A Scalable Management Model for Developing Reading Habits in Children through "Proactive- Reading" and "Early-Literacy-Awareness" Approach

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Abstract— **Reading is recognized, as a main literacy skill for learning and it is an indispensable tool for life-long learning. This paper aims to present some results from the first year of the ongoing research on the children reading habits. This study investigated the readings habits primary school students and explored how the family, teacher and peer group influenced the reading habit of the students. The study was conducted in 2 districts in Gorontalo Province, Indonesia. The data was gathered through questionnaires with 90 students (41 boys and 49 girls) from 3 primary schools and interviews with 30 students, 38 teachers, 3 principals and 2 sub-district education managers. The study employed both quantitative and qualitative approach for data collection. Data collected were summarized using frequency and percentage tables. The study found that students who indicated high interest in reading; who indicated high interest in reading; who read regularly after school; read not only their school textbooks but also fiction and nonfiction books; they owned an adequate amount of books to read. The study confirmed that there were several motives of students to read. Academically-related reasons such as to pass the examination and improving knowledge as well as to get information were the main motives for reading and only a limited number of the students were reading for drive pleasure and as hobby. The high interest in reading of the students indicated in the data in the research findings that show majority of the students borrowed their reading materials from library**

Keywords— Reading habits, students, school, book, literacy awareness

I. Introduction

Literacy skill is an important aspect in student life to encounter challenges in this information era [1] [2]. The demand for high literacy competence and reading interest is a successful key role and a basic asset to succeed in learning [3]; [4].

At primary school level, reading is the second skill students should master besides listening and speaking (audio oral skill) before they start learning to write. It is the basic for literacy skill development. The important position of reading in all teaching and learning contexts requires students to have high reading interest to succeed at school [5]; [6]; [7]; [8].

For more than 30 years, the review of reading interest development activities has been done in different countries [9]; [10]; [11]; [12]; [13]; [14]. The low reading interest of Indonesians, students included, has been a classic issue in Indonesian education. Reading index data of Indonesians only reaches the ratio of 1:1000 or 0,001 001 [15]. The reading

interest of Indonesians is ranked the 96th worldwide [16], being the lowest of the 52 countries in the East Asian region [17].

The effort to encounter the low reading interest can be done by developing student reading interest and culture activities by applying "Proactive-Reading" and "Early-Literacy-Awareness" approach.

In generally, the main objective of this research is to develop models of activities that can increase reading habits of student in elementary and junior high students in Gorontalo.

II. Methodolgy

This research is carried out within two years. The first year research is focused on the mapping of reading habits of the student and their literacy skills.

The study uses the case study method. Although the study was mainly quantitative, however in this study a mixed design is used since a quantitative method allows data to be collected from a large number of respondents and results to be generalized, while a qualitative method allows a more in-depth exploration of a few respondents.

Survey and structured interview methods were employed for data collection. The survey with using questionnaire was done to examine primary grade level 4, 5 and 6 students' reading habits. We administered the questionnaire personally to ensure a better response rate as well as to avoid any misunderstanding while the students providing their responses to the research question. Each question was read out and the students were encouraged to seek clarification, if needed, before answering the question. A total of 122 questionnaires were administered and 90 filled in questionnaires were obtained from the students. A total of 90 students, aged between 9 and 12 years, from three primary schools in Province Gorontalo, Indonesia participated in this study.

We also employed a structured face to face interview in order to be able to ask the same series of questions from the respondents. In structured interview, a representative from each class was selected to be involved in the interview. They were both male and female students with the age range from 9 to 11. The interview was carried out after the completion of the survey.

The data collected were analyzed using measures of central tendency; (mean, mode, median) and dispersion; (range, variance and standard deviation). All the collected data

were also analyzed using tables of frequency distribution to boost quick comparison of values.

III. FINDINGS AND DISCUSSIONS

A. Demographics data of the Students

TABLE I. DISTRIBUTION OF SAMPLES BY SCHOOL, GRADE LEVEL AND GENDER

Grade level	School Sampel 1		School Sampel 2		School Sampel 3		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
4	4	6	5	5	6	4	30 (33,33%)
5	5	5	4	6	5	5	30 (33,33%)
6	4	6	3	7	5	5	30 (33,33%)
	13	17	12	18	16	14	90 (100%)

Table I provides the distribution of students by their gender and grade level in three sample schools. The total number of respondents from each school sample was distributed fairly equal: 30 students from each schools sample. Of the total 90 selected students' sample, (41 or 45.55%) were boys while 49 (54.44) were girls.

B. Time spent for reading

TABLE II. TIME SPENT FOR DAILY READING

Time spent for reading	Respondents	%
Less than an hour	23	25.55
2 - 4 hours	44	48.88
4 - 6 hours	15	16.66
6 hours and above	8	8.88
Total	90	100

Table II reveals that most students read a book between two to four hours (44, 48.88%) while 23 (25.55%) read a book less than an hour. A small percentage of students (15, 16.66%) read books for four to six hours. Only 8 students (8.88%) spend their time for reading a book for more than six hours.

