings', 'Reading enhances our mental capacity', 'Reading develops our imaginary world', and 'Reading opens the door of the unknown world'. The respondents agreed on reading used as the goal of refreshing.

Table 1: Goals Expected from Reading (13 items)

These statements are to see the goals expected from reading.

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	(A)	16.7	50	25	8.3	
2.	(B)		58.3	25	16.7	
3.	(C)	33.3	41.7	16.7	8.3	
4.	(D)	58.3	41.7			
5.	(E)	50	50			
6.	(F)	16.6	41.7	41.7		
7.	(G)	16.7	58.3	16.7	8.3	
8.	(H)	16.7	75	8.3		
9.	(I)	58.3	41.7			
10.	(J)	75	25			
11.	(K)	16.7	50	33.3		
12.	(L)	16.7	75		8.3	
13.	(M)	41.7	58.3			

(A) Reading is an important part of my life.
(B) I think reading is an indispensable part of life.
(C) Reading makes us gain the habit of fast reasoning.
(D) Reading is a channel for gaining real world knowledge.
(E) I think 'reading' positively affects my success during the exams times.
(F) Reading enables me to express my feelings.
(G) Reading develops multiple reasoning.
(H) Reading enhances our mental capacity.
(I) Reading develops our imaginary world.
(J) Reading opens the door of the unknown world.
(K) I usually learn difficult things by reading.
(L) It is very important to me to be a good reader.
(M) I read to learn new information about topics that interest me.

Furthermore, there were 11 statements contributed for category 2, 'Reading Habit and Preferences'. It is showed that the participants agreed to have various preferences in their reading, and things influenced their reading habit affected the preferences to read. Generally, 41.6% to 66.7% respondents chose 'agree' and 'strongly agree' for 7 out of 10 statements. 66.7% of the respondents admitted that they like the reading literary works of foreign authors, 66.7% like reading academic/scientific books, 66.7% like reading newspapers, 75% like reading books in foreign language, 75% read academic articles to get more knowledge on the new studies of their field.

Table 2: Reading habit and preferences (11 items)

These statements are to see the reading habit and preferences.

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14.	(N)		16.7	33.3	41.7	8.3
15.	(O)	16.7	50	16.7	16.6	
16.	(P)	16.7	50	25	8.3	
17.	(Q)	16.7	50	16.7	16.6	
18.	(R)	25	50	25		
19.	(S)	25	50	25		
20.	(T)		16.7	16.7	50	16.6
21.	(U)	41.7	16.7	50	16.6	
22.	(V)	33.3	41.7	16.7	8.3	
23.	(W)	25	41.7	25	8.3	
24.	(X)	50	41.7	8.3		

(N) I like reading literary works of Indonesian authors.
(O) I like reading literary works of foreign authors.
(P) I like reading academic/scientific books.
(Q) I like reading newspapers.
(R) I like reading books in foreign language.
(S) I read academic articles because I learn about new studies in my field.
(T) I follow at least one monthly/weekly culture, art and/or literature magazine.
(U) I prefer watching a movie of a literary book rather than reading it.
(V) My favourite literary text is novel or short story.
(W) If a book is interesting I don't care how hard it is to read.
(X) Formal features of a book (thickness, font size, illustrations, etc.) affect my preference for reading it or not.

Lastly, there were 6 statements contributed for category 3, Motivation in Reading' in Table 3. The respondents tended to choose 'agree' and 'disagree' from 4 out of 6 statements with the percentage 41.7% – 58.4%. 33.3% and 58.4% of the respondents claimed that reading is important to shape them as a good reader comparing other activities they did. Almost 85% of the respondents agreed on helping their students with the schoolwork in reading. 58.4% of the respondents were motivated to work hard to read better than their friends. Besides, almost 50% respondents always tried to finish their reading on time.

Table 3: Motivation in reading (6 items)

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
These statements are to see the motivation in reading.

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
25	(Y)	75	25			
26	(Z)	33.3	58.4	33.3		
27	(AA)	41.7	25	16.7	16.6	
28	(AB)	41.7	41.7	8.3	8.3	
29	(AC)	25	33.4	25	8.3	8.3
30	(AD)	8.3	41.7	16.7	33.3	

(Y) I make pictures in my mind when I read.
(Z) I enjoy reading books about people in different countries.
(AA) In comparison to other activities I do, it is very important to me to be a good reader.
(AB) I like to help my students with their schoolwork in reading.
(AC) I am willing to work hard to read better than my friends.
(AD) I always try to finish my reading on time.

