



## Junior high school's EFL teachers' reading habits and literacy practices

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### ABSTRACT

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As role models, teachers hold great potential to influence their student's literacy. The present study explored Indonesian teachers' reading habits and literacy practices. In this descriptive qualitative study, 75 EFL teachers from different provinces in Indonesia enrolled in the *Kelas Kreatif Indonesia* English Club and became respondents to the survey. The study employed questionnaires and interviews to collect data. The study revealed that regarding the reading frequency, 36 teachers are occasional readers, while 39 and 9 teachers allocated one and two hours a week as the habitual. The teachers read a combination of material: online or printed textbooks/modules/articles, online/printed newspapers and magazines, and literary texts such as online/printed novels, short stories, and poems. They mostly read for professional and pleasure purposes, and a small number of teachers read for test preparation. The teachers affect their students' literacy by promoting their reading habits by integrating various tasks that require reading and writing with opportunities for students to retell and share their reading results and writing products in open discussions. The teachers fostered the students' awareness of reading by giving reading tasks, sharing and discussing the reading experience, establishing literacy groups, forming reading corners, using the text or result of reading as learning resources and posting the reading activities on social media. This study shows that teachers are potential influencers on the environment. Thus, further research should be conducted on the

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influence of reading habits on teachers' literacy performance on a larger scale.

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## INTRODUCTION

Literacy has become a critical issue in Indonesian education due to subpar global literacy rankings (Huljannah, 2020; Jariah & Marjani, 2019). The 2015 PISA (Program for International Student Assessment) results, along with surveys by the Progress in International Reading Literacy Study (PIRLS) and Early Grade Reading Assessment (EGRA), revealed that Indonesian students' reading performance was low, placing 60th out of 72 countries and showing a downward trend (Mullis & Martin, 2017; Nugrahanto & Zuchdi, 2019; Tahmidaten & Krismanto, 2020). One hypothesis for this low literacy rate points to Indonesia's strong oral tradition, which emphasises oral information sharing over reading (Saepudin, 2015). However, academic research identifies multiple contributing factors to poor reading habits and competencies (Fairuzi, 2021; Nugrahanto & Zuchdi, 2019; Sulistianingsih et al., 2020; Tahmidaten & Krismanto, 2020). These include unfamiliarity with reading tests, the specific content of PISA assessments, inadequate practice of higher-order thinking skills, ineffective teaching methods, and suboptimal learning materials. Additionally, a deficient reading environment and inadequate reading infrastructure, such as libraries, exacerbate the issue. There is also a prevalent misconception that fostering reading habits is solely the responsibility of language teachers. Economic challenges, insufficient teacher proficiency and quality, and an education system overly reliant on teachers with minimal engagement from other learning resources compound this misunderstanding.

In response to the literacy crisis, the Indonesian government has implemented comprehensive literacy programs aimed at enhancing the nation's literacy levels through initiatives such as *Gerakan Literasi Nasional* for the national literacy movement and *Gerakan Literasi Sekolah* for elementary and high school students (Indonesian Ministry of Education and Culture, 2015). These programs mandate that students read non-curricular books for 15 minutes each day before the start of the school day (Kemendikbud, 2018). This initiative highlights the government's commitment to addressing literacy issues and underscores its efforts to improve literacy across all educational levels. Furthermore, it calls for the active involvement of all educational

stakeholders to ensure the success of these literacy movements (Huljannah, 2020; Jariah & Marjani, 2019; Kemendikbud, 2018).

In addition to these initiatives, Indonesian teachers and professionals in educational settings have launched the Kelas Kreatif Indonesia (KKI) program, a community that is concerned about the low literacy rates among Indonesian children. The community is developed as the initiation activity to motivate children to develop a love for reading from an early stage. KKI's focus on community synergy involves collaboration with government bodies and media to create inclusive literacy programs for children.

The success of such literacy programs, however, hinges on the ability to foster reading habits, which are essential for the development of comprehensive literacy (Akçay, 2017; Asmarni et al., 2022; Kizilet, 2017). Establishing reading habits is essential for developing a comprehensive literacy program (Uusen & Mürsepp, 2012). The following criteria are outlined by Dökmen (1994) for the evaluation of reading habits: 1) the type of publications read, 2) the frequency and variety of reading materials, 3) the content of what is read, 4) the extent of reading sessions, and 5) preferences for reading by year, week, or day. Developing a reading habit allows individuals to involve their senses in acquiring and implementing knowledge, thereby nurturing critical thinking skills and enhancing creativity (Akçay, 2017; Can & Biçer, 2021; Ferrer & Staley, 2016; Ulu, 2019).