The time spent for reading and reading volume has a significant impact on the development of reading speed and fluency, vocabulary, general knowledge, overall verbal ability, and academic achievements [18]; [19].

Students were also asked whether they thought that their time spent for reading enough (see Figure 1). Almost more than a half the students felt that they were reading enough. Furthermore, a third of students (30.5%) felt that they were not currently reading enough but would like to read more. However, almost a fifth of students (18.10%) believed that they were not reading enough but they also did not want to be reading more.
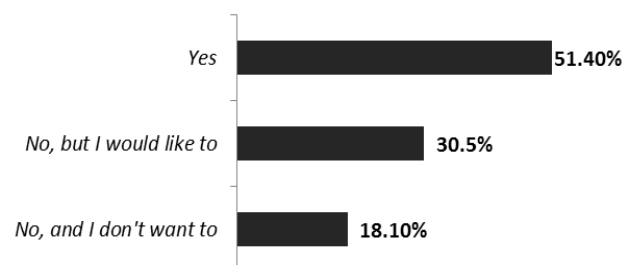

Fig. 1. Do you think your time for reading enough?

C. Motives/Reading Purposes

TABLE III. MOTIVES OF READING

Reading motives	Respondents	%
To get information	11	12.22
To improve my general knowledge	21	23.30
To develop life	20	22.20
To pass the examination	23	25.55
To have fun	6	6.60
It is my hobby	9	10
Total	90	100

The students participating in the study were asked to indicate their motivations for reading/reading purpose. Table III shows that the motive of reading books. Although the largest number of students (25.55%) said that most of their time they read to pass the examination but they read also for a number other reasons. 23.30% students were read books for improving general knowledge, and 22.20% say it is to develop life. To get information (12.22%) is also common motive for reading books. This was followed by "It is my hobby" (10%) and 6.60% to have fun. The data of motive of reading depicts that "school-academically-related reasons such as to pass the examination and improving knowledge as well as to get information were the main motives for leisure reading and only a limited number of the students were reading for drive pleasure and as hobby. Theoretically, for effective promotion of reading habits, skills and culture, reading must be made pleasurable and voluntary [20]; [21].

The students were also asked whether for reading they borrow the reading material from library. (See figure 2)
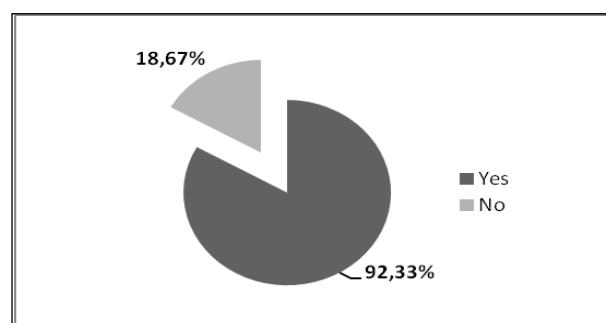

Fig. 2. Are you Borrow Reading Materials from Library?

The above figure 2 shows that majority of the students (92.33%) borrowed reading materials from library (school

library and public library). Only a few of them not borrowed their reading from library.

The study also asked the students: *do you read outside school/after school regularly*? (see table 4)

TABLE IV. READING ACTIVITY OUTSIDE SCHOOL/AFTER SCHOOL

Answer	Respondent	%
Yes	56	62.34
No	24	25.66
Not regularly	20	22.0
	90	100

Table 4 reflects the outside school reading habit of the students. It shows that that majority of students (62.34%) read regular after school/outside school. 22% read regularly read after school. There was 25.66% students does not read at home after school or outside the school.

Following the question about the regularly reading after school/outside school, the students were also asked how many time their spend for reading after school at home (see table below).

TABLE V. LENGTH OF BOOK READING

Length of Book Reading	Respondent	%
Less than an hour	9	1.0
1 hours	59	65.50
2 hours	20	22.22
More than 2 hours	2	2.06
	90	100

Table 5 shows that 9 (1%) of the students spend their time after school for less than one hour. The majority of the students read books after school/outside school for one hour (59, 66.50%) or two hours (20, 22.22) a day. Only a very small percentage of the students (2.06%) spend less than one hour a day for reading after school.

D. *Preferred reading materials*

TABLE VI. TYPES OF BOOK FOR READING

Books Types	Respondent	%
School Textbook	35	38.20
Fiction	23	25.55
Nonfiction	25	27.77
Others	8	8.20
	90	100

The students were asked what types of book that usually they read. The table 6 shows that more students read school textbook (38.20%) than fiction and nonfiction books. Of 90 students there were 25 students (27.77%) read nonfiction and (25.55%) read fiction. A few number of students (8.20%) read other than textbooks, fictions and non-fictions. These findings are different with the preffered types of book for reading in children in Australia and United Kingdom. In Australia, primary school most of the students liked reading action adventure as much as science fiction and fantasy [22], while in Britain, fantasy fiction was at the top, followed by humour, horror and thriller books [23].

