

An Adult EFL Learner's Narrative of Developing High Reading Habits

A Thesis

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

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الجمعة الإسلامية الأندلسية

MOTTO

“Appreciate this moment. Stop and look around you.
Be thankful for all you have and where you are
because this time, next year, nothing will be the same”

-R. H Sin



DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. My beloved Parents: Arief Satya Kesuma and Evi Lidyawati who always support me though their endless love and prayers, my sister & my brother Evan Chandra, Nisa, and Rayhan who always cheer me up, May Allah always give them health and always take care of them.
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ABSTRACT

Current research in Indonesia about reading habits tends to discuss the topic quantitatively instead of exploring the process of how reading habits were developed. Whereas, it is necessary to see reading habits as a process of development. Through seeing it as a process, reading habit can be seen as not just a measurable component but more into a sustained lifetime literacy. To fill this void, this research aimed to investigate the development of an adult learner's reading habits as their lifetime literacy. In conducting this study, the researcher used narrative inquiry as the method of the research. The data were collected through twice in-depth interviews with the participant. The data were analysed by using narrative three-dimensional aspects by Clandinin & Caine (2008). In terms of temporality, the participant has experienced a reading habit since she was in Czech elementary school. Because her family maintains the habit, the reading habit remains until today. In terms of sociality, the role models of the reading habit are the participants' schoolmates and her father. In terms of spatiality, Czech has shaped the experience of the participants' reading habit. When she went back to Indonesia, the reading habit in Indonesian school was less exposed. This indicated that reading habits can be developed through the interaction of two key people. The first was the school teacher and the second was parents. The reading habits activity should be sustainable at school and at home.

Keywords: *Reading Habits, Adult EFL Learners, Role Models, Reading Environment*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading in a foreign language is considered to be not challenging by some learners. It was because of its complexity to integrate prior experiences or knowledge to understand a text (Rhee, 2001). To have an interest in reading in a foreign language, Kusumarasyati, (2008) and Kurnia, (2021) suggested that learners should be exposed with a text that is relevant to their background knowledge, that contains familiar vocabularies, and that has understandable organisational structure of the text. Without having these accommodations, the learners end up with unhappy stories about EFL reading practices (Kweldju, 2000, & Firmanto, 2005).

In the EFL context, some studies have reported that Malaysian students read very little (Kaur & Thivagarajah, 1999). Many Malaysian students prefer to watch television and video reading for information or leisure. Thus, EFL Students must have a key role to play, it requires more information through reading for them to succeed academically. This condition remained the same for a decade (Mohammed, et.al, 2019). To pinpoint this issue, the studies that surveyed Malaysian students' reading habit focused solely on the activity of reading books. The other reading materials were considered as the potential objects for further research.

In Indonesia, the report on adult EFL learners' reading habit is also in the mid to low level. A study found that Indonesian higher education students have a mid-level of vocabulary (Siregar, 2020). In addition, Mustafa (2012) found that a low reading habit was influenced by Indonesian tradition of spoken culture. Likewise, with the mastery of material from reading, our students can only absorb 30% of the reading material presented in the reading material. As one of the countries which uses English

as foreign language, the main factor that causes the mid to low level of reading habit is because of the lack of autonomous learning (Sakhiyya and Hapsari, 2021). Reading habits in Indonesia tend to be endorsed solely at schools (Parlindungan, 2017). Rarely was the habit sustained at home. Moreover, reading materials in English tend to have difficult vocabularies that made it challenging for Indonesians to convey the meaning of what was being read (Maharsi, et.al., 2019).

As we have discussed above, current research found that Indonesian high school students (Maharsi, et.al., 2019), university students (Siregar, 2020), and adult EFL learners (Mustafa, 2012) tend to have low reading habits, especially reading habits with English materials. In fact, Narangoda (2020) emphasised that reading can serve as a foundation of education. An educated individual tends to continue learning and seeking new knowledge through reading materials regardless of the unpredictable changes that might happen. Thus, by having a reading habit, an individual can have a preparation to deal with disruptive information.