Developing reading habits enhances an individual's creativity and critical thinking (Can & Biçer, 2021; Ferrer & Staley, 2016; Ulu, 2019). The frequency of reading, the time devoted to it, the choice of reading materials, and the purpose behind reading are all integral components of these habits (Dökmen, 1994; Oyeronke, 2009). A person considering reading a habit allocates a consistent portion of their daily schedule to it (Akçay, 2017; Hassen, 2016). This daily reading can serve multiple purposes, including education, personal development, leisure, emotional healing, and expressing opinions, thoughts, and feelings (Dökmen, 1994; Olifant et al., 2019). Reading habits, therefore, reflect an individual's reading ability and awareness of the importance of literacy.

Teachers serve as the most influential role models in school for inspiring students' reading habits. Teachers can reinforce and establish these habits by incorporating various reading comprehension activities inside and outside the classroom. These activities may include in-class reading practices, reading competitions, discussions about books teachers and students read, maintaining classroom libraries, and organising school trips to book exhibitions (Hassen, 2016). Teachers must exhibit strong reading practices to effectively model good reading habits for the new generation (Akçay, 2017; Hassen, 2016). Additionally, Maden (2018) argues that technology plays a crucial role in fostering a positive attitude towards reading and promoting

good reading habits. Utilising digital reading resources and media to share reading activities can significantly enhance readers' engagement and the development of reading habits. In today's digital era, where familiarity with technology, speed, impatience, interactivity, and multitasking are prevalent, it is essential for teachers to develop technology literacy skills in order to meet societal developments and students' evolving needs.

There have been numerous studies conducted to investigate the reading habits, interests, and attitudes of students, teachers, and citizens (Akçay, 2017; Baba & Affendi, 2020; Babalola, 2020; Co & Akyay, 2009; Florence et al., 2017; Hassen, 2016; Lalit et al., 2020; Maden, 2018; Olifant et al., 2019; Oriogu, 2017; Tonka & Bakır, 2020; Tuba, 2017; Ulu, 2019; Uslu, 2020). Individuals must cultivate their reading habits as they strongly connect with other abilities. Both teachers' and students' critical thinking abilities closely correlate with a positive attitude toward reading (Ulu, 2019). When teachers cultivate a habit of reading, it enhances their capacity to critically evaluate information critically, thereby demonstrating the development of their critical thinking skills. Teachers play a crucial role in fostering their students' critical thinking abilities through reading. Reading habits are integral to the daily lives and cultures of teachers, students, and others (Baba & Affendi, 2020; Tonka & Bakır, 2020; Tuba, 2017). These habits significantly influence students' academic performance and critical thinking (Florence et al., 2017; Olifant et al., 2019; Oriogu, 2017; Uslu, 2020). Additionally, researchers such as Gehlot (2020), Maden (2018), and Akçay (2017) assert that teachers are pivotal in cultivating students' reading habits. Zhi (2021) emphasises that teachers' reading habits influence students' reading, especially in English. Teachers with strong reading habits typically spend 2-3 hours per week reading, primarily for academic purposes, which enhances their teaching and learning activities.

Furthermore, teachers who have acquired strong reading habits convey their enthusiasm for reading to their students by offering a variety of reading challenges, comprehension assignments, reading-aloud exercises, and other activities linked to reading inside the classroom. It was also investigated whether or not instructors and pre-service teachers read for the sake of reading and how often they read. Pre-service teachers reported reading only when necessary for assignments and frequently mentioned a lack of time for regular reading (Co & Akyay, 2009; Kizilet, 2017; Ulu, 2019). This is in contrast to most instructors, who participate in regular reading, generally devoting less than two hours per day without a set schedule.

