

LITERACY PRACTICE: READING COMMUNITY AND ITS CONTRIBUTION TO SELF-READING

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ABSTRACT

The reading community is the local group of Indonesian in urban areas bear on reading. The member provides an opportunity for members to support literacy during the community day and extend reading out of the community day. The reading community activities are individual and grouping reading practice. Besides, the members' background is in different ages and study backgrounds. The present study designed to explain the reading members' reading motivation, problem, and strategy. Furthermore, the researcher explained more about the literacy practice, such as self-reading to depict the reading activity of the member, in terms of time and frequency. The researcher used a mixed method. It is integrating between quantity and qualitative data. Observation applied to get a further background of the members' reading motivation, problem as well as strategy. Besides, the one on one interview used for describing the self-reading. The respondents of the research are 20 members in a group of the reading community. The members were selected randomly. The result showed members' reading motivation, reading problem, and reading strategy. Those covers curiosity, aesthetic involvement, challenge, recognition, and grade. A reading problem consists of low memory to remember, progressive decline in visual sensitivity, a result of the normal process affect reading, poor reading skills and feel out of place in the conversation that moves quickly. Reading strategy such as using prior knowledge/previewing, predicting, identifying the main idea and summarization, questioning, making inferences, visualizing as well as their self-reading in terms of time and frequency.

Keywords: Reading community, reading motivation, reading problem, and strategy, self-reading.

1. INTRODUCTION

Reading is an essential skill for success in real life. Reading literacy can generally be defined as “understanding, using, evaluating, reflecting on and engaging with texts to achieve one's goals, to develop one's knowledge and potential and to participate in

society” (OECD, 2018). Reading is a crucial matter in some fields. Most of the reading activities and communities holding by the government, educational sectors, and NGOs focusing on reading. Previous research was conducted by Bunyamin Celik, it was a study on the factors affecting reading ad reading habits of preschool children. It highlighted on reading habits from the environment and family for acquiring reading habits(Celik, 2020).Thus, the motivation, strategy, and problem are needed to be discussed for further research on reading. Another reading research-based community is about a study creating a cohesive community through shared reading (Harder et al., 2015). It revealed the success of the one book Nova Scotia program developing a reading culture and community. Compared with both of the researches, reading researches based on the community but not yet explains self-reading and the contribution of those activities. Whereas the research on habits, it did not cover reading problems, strategies, and motivations. In this research, the reading community is defined as is groups of members who are the activity is reading selected books. The definition of the reading community has evolved based on the framework of research. Reading community in one book Nova Scotia is defined as reading in who the members have a desire to foster their conversation related to One Book Nova Scotia (Harder et al., 2015). In this research, the community is members who have different backgrounds such as ages and educational backgrounds.

The members called as Fiqhunnisa group reading selected books from the instructor based on the levels’ of the members. The meeting of the program is twice a week on Monday and Wednesday. Reading motivation (Locher et al., 2019). In reading motivation, there are some dimensions, namely curiosity, aesthetic involvement, challenge, recognition, and grade. The dimensions are based on the work on intrinsic motivation, values, and goals as well as the flow experiences. Reading motivation consist of intrinsic and extrinsic motivation.

The reading problem covers the reading problem on visuals because of age and other reading problems. It highlighted on memory and visualization. Besides, the reading strategy is the strategy used in reading. Those are such as using prior knowledge/previewing, predicting, identifying the main idea and summarization, questioning, making inferences, visualizing. The research is aimed at revealing the members’ background and the self-reading in the reading community. The questions are: 1) what are the members’ reading motivation, problems, and strategies?; and 2) how do the members contribute to self-reading?