Hassan, Olaseni, and Mathew (2012) reading habits are described as how intensively, how very much, and also what students read. Reading habits can help individuals to acquire more information and more vocabularies both in L1 and L2. This tends to make the students with good reading habits can master English better. Adetunji & Oladeji (2007) suggested that the students who love to read on every occasion will have fewer difficulties in understanding the lesson than those who do not have a reading habit. This shows that reading habits have a positive influence not only on students' academic performance, but also in their psychological aspect. Regardless of the importance of reading habits, numerous previous studies tend to highlight solely quantitative data (Iftanti, 2012, Maharsi, et.al, 2019; Mustafa, 2012; Noor, 2011; Siregar, 2020). In this respect, the survey has shed light to inform the level of reading

habits in Indonesia. However, the experiences that enable an individual to have sustainable reading habits since s/he was a child until s/he grows up remains rare. Current practices of reading habits as means to support literacy were solely conducted at formal education institutions (Parlindungan, 2019; Parlindungan & Rifai, 2022, Pradita, 2020). Whereas, it is necessary to enliven the process of an individual experiencing reading activities that construct his/her reading habit, not only at schools but also at home. Based on the empirical gap above, this research aims to investigate the development of an adult learner's reading habits as their lifetime literacy.

1.2 Formulation of the Problem

This study was conducted to answer the question: How does an adult EFL student experience the development of their reading habits?

1.3 Objective of the Study

This research aimed to investigate the development of an adult EFL learner's reading habits as their lifetime literacy

1.4 Significance of the Study

This result of this study aims to give an empirical contribution to add an individual experience reading activities that construct his/her reading habit, not only at schools but also at home.

CHAPTER II

LITERATURE REVIEW

2.1 Conceptual Review on Reading Habits

The concept of reading habits was begun to be discussed in America, in 1992 by Sanacore. The teacher should give an experience of reading habits at school, because students do not like to read at home (Sanacore,1992). Furthermore, reading habit describes the way of thinking, willing or feeling acquired through automatic and unconscious processes that are involved in constructing meaning from text (Zwiers, 2004). Reading habit is also defined as the manner in which an individual arranges his understanding (Davidovitch & Druckman, 2016). All in all, it can be concluded that reading habits are one of the important things that can support and make somebody especially students to be able and have a good ability in understanding something through reading activity and also in getting some knowledge and information about what happened in this world through the written form.

This reading habit must always be done in their spare time or they intentionally spend their activity reading at school. To build reading habits, of course, there are effective strategies to use for students. To encourage students to read books in school, (Sanacore, 1992) has tips for the teacher that perhaps make students have a need to read books.

a) Clutter up classroom

In this way, teachers manage class with books, newspapers, magazines, and other materials. They will be tempted to browse and to read some of these sources. Teachers can select material with the media specialist to know what book or material is necessary for students.

b) Provide time for reading

In the classroom there are many books around students that students can read all the time when they are in the classroom. In this way, teachers must give the students time to read a book and choose the book that students like.

- c) Encourage students to read all through the school year.

In another way the teacher promotes for students love to read books through a book talk. This is done so that students have the opportunity to read as often as possible.

2.2 Empirical review on reading habits

2.2.1 The Advantages of Reading Habits in General

According to Thanuskodi (2011) in habitual reading, there are many advantages that the student can absorb. Reading habit is the powerful and long-lasting tool in the development of a student's academic success. The implications of applying reading as a habitual activity are that students can expand the knowledge, and increase focus and concentration. Reading as a habitual activity also helps the students to pleasure their understanding, helps them become more intelligent and boosts their vocabulary meaning.

A more complete explanation stated by Jack (2008). He mentions several advantages of the reading habit. They are (a) habit of reading help the mind performs effectively, (b) habit of regular reading help us develop a good vocabulary, (c) habit of reading boots intellectual curiosity, (d) habit of reading means psychological activity, (e) habitual reading helps readers to have a positive set of minds.