3.2 Findings from the Interview

In the interview session, the respondents explained their reading motivation when they were still students and when they became alumni. The respondents agreed that their motivation to read when they were students was their education, and their motivation now is to deliver the information/knowledge to the students, as the source of material for teaching, and to help the students to be better. Some of the respondents also read to get the information they need about certain topics and to explore interesting things.

Most of the respondents agreed that reading would guide people to be a professional in their jobs generally and guide them as well to be a professional teacher. They believed in the jobs professionalism since reading could help people get a lot of knowledge that will influence and improve their skill, especially improve the teaching skill for teachers.

I   : Okay, do you think that reading will guide people to be a professional in their jobs generally, and guide you as a professional teacher specifically?
B   : I think so. Because when we teach, it will help us to get more resource about what our job is.
I   : So, do you think that the professionalism of the teacher will be increased if they read a lot?

B   : Yes, I think so. Because, you know, when we do it, when we do something, we do job professionally, it means that we must jump into it professionally too. It means, you must know what your job is by reading, first.
Di   : Okay, so, if… I think reading is the main sentence or main ways to achieve professionalism in the job because in reading you can absorb as many information as you want without many outside interference especially in teaching English, because English is a language. So, when we want to teach language, we should be mastering all aspects of that language in all aspects of life. So, if I am mastering English, I should be able to master scientific English, the technical English, and General English. That kind of things.

On the other hand, one respondent disagreed since she believed that reading is not the way for people to be a professional.

I   : Okay, do you think that reading will guide people to be a professional in their jobs generally, and guide you as a professional teacher specifically?
F   : I don't think so. Because people have different interest. Some of them love to read and some other do not. So, that is not the way for people to be the professional one.

When asked about motivating students, the respondents said that as the teacher, motivating the students is a need and a must. All of the respondents said that they motivated their students by doing some ways, such as informing what the students need to read regarding the following material to discuss, instructing the students to read some books/paragraphs/comics/story books/certain topics, giving them some fun activities regarding reading, giving some books with pictures to get their interest, summarizing one topic/one page of a book or even motivating them to read so they could also produce output from it.

I   : Okay. What motivates you to read when you were at the university compare to now?
W : The motivation when I am reading since I was in college until now, it is the same because I want to discover new things. So, my purpose in reading a book is still the same because I want to discover the new things that really interests me and also I want to gain many knowledge especially in language because I am in the major of English language.

Lastly, some respondents mention that reading books opens the real world and help them to memorize and remember things better. However, 10 out of 12 respondents still found out some reasons of not reading books.
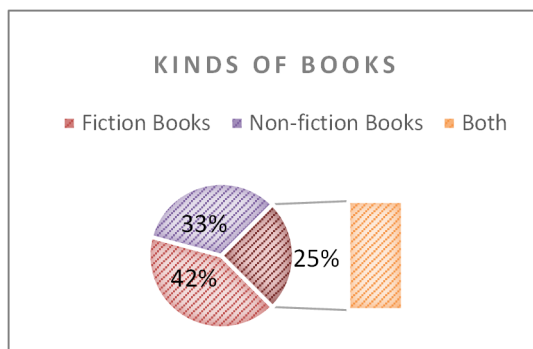

Figure 1: Kinds of books read by the respondents

Talking about kinds of books they love to read, the respondents admitted that they enjoy fiction, non-fiction and both of fiction and non-fiction books. In average, 3 people read both fiction and non-fiction books, 4 people read non-fiction books, such as teaching resources, inspirational books, motivational books, educational/academic books, scientific topics/articles, online articles, encyclopaedia, history books, and magazines 5 people read fiction books such as novels, horror-fiction book, short story, comics, fairy tales and science-fiction book.

Dealing with the total amount of books being read, in a typical year, the students informed that they read mostly totally 2 – 20 books. Regarding this, there is a tendency that the respondents rarely read since there were only at most 5 books read in a year.

Based on the findings from the questionnaire and the result of the interview above, the interpretations of this study were made. The novice teachers graduated from English education study program of FKIP Sriwijaya University often read in a total of 2 – 20 books. The respondents rarely read since there were only at most 5 books read in a year and only a book in a month so, they were considered as lukewarm and it was in line with Applegate and Applegate (2004) who categorized readers as enthusiastic, unenthusiastic and lukewarm readers based on their enjoyment in reading. Based on their explanation of kinds of book they enjoy in a month, the teachers claimed that they read only few books in a month – even only a book. They enjoyed kinds of books to explore however they did not provide special time to read and they did not target the books they need to read. Consequently, the novice teachers graduated from English education study program of

FKIP Sriwijaya University could still be categorized as 'lukewarm' reader.