2. RESEARCH METHOD

This study is a mixed method. It is integrating between quantitative and qualitative data. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative (Wisdom & Creswell, 2013) The data collection of the research is observation and one on one interview. The population of the reading community is the Fiqhunnisa group in the Jenderal Soedirman Mosque. The researcher selected 20 respondents from the reading group. The members are of different ages, social background but in the same motivation in fostering their reading community. The community gathered twice a week on Monday and Tuesday. The reading practices guided by an instructor. The data analysis is taken as follows:

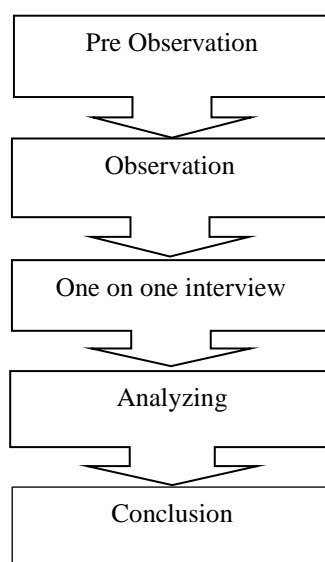


Figure 1. Data Analysis

The data collection method are observation and one on one interview. The observation consists of pre-observation and observation. Pre-observation used for explaining the community reading. Besides, the observation revealed reading motivation, reading problems and reading strategy. One on one interview is used to picture further of the community and reading practice.

3. RESULTS AND ANALYSIS

3.1 Reading Motivation

In this study, the reading motivation covers reading motivation curiosity, reading aesthetic involvement, reading motivation challenge, reading motivation recognition, and reading motivation grade.

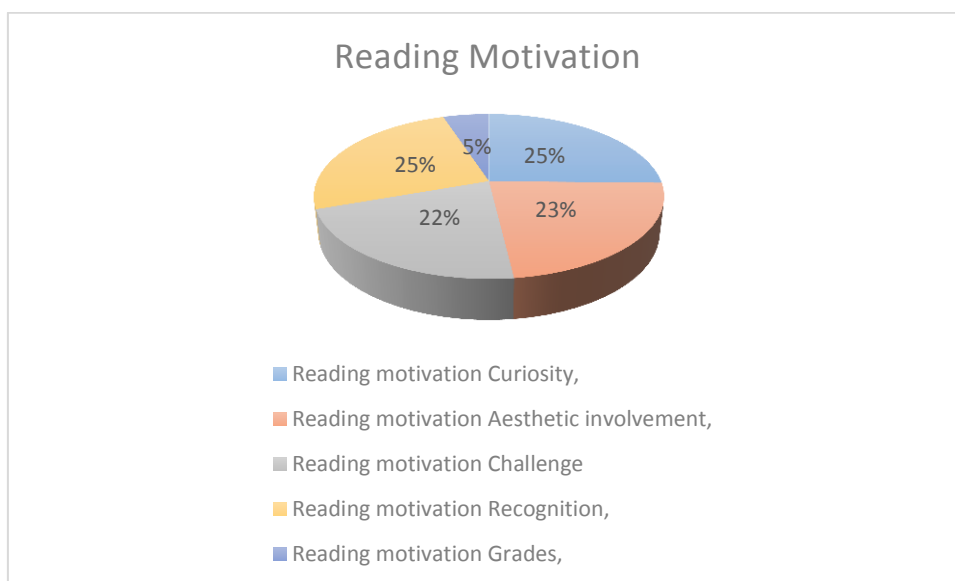


Figure 2. Reading Motivation

Figure 2 illustrates the number of members who had a reading motivation. The total number of respondents is 20 respondents in the reading community. Overall, the members showed curiosity, and recognition is the highest. Those more than aesthetic involvement, challenge, recognition, and grades. The aesthetic and challenge are almost the same number of members. The grade is the lowest in reading motivation. It compares to the other four aspects of reading motivation.

3.2 Reading Problem

The reading problems are in two categories. Those based on issue and symptom. The issue dimension are low memory to remember and progressive decline in visual sensitivity. Besides, the symptom dimension are poor reading skill and feel out of place in conversation that move quickly.