2.2.2 The Key Persons of Reading Habit Construction

The first study by Gambrell (2015). She analyzes reading habits students need to be helped so that students are motivated to read more often and that teachers have an important role in reading habits in their students in class. Reading habits must be maintained by the teacher in providing a fun method thus that students can enjoy reading books. This means reading is one of the important activities that must be carried

out. Someone who likes to read will be facilitated in his academic field, in contrast to people who don't like to read. She found ways to promote and retain students in developing reading habits. First, create reading instructions that are based on motivational principles. Giving instructions in a reading is very important so that students can understand the context that they will read, therefore reducing failures in students' understanding of the reading. Second, making reading more interesting to real-life situations like providing assignments that can be brought to real life to improve their reading skills by discussing with friends or writing, this way to develop their reading habits. Third, provide reading texts for high-level assignments.

Another research about the key person of reading habits construction was carried out by Ahmad, et.al., (2020). He found that parents also have an important role in developing reading habits in children. Reading strategies at home can be assisted by parents, siblings, and legal guardians. The parents give more of an active role in reading to her child in order to increase knowledge and be able in the academic field. He explained that their children are crucially important in improving and maintaining reading habits, particularly from 6th to 8th grade, because this age is regarded to be a defining age in the process of children's reading growth. The role of each key person is described in the following explanation. Parents' roles are behavioral to give role modeling to support their children for reading habits. Fathers play a role in the development of communication. Mothers play a role in academic development for their children.

On the other hand, Hill and Tyson (2009) highlight parent involvement in every reading activity. He found that the result of children in middle school has a positive impact on child' studies achievement. In this way, the type of parent involvement is

academic socialization. It was very important to create a better understanding of learning objectives to improve children's learning outcomes.

Dehass, et.al., (2005) found that academic consistent evidence of parent involvement at home has a good impact on since they entered elementary to high school. The main key person at home is the parents' who are trusted to replace the teachers for learning activities. These results make the academic at home and then the school environment was obvious in achieving learning studies to the fullest.

2.3 Theoretical Framework

Through the literature review, this study employed two constructs as the framework in this research by Sanacore (1992) and Ahmad et.al., (2020). Reading habits at that time were only reading at school because students did not like to read at home. There were teachers who were responsible for replacing parents at home who had problems such as not being able to read, or not having time. Therefore, this study applied the conceptual theory of Sanacore (1992) because the closest theory related to students' ability to develop reading habits at school. The current discussion on reading habits should not only be provided by school, but also it can be condrating anywhere, especially at home. Ahmad et.al., (2020), the parents are the most important key person at home in developing reading habits for children from an early age. He found that parents also have an important role in developing reading habits in children.