The respondents were motivated to read since they read for their students. The novice teachers motivated their students to read for gaining more materials for their subject. They also loved to engage some fun activities in reading lesson that could increase the students' willingness in reading. This finding was in accordance to Morrison, Jacobs and Swinyard (2010) who wrote that teacher who has an enamored reading habit would conduct more activities and discussion which promote the reading. It showed that the teachers were motivated to read so they had the need to motivate the students (Applegate and Applegate, 2004; O'Flahavan et al., 1992; Gambrell, 1996) since teachers will help students grow their motivation in reading.

Furthermore, based on the theory, there were some other factors influencing reading habit such as, interest (Brantmeier, 2006). According to the table above, the preferences on reading could bring positive effect on reading habit as the preferences on reading could relate more on their prior knowledge with the books they are going to read (Brantmeier, 2006). The respondents have various preferences and some of them agreed on the preferences which picture what they admired most. Brantmeier (2006) stated that the readers' preferences were entangled by individual or personal interest for certain topics or subjects. Lastly, the respondents declared that they read for several goals such as, gaining habit of fast reasoning, gaining world knowledge, expressing feelings, developing imaginary world and as a training to be good readers. Generally, the reasons chosen by the respondents are also in accordance to the respondents beliefs', that by reading, the professionalism of teachers could be increased since teacher gained much knowledge for themselves and for their students by reading. As it is stated in Indonesian Rules and Regulation number 14 Year 2005 that mastering knowledge broadly and deeply is one of teacher's competencies and reading is one of the ways of mastering both the knowledge the teacher will teach and the competencies they have in teaching and the methodology used in teaching. It could be seen from the answers of the respondents above that reading could derive the professionalism as a teacher generally.

4 CONCLUSION

Based on the findings and interpretation, it can be summarized that the reading habit of novice teachers

graduated from English Education Study Program of FKIP Sriwijaya University was still considered as 'lukewarm' since the novice teachers had only 5 books read in a year in average. Lastly, the factors influenced the reading habit of novice teachers graduated from English Education Study Program of FKIP Sriwijaya University were goals, beliefs, interests, and motivation. Lastly, the teachers – especially in English, are suggested to increase their willingness in reading and cultivate reading as their habit. The reading habit should be kept maintaining since it is very crucial and needed in teaching and learning process as well as to increase the teacher's professionalism.

REFERENCES

Applegate, A. J & Applegate M. K 2004, The peter effect: reading habits and attitudes of pre-service teachers. *International Reading Association, 57*(6), pp. 554-563.

Brantmeier, C 2006, Toward a multicomponent model of interest and L2 reading: sources of interest, perceived situational interest, and comprehension. *Reading in a Foreign Language, 18*(2), pp. 89-115.

Chettri, K 2013, Reading habits – An overview, *IOSR Journal of Humanities and Social Science, 14*(6), pp. 13-17.

Gambrell, L.B 1996, Creating classroom cultures that foster reading motivation. *The Reading Teacher*, 50, pp. 14-25.

Jensen, B, et al 2012, *The Experience of New Teachers: Result from TALIS 2008*, OECD Publishing.

Morrison, T.G., Jacobs, J. S., & Swinyard, W. R 2010, Do teachers who read personally use recommended literacy practices in their classrooms? *Reading Research and Instruction, 38*(2), pp. 81-100.

Organisation for Economic Co-operation and Development 2003, *The PISA 2003 assessment framework: Mathematics, reading, science and problem solving knowledge and skills*, Paris, France: OECD.

Organisation for Economic Co-operation and Development 2013, *PISA 2012 Results in Focus, Programme for International Student Assessment*.

O'Flahavan, J., Gambrell, L. B, Guthrie, J., Stahl, S., & Alvermann, D 1992, Poll Results guide activities of research center, *Reading Today, 10*, pp. 12.

Slamet, PH 2006, *Standar kompetensi guru dan dosen*. Medan: Universitas Negeri Medan.

The International Association for the Evaluation of Educational Achievement 2012, *PIRLS 2011 International Results in Reading*.

Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen

Wulandari, A. A., Vianty, M., and Fiftinova, 2018, Using local culture as teaching materials for improving students' reading comprehension, *The Journal of English Literacy Education, 5*(1), pp. 11-24.