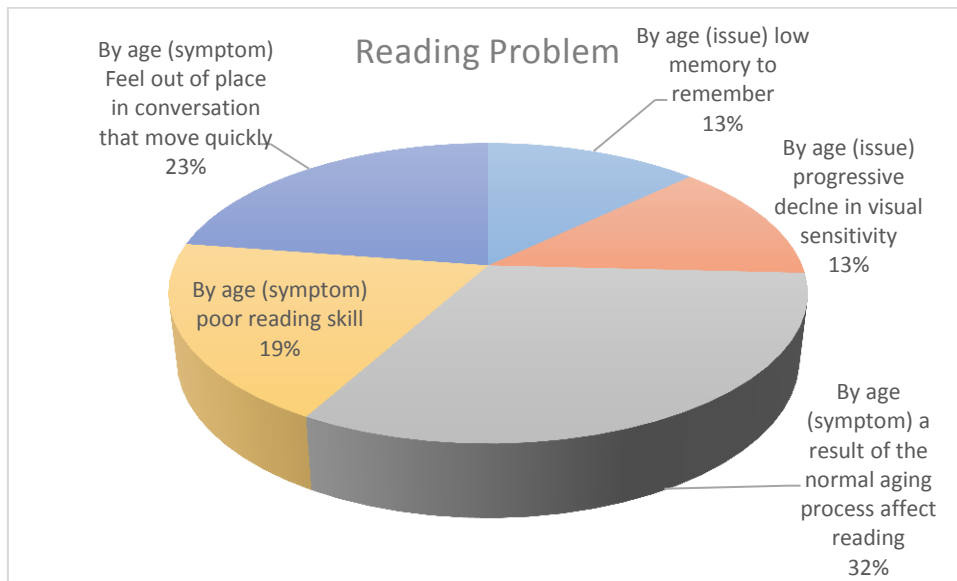


Figure 3. Reading Problem

Figure 3 depicts that there are five aspects of the reading problems. The highest dimension is *a result of the normal aging process affect reading*. It shows 32% of the members. The lowest elements were the issue by age in terms progressive decline in visual sensitivity. *Poor memory* is smaller than *feel out of place in the conversation that moves quickly*.

3.3. Reading Strategy

The reading strategy covers using prior knowledge/previewing, predicting, identifying the main idea, and summarization, questioning, making inferences, as well as visualizing strategies.

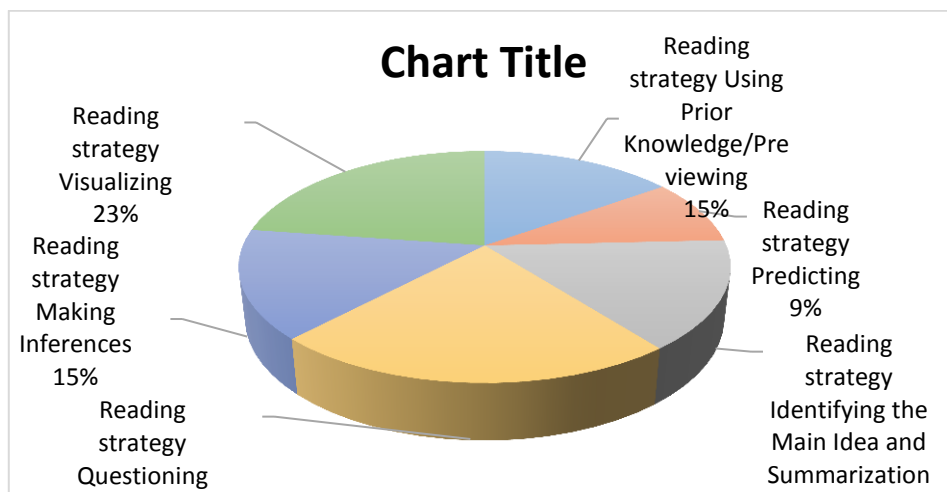


Figure 4. Reading Strategy

Figure 4 is the reading strategy among the members of the community. The highest strategy is *visualizing and questioning*. Ten members selected *identifying the main idea and summarization, making inferences, and using prior knowledge/previewing*. The number of *predicting* on this as opposed to both *identifying the main idea and summarization, making inferences, and using prior knowledge/previewing*.