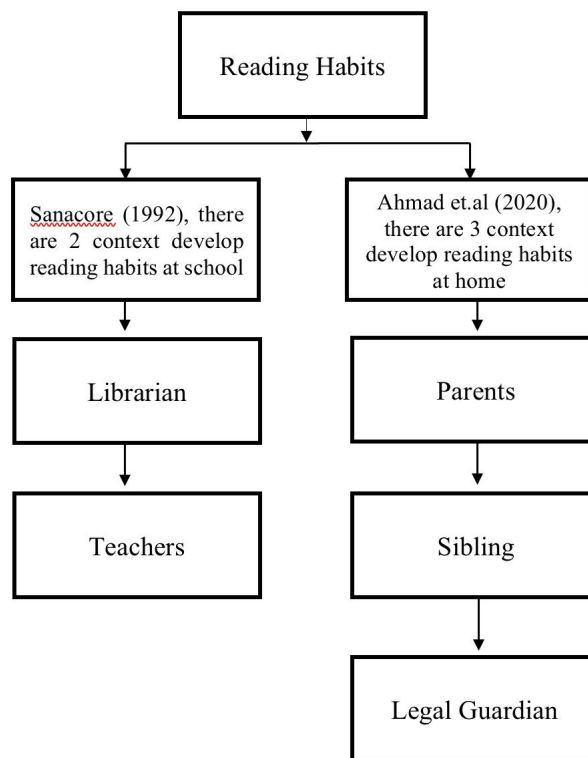


Figure 1.1 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used narrative inquiry as the design. Narrative inquiry is a method commonly used in qualitative research to help researchers to write a narrative through human telling of experiences (Connelly & Clandinin, 1990). Since a person is seen to have experiences and phenomena, narrative inquiry serves as one research design that applies life as it is experienced. (Kramp, 2003). I chose this research design because this study aims to document and to narrate an individual's lifetime story in the construction of reading habits. By doing narrative inquiry, we collected rich data on the participants' lifetime experiences since she was a primary student until she is currently a postgraduate student. The first thing we did was listen to participants' stories and during the time, we interacted with the participants by engaging with the stories that she told.

3.2 Settings and Participants

The setting of this research is an adults EFL learner's context to develop high reading habits. The participant in this research was Vanilla. She currently lives in Semarang as a higher education student. Since she was-child she has loved to read books. Her most favourite reading activity was when she had an hour of free time a day to read. She usually reads books or articles online. Her reading habits have become an obligation that must be developed in addition to having free time. According to Vanilla, she has started to read books since she was seven years old. She spent hours and hours reading a book with a good story in it. Her father was a role model in her reading habits. Her father always reads every day, thus making Vanilla start to develop curiosity on

why her dad could withstand reading books that consist of fictional stories and found it to be fascinating. After that she tried to explore more books, especially non-fictional ones. The reasons for selecting Vanilla as the participant in this research are because she has a lot of experience in reading. Her academic reading ability is in line with C2 CEFR as evidenced by her IELTS result. We collected the data by listening to her story as we did the interview via twice Zoom meetings. We did the interview as casually as possible, so that Vanilla told her stories without feeling to be interrogated. After carefully rereading the interview transcription, we re-interviewed Vanilla for some clarifications (Clandinin & Caine, 2008). This way, we did a Zoom meeting for every interview. We restoried Vanilla’s life experiences about reading habits and we asked her availability to read the story.

3.3 Research Instrument

The data referred to as Sanacore (1992) and Ahmad et.al., (2020) would be used to start creating interview questions in this study. This instrument is being used in a semi-structured interview where participants were able to elaborate on their own life experience.

Table. 1.1 Interview Questions

Construct	Conceptual Definition	Components	Interview Questions
Reading Habits at school	To encourage students to read books, (Sanacore, 1992) has tips that perhaps make students have a need to read books 1) clutter up the classroom; 2) provide time to read; 3) Encourage students to read all through the school year.	<ol style="list-style-type: none"> 1. Librarian 2. Teachers 	<ol style="list-style-type: none"> 1. How were your experiences with reading habits at school? 2. How did the librarian in your school take part in constructing your reading habit? 3. How long does

			the teacher ask you to read a book? Do you like the reading process?
Reading Habits at home	Ahmad et.al., (2020), found that the key persons for reading habits at home.	<ol style="list-style-type: none"> 1. Parents 2. Siblings 3. Legal Guardian 	<ol style="list-style-type: none"> 1. How were your experiences with reading habits at home? 2. How did your parents introduce you to reading habits? 3. Do you have siblings who accompany you to read at home? 4. What do they do for reading habits? 5. What do your parents do to encourage your reading habits? 6. What about your parents? 7. Do you have a legal guardian read to you? 8. Did a legal guardian create the reading habit?

3.4 Data Collection and Data Analysis

The technique of data collection used a semi structured interview there were eleven questions, in which the participants' story served as the narratives. Narrative inquiry as suggested by (Clandinin & Caine, 2008) emphasised that the researcher should explore the story of the participant with three dimensional aspects which are temporality, sociality, spatiality. In short, narrative inquiry deals with when, who, and where as the factors that develop an individual's life story.

