

Emerging Students' Literary Experience and Reading Motivation through Shared Reading

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Abstract— The aim of this paper is to contribute to the role of shared reading in emerging students' literary experience and their reading motivation. Shared reading replicates the bedtime story experience to the classroom reading activity. It provides enjoyment needed by the early readers. Sharing a big storybook to read along with friends and teacher can also give them a collaborative reading experience. Since the students are directed to read english text, shared reading offers opportunity in which the students start to learn how they read themselves. It is considered to enable them to enjoy and participate in the reading activity. Shared reading is thus as the strategy used in guiding and motivating students to read.

Keywords — Literary experience, reading motivation, storybook, shared reading

1. INTRODUCTION

Motivation needs to be maintained during the learning process because it plays important roles for students learning results. In fact, not all students are motivated during the classroom learning activities. It can be affected by many factors including teachers' teaching style, environment, learning facilities, weather, and so on. Students' choice of learning strategy also plays a role in supporting students' learning process as they have their own style in learning to be successful (Hidayat & Ariani, 2021). Therefore, to utilize student's motivation for the best learning result, teacher need to be aware of the condition of each student during the learning process.

Previous studies have explored the correlation of motivation with other variables in learning English. Some of the studies are: teaching style and learning motivation (Rahmat & Jannatin, 2018), goal setting and English learning motivation (Lutfianawati et al., 2013), demonstration method and motivation for learning result (Dewi et al., 2017), learning motivation and English-speaking skill (Syahrin & bin As, 2021; Hidayat, 2023), motivation and English-reading skill (Kara & Doi, 2021; Hardianti & Marpaung, 2021). Those studies prove that motivation can be improved to give some effect to student's learning result, therefore teachers need to pay attention on improving student's motivation as well.

Literary experience also an important factor nowadays as students can access many literary works from various sources. However, Indonesian students' literacy is very low as the result from Programme for International Student Assessment (PISA) is association with Organisation for Economic Cooperation & Development (OECD) which has done the survey and placed Indonesia in the lower board among other countries (OECD, 2018). Other studies also show similar result, especially in student's low reading competency in Indonesia Imullis & Martin, 2017; (USAID) Indonesia, 2014). Indonesian ministry of education has also done an assessmet on students reading competency in 2016 and reveal that 46,83% stydents in Indonesia categorized as low while 6,06% as good and the rest is categorized in between (Kemdikbud, 2017). Those findings can be considered an emergency problem in Indonesia (Driana, 2012) as the data shows Indonesian serious weakness eventhough has become independent for more that 70 years. However, the findings can still be questioned, especially on how is the sample taken, survey range, or Indonesian heterogeneity. Despite, the data is in fact a serious situation that has to be overcome.

Regarding the low literary experience on Indonesian students, the teachers then should focus on improving students' literacy especially in reading skill. It is agreed that reading literacy is a requirement for everyone to acquire advancement (Harras, 2014). In this regard, many studies have been done to improve students' literacy, students' motivation in reading, students' reading skills. This study also would like to broaden the knowledge regarding reading.

The low literacy level of Indonesian students can be affected by various factors. What this study

would like to focus is if the literature is too difficult for students to read which then lower their motivation to read. In this case, it might be important to provide easier literature for students to comprehend such as folk tales, fable, short stories, or anecdotes. Students might need those easier readings which can emerge their reading motivation and literary experience. In fact, students in lower age from elementary to junior high school still seems to be interested in fiction stories. Therefore, literary works like those might be important to emerge their reading motivations in hope their can read more serious literature in the future.

Literature let the reader enter the world the author creates, and to follow along with the characters in the literary works. Reading literature brings the reader to feel and imagine as if they have the experience like what the literary works have. Literary experience abounds in recollections of mental images (Kuzmicova, 2012). Attracting students through imagination can motivate them to read. Since their age are supposed to be the time when students have rich imagination about what they see and hear. It is also important that all readers proficient challenged and have opportunity to select books that attract their interest. Parkes (2000) states that "the interest, grade level, and ability of the group are paramount factors in choosing text" (p.13). When students already interested to the topic chosen, it will be easy for teacher to engage them.

Students' response may serve as reminder of a story or stories that prompted intense discussion, numerous connections, or a memorable moment for reading (Johnson & Giorgis, 2003). All aspects related to students reading activity should be considered in order to have a meaningful reading time. Strategy is one point need to be considered by teacher and parents. Shared reading is one of very popular reading strategy. It has been widely used in New Zealand pre-school and primary school (Nation, 2009).