Theoretically is a considerable of these findings that students read school textbooks the most. It could be that due to

the pressure of their academic task in the school, they do not have much time to read fictions and/or non-fictions.

E. *The book ownership of the students*

The study was asked the students to estimate the number of books in their home (see Table 7).

TABLE VII. ESTIMATE BOOK THAT STUDENT HAVE AT HOME

Number of Book	Respondent	%
None	2	2.33
1 -10	29	32.20
11-30	13	14.44
31-50	35	39.00
50-100	8	8.88
More than 100	3	3.30
	90	100

Table 7 depicts that 39% of the total of the respondents of this study have books of their own 31 to 50 books. It was followed by "1-10" books (32.20%). 13 students (14.44%) estimated that they owned books between 11-30 books. Almost 9% (8 students) said that they have books of their own. Only a small percentage of students affirmed that they did not have any books at home, while 3.30% or 3 students believed there to be more than 100 books in their home. The responses of students regarding this question may be open to be discussed due to the accuracy of their estimates of book ownership. However, data gathered from interview described that most of the students who believe that they have enough numbers of books in the home for reading. Therefore, though estimated, that the findings give at least an indication of the literary practices of the students at home [24].

F. *Preferred place for reading*

TABLE VIII. PREFERRED PLACES FOR READING

Place	Respondent	%
Home	45	49.64
School	33	36.80
Community	12	13.56
	90	100

Table 8 indicates 49.64% students were read at home, 36.80% in school library, whereas 13.56% students were read at community. This study also was asked the preferred reading spaces in these three areas: at home, at school and in the community (see table below)

TABLE IX. PREFERRED SPACE FOR READING (HOME, SCHOOL AND COMMUNITY)

Home	49.64
Living room	40.1
Bedroom	63.5
Garden	24.1
Bathroom	14.5

School	36.80
Classroom	51.8
School library	23.9
Canteen	3.62
Playground	7.14

Community	13.55
Public library	37.42
Friend's house	20.54
Outside	18.66
Travelling	12.30

The students were asked to indicate where they often read their books. It was found that at home, the bedroom was the most frequently chosen as preferred reading space (63.5%). It was followed at living room (40.10%). At school an overwhelming majority (51.8%) of the students doing their reading at classroom and in the school library (23.9%), with the canteen being the least favourite reading space. The preferred reading places in the community were in a public library (37.42%) and friend's house (20.54%).

G. Problem/Barrier to Reading

TABLE X.   BARRIER TO READING

Problem/Barrier	Respondent	%
Lack of book	19	21.10
Don't have enough time to read	12	13.30
Difficulty to find interesting books	22	24.40
Watching television	11	12.22
Playing on computer or the Internet	18	20
Lack of support/encouragement from family, teacher, friend, etc.	8	8.80
	90	100

Table 10 shows the variety of reason for problem/barrier to reading. Difficulty to find interesting books was a main barrier for students that arouse their interest in reading (22, 24.40). It was followed by "lack of book" (19, 21.10) and by limited time spending to read due to the students' activities for playing on computer or the Internet (20%). Don't have enough time to read (homework assignment, need to help family, etc.) as well as activities of watching TV have also been cited as negative factors in developing readings habits of the students. It was noted that lack of support and encouragement from relatives is an obstacle factor in nurturing the attitude of the student to read, as described by 8 (8.80%) of the respondents of this study. The findings confirm that was no single largest factor as barrier or problem arouses the interest of the student in reading. Further more, it can be concluded that there are still barriers to creating a reading environment that will inculcate good reading habits in student of primary school.

The results of this research confirm also that the schools need to create a culture in which all pupils are encouraged to be enthusiastic readers. To support this goal, schools with effective approaches consult with students to learn of their interests and to ensure that the range of reading materials available in school reflects those interests [25]; [26]; [27].

IV. CONCLUSION

There is no doubt that reading is an important activity and plays a key role in the in the process of learning. This study examined the readings habits primary school students.

Overall, our primary results of this ongoing study show that students who indicated high interest in reading; who read regularly after school, read not only their school textbooks but also fiction and nonfiction books, they owned an adequate amount of books to read. In average most students who included in this study read a book between two to four hours. The study also confirmed that there were several motives of students to read. Academically-related reasons such as to pass the examination and improving knowledge as well as to get information were the main motives for reading and only a limited number of the students were reading for drive pleasure and as hobby. The high interest in reading of the students also indicated in the data in the research findings that show majority of the students borrowed their reading materials from library.

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