In data analysis based on 3 aspect dimensional use which are temporality, sociality, spatiality to their story life experiences by (Clandinin & Caine, 2008). Below is the illustration of the three-dimensional meanings that build a story:

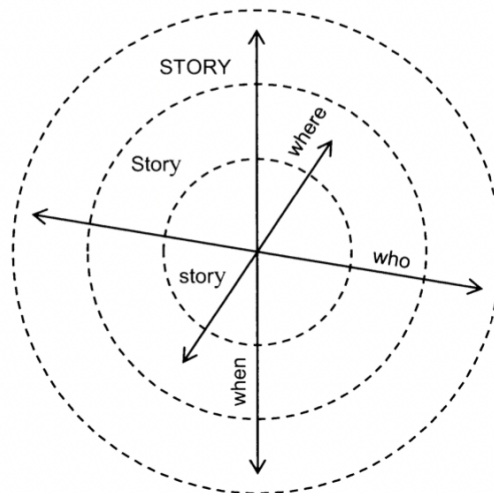
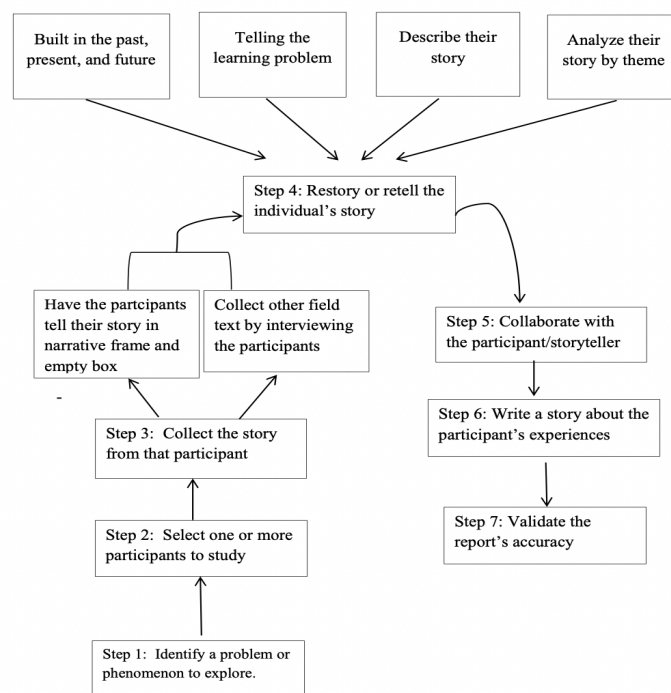


Figure 1.2 of Three-dimensional meaning that builds a story

This can be used to allow researchers to collect data from participants re-narrated their story life experiences based on time to time (Clandinin and Cane, 2008). In terms of temporality the researcher invited the participant to tell specific experiences reading habits from past until now, by considering recounted about the participant starting from the location where they lived taking into account condition. In terms of sociality participants retell their story experiences, she has role models to help her, build the reading habit at school and at home from time to time. In spatiality, it deals with the place or situation the participants live in. The researchers used narrative inquiry as a methodology to narrative interview these experiences. During story interviews, the researchers employed Atkinson (2007) to retell the experiences in constructing reading habits.

3.5 Data Trustworthiness

Since we used narrative inquiry, we refer to Ollerenshaw & Creswell (2002)'s narrative design and procedures. According to him, there are seven procedures in conducting narrative inquiry. Those are; (1) identify a problem or phenomenon to explore, (2) select one or more participants to study, (3) collect the story from that participant, (4) re-story or retell the individual's story, (5) collaborate with the participants, (6) write a story about the participants experiences, (7) validate the report's accuracy. Below is the figure to show the process of the procedures:



(Taken from Creswell, 2012:154)

Figure 1.3 The procedures of Narrative Inquiry

The implementation of each procedure is provided in this section. To identify a problem, we highlighted the issue about the low level of reading habit. Thus, we tried to contribute to the empirical discussion on reading habits by narrating an adult EFL learners' reading habits construction. After that, we recruited a participant that represented a sustained reading habits throughout her life.

CHAPTER IV

FINDINGS & DISCUSSION

This chapter presents all the data findings based on collected data and its analysis. The findings of this research will be elaborated with previous studies in discussion.