This paper would like to highlights opportunity for students to experience literary works and motivating them to read through shared reading.

2. DISCUSSION

The Importance of Literary Experience

The role of literature is more than as a resource to teach children how to read (Johnson & Giorgis, 2003). It has taken a part in the reading of language teaching curriculum. It is considered as a helpful part in teaching reading. As Serafini (2001) asserts, "Without literature, there would be little, if any, reason to learn to read in the first place" (as cited in Johnson & Porter, 1997, p.704). Literature is definable not according to whether it is fictional or imaginative, but because it uses language in peculiar ways. Literary work of science or also known as non-fiction may be included as literature. Students as the devotee of literary works can also be acquainted to non-fiction literature but fiction seems more familiar and attractive to them. Sometimes, there is also some science insight inside the fiction as one of literary works. Beginner readers are usually introduced to fiction which has attractive power. Mickulecky and Jeffries (1998) assume that reading for pleasure is the easiest way to become a better reader in English (p.2). Since children are not independent reader, guiding them to read by using literary works can help to provoke them to read. It is supported by Johnson and Giorgis (2003), they assume that "for beginning readers the thrill of learning a song, poem, or story by heart builds confidence and supports them on their way to independence" (p.704).

Human desires, emotions and life experiences can be justified through literature. As Hall (2005) asserts, "literary language is all in all totally the language we use and encounter in everyday life" (as cited in Debata, 2013, p.67). Literary experiences offer opportunities for children to learn lessons in life beside use them as entertainment. Literary experience can be emerged through reading literary works. Reader is made to endeavor simulating the story world whenever descriptions and sensory events, force-dynamic interactions, as well as action affordances occur. Story may be in form of poem, songs, and storybook. Those literature products are supposed to be able to emerge children imagination. Building children imagination is believed as intake for their learning appetite. Integrating literature in form of storybook in children reading activity is one attractive way in teaching reading. Hence, teacher and parent should firstly consider many aspects in selecting reading material and creating the meaningful reading situation.

Rationale for Using Storybooks in Reading

Children storybook commonly consists of picture and text that together tell a story with a theme

appropriate for children (Malu, 2013). This kind of book does not only full of word or full of pictures. Words alone are not enough for the story to be understood. Pictures alone do not tell the whole part of the story. Storybooks show interrelationship between visual and verbal (Malu, 2013). Both visual and verbal create comprehension. Visual comes from pictures and verbal comes from teacher or parents who read the story to children. It has been used for ages both as folk tales and also as reading guidance for young readers. Start from bedtime story, children storybook has taken a part in classroom instruction. Chien (2013) point out that "the use of picture books for reading instruction has several benefits for younger learners, due to the interesting pictures, dialogues, and plots" (p.21). Teaching young learners through story can let them acquire basic language functions and vocabulary. Getting more exposure of language use from storybook can also guide them in gaining language pattern. Moreover, when children reread the story, it can be a long term effect.

Inviting children to read is not that easy. Teacher and parent should act as motivator to persuade them to read. It is important that reading activity gives a good impression toward students. Pictures in a storybook can attract their attention. It also can arise other part of students' learning process and outcomes. As stated by Brewster, Ellis and Girard (2002), "pictures book not only encourage cross-cultural comparison and learning but also cater to different learning styles and develop different types of intelligences" (as cited in Chien, 2013, p.21). Thus, EFL (English as Foreign Language) students as the beginner readers can easily understand what the book tells about. Ideally, a children storybook should provide accordance words and pictures as children's need.

Motivating Students to Read

Reading is motivating if you are reading about something that you are very interested in. Cambria and Guthrie (2010) defines motivation as the values, beliefs, and behaviors surrounding reading for an individual. Motivation can come from both internal and external factor (Edmondson, 1999). In line, Edmund and Bauserman (2006) states that children's interest and excitement in reading can be motivated by various individuals such as family members (especially mothers), teachers, and the students themselves. All of those statements can be the reasons why we promote shared reading as one of a good strategy to motivate children to read.

In shared reading activity, parents, teacher, or other children who reads the story will give an external motivation to the children. It is because the way of someone express the story can raise the imagination in the listener's mind. In this case, children as the listener, who have a high imagination, will be motivated to read and know more about the story. This strategy will also emerge children's internal motivation to read by listening to the story. In short, shared reading will emerge both internal and external motivation for the children to read. Integrating literature in shared reading can persuade the students to be interested in reading. Fostering students' imagination through shared storybook can also experience them about literary works.