3.4. Self-Reading

In this study, the self-reading categorized in time and frequency. It mentioned after meeting and before meeting reading. Besides, for the frequency it classified into every day, less than twice a week and more than twice a week.

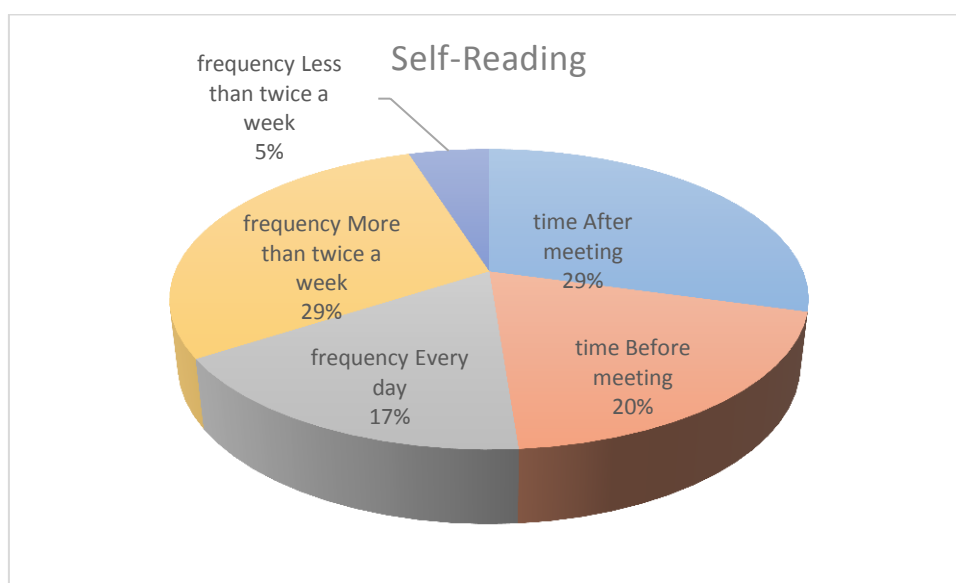


Figure 5. Self Reading

Figure 5 is self-reading dimension. It consists of time and frequency. Overall, the after meeting and before meeting had 29% of the members and 20% of the members. The 29% of the members did self-reading with the rate more than twice a week. The lowest percentage is the frequency less than twice a week.

ANALYSIS

4.1 Reading Motivation

All the members were so motivated to join the program. They thought that the need to read the text was so important to support another literature. The motivation for reading is internalized reasons for reading which activate cognitive operations that enable the individual to perform such acts as acquiring knowledge, enjoying aesthetic experiences, performing tasks, and participating in social contexts (Kirchner & Mostert, 2017). The

dimension of reading motivation is curiosity, aesthetic involvement, challenge, recognition, and grade.

In curiosity, dimension is the desire to learn or read about a particular topic of interest (Kirchner & Mostert, 2017). The members had a big attraction to learn and read the basic Arabic alphabet to enhance their knowledge. They assumed that they needed to read and understand how to read it thoroughly to support their understanding of the book as well as other pieces of literature.

Besides, the dimension of aesthetic involvement is the enjoyment of experiencing a literary text. Members of the community read the text. The book from the module is their comfortable reading feeling. The members' most prominent reason for recreational reading when they said: "I enjoy it". It refers to intrinsic motivation or interest from the members. Reading consistently for their benefit is often quite competent and highly achieving readers.

The dimension of the challenge is the orientation to learning complex ideas from the text. As concluded by (Kirchner & Mostert, 2017), the reading challenge is the willingness to engage with complex reading material as well as the satisfaction of mastering complex ideas in the text. In observation. Most of the members showed the orientation and their willingness to read the basics until the complex ones. They were satisfied showing the eagerness to read.

The dimension of recognition stated by (Kirchner & Mostert, 2017) as in the gratification in receiving a tangible form of reward for success in reading. In the observation, 17 members got a small book of guidance in reading as the reward of their performance. The rest members need to show their enthusiasm in the classroom.