4.1 Findings

The data found that Vanilla has reading habits as a lifetime literacy because she had a decent privilege to experience reading habits when she lived abroad. Thus, in terms of the construction of reading habits, Vanilla had a lot of facilities that enabled her reading habit. The facilities included experiencing primary education in a country that endorsed reading habits in Prague, Czechoslovakia. Since the school had a purpose that students' reading habits should be their lifetime literacy, the reading habits that the school teachers built tend to be fun and extensive through book discussions, book reports, and book presentations by using finger puppets. These good memories have been adhered to Vanilla's interest until now. Thus, the teacher in the Czech primary school was the first key person who built her reading habits.

This was evidenced by Vanilla's statement:

“Since I was a primary school in Prague, Czech Republic, I got English subject. I got a project by the teacher to have weekly reading project. The project required me to read the first until the third chapters of each book in a week. After reading the book, I need to present the book in the class”

Although she had to go back to Indonesia, in which reading habits was brought as an assessment instead of a daily activity, Vanilla's parents were the second key persons that construct her reading habit. Her father became the main key people at home and the role supported by mother. Until now, Vanilla's reading habits do not stop because she perceives that by having reading habits, it turns her cognitive skill into a smart girl and an open minded one so that she can communicate well to many people.

4.1.1 The Story from Vanilla: "I have to read a lot so that I can have broader view in the future"

Vanilla was born in Jakarta, Indonesia. Her father is an influential politician as well as one of the professors in a Public University in Indonesia. His path to achieve this career started when he was a university student and when he worked as a journalist, an art curator, and Indonesian ambassador in Czech Republic. Her mother was a nurse back then she went with her husband in Czech. During her stay in Czech, she was a housewife. Vanilla and her parents lived in Czech from 2007-2012. She spent her childhood having to follow her father's job abroad, which is why she got the experience of reading habits firstly when she was seven years old in elementary school in Praha, Czechoslovakia. Activity at school, she was signed by the teacher to read a book for a week, the book should be read for 1 to 3 chapters for each. After reading a book, the next activity Vanilla should deliver is a presentation about the book that she completely read. Vanilla used to give presentations to her classmates. This kind of activity was experienced by her for the entire elementary school level. After she finished her elementary school education, Vanilla went back to her hometown in Indonesia where she lived in Jakarta. Vanilla went up to junior high school, but the school did not have similar reading habits as what she experienced in Czech. Then she has the awareness to

always read a book. Vanilla thought of reading a book not just by a teacher at school but she can independently read a book at home and also have support from her parents especially her father. Vanilla's father doesn't want her to lose her reading habits. After that, vanilla felt that reading habits had become important. After 3 years passed in junior high-school she joined military high school in Magelang, Central Java, but the school did not have the same reading habits either. Therefore, every week she always brought a book from home and read it in between night studies if not in exam period.

Another finding is the school's role in facilitating libraries is adequate and makes Vanilla always take the time to borrow books. But here it can be seen from the Vanilla story that in elementary, junior high school, and high school they have different activities. Vanilla has a culture shock. She didn't want her reading habit to just disappear because since childhood has been pushed to always read by her parents and by herself. Vanilla got the difference between abroad where the teacher must want students to read books and where almost all teachers in Indonesia do not always must want students to read books. For example, during elementary to junior high school activities, the library is divided into sections for classes to read, then the teacher gives a section for reading books according to what we are interested in. It makes Vanilla more excited to browse the various bookshelves in the library and has a hobby of borrowing the book if she did not have it at home. It was different when she was in senior high school. She rarely went to the library because the teacher didn't give the section that had to go to the library, they only went to the library on the basis of the student's wants.

After she graduated school, Vanilla studied at the University in Semarang. During college she often got assignments so Vanilla often read books in her spare time. For example, when she has time to read a book she reads novels, magazines, or articles

on the internet and even the news on Instagram in the caption section. And other times Vanilla likes to watch movies and if there is something she doesn't understand about the film she likes to pause and then find out what she didn't know on the internet, then she reads it first until she understands.