The Role of Shared Reading

Shared reading is one of an effective teaching technique in classroom activity, because it involves the children as a young learner to read and comprehend a story together (Honchell & Schulz, 2012). At the same time, it fosters a sense of community as children collaborate to talk, listen and participate in reading activity. Meanwhile, Nation (2009) state that "learning to read is also helped by learning to write and learning through listening" (p. 5). In shared reading, the teacher or parents will read aloud a large story book while the children listening, then the students will also have chance to read aloud that story. After that, the teacher or parents can asked them to do some activity related to the story, such as retelling the story or write a summary about the story. So, we can involve four skills, reading, listening, speaking and also writing through some activities in shared reading.

Parkes (2000) states the main purpose of shared reading is to provide children with an enjoyable experience, introduce them to a variety of authors, illustrators and types of texts to entice them to become a reader. Likewise Nation (2009) also agree that the purpose of shared a book or reading activity is to get the learners seeing the fun element in reading. In short, enjoyment will be an important point to increase young learners' or even a higher level students' interest in reading.

Shared reading also has some benefits. There are some benefits of using shared reading

according to Fountas and Pinnell (1996):

1. Allows students to enjoy materials that they may not be able to read on their own.
2. Ensures that all students feel successful by providing support to the entire group.
3. Students act as though they are reading.
4. Helps novice readers learn about the relationship between oral language and printed language.
5. Assists students in learning where to look and/or focus their attention.
6. Supports students as they gain awareness of symbols and print conventions, while constructing meaning from text read.
7. Assists students in making connections between background knowledge and new information.

Smallwood (as cited in Baker, 2013) gives some strategies that can be used for shared book reading as follows:

- Read the text slowly and clearly to give children time to process what is being read.
- Limit shared reading sessions to approximately 10 minutes to ensure that children are able to effectively listen and absorb the information.
- Screen for books which stretch children's language, content, or developmental levels. Edit or rephrase the story, so children can better comprehend it. Or retell the story with the pictures or puppets.
- Ask children to repeat phrases of text to build their awareness of speech sounds.
- Read the text repeatedly. Children might take the book home, read with peers, or listen to the story on tape

Those strategies will help children comprehend the story in depth and enjoy reading the books. In order to have a successful shared reading activity, teacher or parents should closely replicate the content and the characteristics that make the bedtime story such a powerful precursor to successful reading (Parkes, 2000).

In teaching and learning process, it has been a chance for teacher and students to have a collaborative reading activity. Johnson and Giorgis (2003) assume that "paired and shared reading provides opportunities for all readers to participate in the reading experience". It is also provided in shared reading activity as stated as follow:

A great deal of teaching and learning happens every time active learners meet with responsive teacher to read and re-read shared books and to engage in discussion and analysis of texts. With ongoing assessment and the goals of the classroom literacy program in mind, teachers implicitly and explicitly model reading and writing behaviors, skills, and strategies. (Parkes, 2000, p.25)

For teacher, shared reading strategies commonly used to describe a sequence of classroom activities which include echo reading, choral reading, or cloze reading (Fisher, Frey, & Lapp, 2008). In echo reading, students echoing the words aloud after the teacher reads, while in choral reading the teacher and students reads aloud the text together. Meanwhile for cloze reading activities, the students filling the missing word when the teacher pauses reading aloud. These activities are interesting for young learner because they can practice their speaking skills while reading. However, for EFL students also need more reading motivation and more chance to improve their speaking skill.

3. CONCLUSION

Introducing literary work to EFL student could emerge a memorable step dealing with rising up their interest in reading. Storybook is an appropriate tool to attract students to read, because it contains pictures as the visualization of the story. It also brings literature which is rich of moral value. Furthermore, storybook does not only stand as a children's bedtime story but also as a bridge of lesson in life.

Bringing storybook into students' reading activity will invoke teacher or parents as their guide. Shared storybook or also known as shared reading has been used in early childhood reading but for EFL students it can also cope the higher level students. It provides enjoyment for the reader. Once the students feel the gist of the story, they will be motivated to start another reading activity. The guide should also wisely select the reading materials which are compatible to their interest and age. As the conclusion, shared reading is a recommended strategy in motivating students to read.

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