Lastly, the dimension of grade. In the dimension, the members showed the desire to improve one's grade in the classroom to be evaluated favorably by the teacher. All the members love being assessed by the instructor. They considered the evaluation as the feedback to improve their reading skill.

4.2 Reading Problem

Sometimes, the adult has a real problem getting their head around the concept of a functional vision problem, especially processing issues. It leads to the limitation in terms of processing. The situation might be adults read a book, but they don't remember at all. It seems there is nothing registered in the mind. In the observation, the researcher found two

dimensions of the reading problem. It mostly caused by age. Those are the low memory to remember, progressive decline in visual sensitivity, a result of the normal aging process affect reading, poor reading skills, and feel out of place in the conversation that moves quickly.

A low memory to remember dimension is in contrast to (Paterson et al., 2013). However, the memory process also typically decline with older age; there was no indication that these processes affected older adults' comprehension. In this case, adults have greater difficulty in reading as they get older.

A progressive decline in visual sensitivity is the general loss of visual sensitivity. In line with (Paterson et al., 2013) older readers may at least partially compensate for this more significant loss of visual sensitivity. It resulted that age-related changes in spatial frequency sensitivity have a profound effect on eye guidance as adults reach an older age.

A result of the normal aging process affects reading. Normal aging explained by (Paterson et al., 2013) does not necessarily produce a catastrophic decline in reading ability, yet an adaptive shift in the use of spatial frequencies in eye movement. The members wore glasses, and some of them got problems to read without their pair of glasses.

Poor reading skills found in the members. As stated by (Swanson, 2012) poor reading skill reflects the average intelligence. It assumed that IQ might be reported within a study, at least one normed referenced measure needed to be at or above a standard score of 80. The members had no idea to read in some meetings. Thus, they did not do scanning or skimming to help them read the module.

Feel out of place in the conversation that moves quickly. The members did not focus on the book, while others are reading it. They claimed the readers were to fast and moved the pages so fast. This issue shows that readers and audiences need to focus on their job while another read the book in front.

4.3. Reading Strategy

In reading strategy, there were some strategies such as using prior knowledge/previewing, predicting, identifying the main idea and summarization, questioning, making inferences, visualizing.

Using poor knowledge/previewing strategy is the members used background knowledge to understand what the text means. In the dimension, the member used to use their prior knowledge first on the text of the module, then they tried to predict a similar

book. Each member discussed the text they got from the instructor. In the dimension identifying the main idea and summarization, the members collected the essential points then, put them in their own words. The members used the questioning strategy. The members asked another member to find difficult words in the text. In making the inference strategy, the members learned to recognize clues in the book.

4.4. Self- Reading

Self- reading is part of the members' activity to enhance their reading skills. It consists of time and frequency. The members used to read after the weekly meeting. They used to discuss it with other members. They did not only learn after the meeting but also before the meeting. In this case, they used the time to await the instructor. Their frequency of reading was getting more often. They read every day, more than twice a week, and some members less than twice a week.

5. CONCLUSION

The reading community considered as the local group of people situated in Central Java, Indonesia. The group concerns on reading. The different backgrounds and ages as unconsidered variables in this research. The members of the community showed reading motivation such as curiosity, aesthetic involvement, challenge, recognition, and grade. Besides, the reading problem faced by the members were are the low memory to remember, progressive decline in visual sensitivity, a result of the normal aging process affect reading, poor reading skills, and feel out of place in the conversation that moves quickly. The members used to use reading strategies, those areas using prior knowledge/previewing, predicting, identifying the main idea and summarization, questioning, making inferences, visualizing. The contributions of self-reading for the members in terms of time and frequency.

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BIOGRAPHIES OF AUTHOR

Aulia Nisa' Khusnia, majoring on Linguistics. She has conducted research on language, linguistics, and language learning. She concerns more on local culture and promote the literacies from local content to English language.