As a result, finding experiences about reading habits at home and her role model reading habits by her parents, especially her father. At first, she wasn't really much of a reader and she was lazy at home to read just of her daily routine. However, her father everyday reading at his desk, she started to develop curiosity on why my father could withstand to read for so long. Her father always said to Vanilla that when “we read the book it would broaden our knowledge”. Eventually she got used to reading the book, in the first way her father gave her money to finish 1 book and it had to be summarised and then the summary was given to her father for checking. When she reads a book, she is given ten thousand then over time, if she can finish the next one, she is only allowed to buy a new book. Vanilla admitted that getting a new book made her enthusiastic because having a new book made her happy. Usually when she reads a book she will finish 1 book in 1 month, a maximum of 2 months depending on the thickness of the book as well. The books she usually reads are English books because her father rarely allows her to read books in Indonesian. The reason is that Vanilla is fluent in speaking and understanding in English. What her father did also applies to her brother and sister.

Her father proved that from the past until now, reading has proven to make us smart. Since, then her father has often been a guest lecturer, invited on TV to be asked for his opinion, it's all because he often reads. Vanilla also wants to be like father and that encourages her to keep reading. When it comes to education, her father most often reminds her to study seriously. It's because he's also an academic person who used to have difficulty getting knowledge, so her father really appreciates knowledge and wants

his family to have a lot of knowledge so doesn't lose competitiveness with other people. As for her mother, not too much for vanilla to read on. Her mother always contributes when she wants to buy a new book. Vanilla's mother forbids her to finish the unfinished book first.

4.2 Discussion

After retelling the stories of Vanilla, it was found that there are two generated themes. Those are; (1) How the reading habit was developed in the Czech elementary school, and (2) How the reading habit was developed by the parents at home. Elaborated discussions are presented in the following sections.

4.2.1 How the Reading Habits Was Developed in The Czech Elementary School

According to Sanacore (1992), reading habits were firstly formed in schools, and in school teachers formed strategies to develop literacy in reading in every child into reading habits. Such as, (a) clutter up the classroom that is the teacher can choose the selected material for his students, and provides books in the form of newspapers, magazines, and newspapers and gives students the opportunity to choose some of these sources, (b) provide time for reading that is the teacher frees students to choose books that match their students' interests, it will make students not feel forced to read books, and (c) encourage students to read all throughout the school year that is the teacher provides a books talk strategy as promoting it to students so, that students are able to have an opportunity in much reading during the school year at school.

In this study it was found that Vanilla experiences a reading habits program as manifested in the curriculum of Czech Republic, especially for the elementary school as mentioned in the data, that Vanilla need to read a book and do summarise a book every lesson until at the end of semesters. Each student should present it in front of their

friends. It is when the teacher could play a significant role in developing the reading habit as part of their curriculum. However, the main key person that established the curriculum is the teacher. In this case, Vanilla also said that her teacher affects and helps a lot to develop her reading habits. For example: the teacher gives free time to read and asks their students to read books as students like. Another example is when the teacher gives a reading section to browse other books in the library so that students are given the opportunity to borrow books to be read at home.

It means that the Czech Republic has really implemented the reading habits program from an early age at school and there is no element of compulsion that makes students feel pressured when reading. The school gives an invitation to their students who are not interested in books but they want students to build reading habits. School literacy will invite them to start something that is too heavy to read anything with an interesting story because reading in a book requires a higher cognitive load.

Compared to the previous studies, this research has similar findings with Gambrell (2015). In her study, Gambrell (2015) found that the teacher's role in reading habits in their students in class is very important in schools because the teacher is the main star who can act as a second person to his parents. She also found that to promote reading habits for teachers, first the teacher always gives instructions, and provides fun material in class before students read in each book. Second, the teacher gives assignments in real activity such as writing a summary of a book that was read and a discussion section with a friend or teacher, either individually or in groups. Third, the teacher provides additional reading textbooks to assist students in doing difficult assignments. These strategies are similar to those that were practised by the teacher in Czech Republic. This means that when Vanilla studied abroad, the reading program in

school became a good culture to instil reading habits from an early age. Evidence of the reading habits were carried out until she came back to her hometown in Indonesia.

Sanacore (1992), suggested that the role of teacher did take a place as a key person to the main one. It means that regardless of the curriculum, the terms about the rules and suggestions to develop reading habits yet if the teacher did not apply it then reading habits will be just an ink word in the paper. In this study the result is similar to the suggestion by Gambrell (2015), it is when the teacher plays a significant role in developing the reading habit.

4.2.2 How the Reading Habits Was Developed by Parents at Home

According to Ahmad et.al., (2020), the parents are the most important key person at home in developing reading habits for children from an early age. The parents can be used as role models in more learning activities to reading habits, for increased their knowledge in the academic field. The role of each key person is that both of them are behavioural to give role modelling to support their children for reading habits. Fathers play a role in the development of communication such as discussions, their children making summaries in each book. Mothers play a role in the development of academics for their children.

In this study, it was found that Vanilla had experienced the reading habits manifested by her parents since she was a child. As mentioned in the data, Vanilla saw her father reading every day at his desk; she was interested to find out why his father read books for so long. Her father is able to provide a book that Vanilla can always read at home. However, providing books is not enough if parents are not interested in their children's reading habits. Then the first step was to grow interest in reading habits by her father giving her a reward like money if she had finished a book and then

summarised it for review what she had learned. Furthermore, her father allowed Vanilla to buy the book when it was finished. Another step for children interested in reading habits by Vanilla's mothers is to always contribute when she wants to buy a new book. For example, Vanilla's mother communicates that if she is unfinished reading a book then can't buy a new book.

In this case, Vanilla also said that the reading habits have always existed until now because of the importance of parents at home. It means that the parents who increase their children's interest in reading growth from an early age will make it easier for their children to have reading habits until now. The key role of parents is carried out as a close relationship with their children. Parents are the determinants of children's reading behaviour at home. The parents must create parental involvement in the development of communication and be involved in the development of academics, so that children's reading interest can be formed.

Related to children's need for developing reading habits in parental involvement, this study supports evidence from a study conducted by Hill and Tyson (2009). In his study, Hill and Tyson (2009) found that the types for parents' involvement in children's reading activities in middle schools. Academic socialisation was among the most effective types for parental involvement, as it leads to a better understanding of the study objectives and improves children's academic outcomes.

In line with the result of previous research, Dehass, et al., (2005) related that there is significant evidence from reviews that parental involvement has a positive effect on the students' academic performance, mostly from elementary through high school. Furthermore, when students identify their parents as the primary source of educational activities at home, both school and home environments become equally important in achieving optimal academic achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the data analysis, it can be concluded that the development of an adult EFL learner's high reading habits is influenced by spatial, temporal, and social factors. Vanilla, who has a privilege to experience reading habits with various facilities, is proven to have high reading habits. In terms of spatiality, Czech Republic played an important role in shaping her interest in reading. With many interesting reading activities at school, Vanilla's reading habits eventually shaped. This development was maintained and sustained by her committed parents. Thus, in terms of sociality, there were key persons that accommodated Vanilla's high reading habits. Each key person has responsibility for reading habits at home and then at school. The parents were the main source at home and the teachers were the main source of education at schools that support the reading habits program in Czech Republic. Since there was a limitation about reading habits in Indonesia, the parents kept committed to continuing Czech school's reading habits for Vanilla. This is in order to stimulate Vanilla's intellectual growth and development. Thus, until today, Vanilla perceives reading habits as a regular activity instead of an obligation. In terms of temporality, Vanilla did not have downgrading reading habits. Instead, it grows more and she loves reading. This study was limited to reading habits as performed by an Indonesian EFL learner. Thus, it is suggested that further research to elaborate more experiences of students' narrative of developing reading habits as with more diverse family and education background.

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