The concern regarding the reading habits of teachers and pre-service teachers underscores the importance of fostering reading habits both individually and within the community. Despite this, there are limited studies on EFL teachers' reading habits and even fewer on how teachers' literacy

impacts students' reading habits. Hassen (2016) conducted a small-scale study involving 54 teachers in Adebayo and Dessie, using a mixed-method approach with questionnaires and in-depth interviews to investigate their reading habits. The findings indicated that teachers generally exhibited poor literacy habits, primarily reading resources for professional development. Using a quantitative design, Kizilet (2017) examined the relationship between reading habits and critical thinking among pre-service teachers in classrooms, physics, and sports education. The study revealed that pre-service classroom teachers demonstrated higher critical thinking skills than their physics and sports education peers. Zhi (2021) investigated ESL teachers' reading habits and how these habits manifested in their teaching practices. Zhi (2021) found that ESL teachers had good reading habits and actively encouraged their students to read English by assigning reading tasks and comprehension activities.

Through correlational research, Maden (2018) found that psychological factors such as interest, motivation, and anxiety about using technology for reading influence pre-service teachers' digital reading habits. Pre-service teachers frequently use social media to find ideas, interesting information, and entertainment, making reading more appealing. Additionally, research by Ferrer & Staley (2016), Ulu (2019), and Can & Biçer (2021) investigated the relationship between teachers' reading habits and critical thinking. They found that teachers engaged in daily reading habits positively correlated with critical thinking skills. However, there is limited research on teachers' reading habits, particularly in Indonesian EFL. This study examines EFL teachers within the Indonesian context, which is relatively underexplored in existing literature. The significance of conducting this study on the KKI lies in its ability to provide a deeper understanding of how reading habits and literacy practices are cultivated in a culturally specific and collaborative environment. This study offers unique insights into how teachers in these settings integrate their reading habits into their teaching methods, ultimately shaping student learning and engagement. Unlike many studies that examine reading habits in isolation, this study explores the practical application of these habits within the educational process, highlighting their impact on teaching strategies, student motivation, and literacy development. Thus, this study addresses this gap by exploring How often junior high school EFL teachers read? How much time do they spend reading? What are their reading preferences and purposes? What practices do junior high school EFL teachers employ to develop their students' reading habits?

## **METHOD**

The objective of this qualitative study was to investigate the reading habits of EFL teachers and evaluate their literacy practices in the development of reading habits among students, as guided by the methodology of Miles et al. (2014). We utilized two primary sources of data: structured interviews and a digital questionnaire. The questionnaire, which was adapted from Oyeronke (2009), was distributed through Google Forms and examined a variety of factors related to teachers' reading patterns, including the frequency of reading, the amount of time allocated to reading, the categories of materials they read, and the objectives of their reading activities. We conducted interviews with the instructors to gain a deeper understanding of their literacy practices and strategies for fostering students' reading habits.

The study subjects were EFL teachers involved in *Kelas Kreatif Indonesia English Club*. It is an active group of English teachers and lecturers from various parts of Indonesia committed to learning, sharing, and developing. The group discusses many fascinating ideas for teaching, learning resources, development of technology for education, and professional development programs. There are 253 EFL teachers in this group. However, the members who committed to contributing as participants were 75 teachers, consisting of 31 males (41%) and 44 females (59%) whose ages ranged from 26 to 50 years old. The details information on the participants' demography is depicted in Table 1.

Demography Information		Frequency	%
<b>Gender</b>	Male	31	41%
	Female	44	59%
<b>Age</b>	26-35 YO	17	23%
	36-45 YO	36	48%
	46-50 YO	20	27%
<b>Educational Background</b>	Master	18	24%
	Under Graduate	56	75%
	Less than 5 Years	7	9%
<b>Professional Seniority</b>	6-10 Years	15	20%
	11-15 Years	26	35%
	16-20 Years	16	21%
	<21 Years	8	11%

The analysis of data in this study followed a systematic process outlined by Miles et al. (2014), encompassing data collection, condensation, display, and conclusion drawing or verification. We primarily gathered data via questionnaires and interviews. The questionnaire, distributed to Kelas Kreatif Indonesia English Club members, received responses from 75 participants. We designed these questionnaires to gather information on three key areas: the teachers' demographic details, reading habits, and availability for follow-up interviews. Data condensation entailed thoroughly organising, summarising, and analysing the questionnaire and interview responses. The interviews, conducted as online focus group discussions, involved 35 participants and lasted approximately 90 minutes. During these sessions, participants responded to structured questions from an interview guide, offering insights into how they foster reading habits and literacy practices among students. We meticulously sorted and sifted the responses after data collection, grouping similar responses together to facilitate a coherent analysis and interpretation. This methodological approach ensured a rigorous examination of the data, leading to verifiable conclusions about EFL teachers' reading habits and literacy practices within the club. The following is the blueprint of the interview guide:

Table 2. Blueprint of the interview guide

1. Teachers show a love of reading to students	a. Do you show your love of reading to your students? b. Do you encourage your students to read?
2. The practice of developing the students' reading habits	a. What do you do to develop your students' reading habits? b. How do you develop the activities?

The study's subsequent phase organized and presented the data using descriptive statistics and narrative analysis. We quantitatively analyzed the questionnaire responses and displayed them as frequencies and percentages, giving a clear overview of the EFL teachers' reading habits. This straightforward descriptive analysis allowed an immediate grasp of the predominant trends and patterns among the participants' responses. We employed a narrative approach for the qualitative data from the interviews. We meticulously transcribed the interviews and then methodically described and interpreted them to understand the teachers' literacy practices better. We systematically presented the results in tabular format, which enhanced the clarity and accessibility of the data.

The final stage of analysis elaborated on the study's findings. We thoroughly examined the outcomes, comparing and contrasting the current results with those from previous studies. This comparative analysis aimed to contextualise the findings within the broader academic discourse, offering insights into how these results align with or differ from existing research in the field of EFL education. This step was crucial for drawing conclusions and verifying the implications of the study's findings in the context of ongoing educational practices and theories.

## FINDINGS AND DISCUSSION

This session describes the participant's response regarding reading habits that include reading frequency, reading preferences, time spent for reading, and reading purpose; the ways of developing students' reading habits; and the benefits of reading to the teachers' professional performance.

### The Result of Questionnaire on Junior High School Teachers' Reading Habits

#### a. Reading Frequency

Reading frequency deals with the habits of reading. It relates to the reading culture (Co & Akyay, 2009; Hassen, 2016; Tuba, 2017; Ulu, 2019). According to Tuba (2017), someone who reads daily is a regular reader with excellent reading frequency. Weekly reading is categorised as good reading frequency. Meanwhile, once a month is at a moderate level. Furthermore, one who reads when needed is considered to have a poor reading frequency.

Table 3. EFL teachers' reading frequency

Reading Frequency	Number of Teachers	%
Everyday	42	56%
2-3 times a week	24	32%
Once a month	7	9%
When needed	2	3%

The finding shows that the teachers have a variety of reading frequencies. It was found that 42 out of 75 (56%) junior high school EFL teachers read daily, and 24 (32%) EFL teachers read two to three times a week. Meanwhile, only 7 (9%) of the EFL teachers read once a month. There were 2 (3%) of them read when needed. From the presented data, most of the EFL teachers (56%) had daily reading habits (Clark & Rumbold, 2006). The result also shows that 32% of the EFL teachers have weekly reading habits, 9% have monthly reading habits, and only 3% have occasional reading habits. Generally, the EFL teachers showed awareness of reading habits and took it as part of their daily activities. Regular reading benefits teachers' self-



improvement, through which they can improve their pedagogical, professional, and social competencies (Akçay, 2017; Tuba, 2017; Ulu, 2019). The finding also aligned with Akçay (2017) and Hassen (2016), who stated that reading habits mean developing reading as an integral part of daily life. Therefore, daily reading means one possesses an excellent reading habit where teachers' awareness of the need for information, pleasure, and professional improvement is already a part of daily life.

**b. Time Allocation for reading**

The time span for reading in a daily context also indicates one's reading habit (Akçay, 2017; Co & Akyay, 2009; Dökmen, 1994; Florence et al., 2017; Hassen, 2016; Kizilet, 2017; Oyeronke, 2009; Saepudin, 2015; Tuba, 2017; Ulu, 2019; Zhi, 2021). The period one devotes to reading portrays how one acquires reading as a culture (Akçay, 2017; Hassen, 2016). Babalola (2020) argued that one who spends less than two hours a day reading lacks interest in reading. On the other hand, Zhi (2021) believes that those with good reading habits spend one to two hours reading. He added that EFL teachers with good reading habits spend 1-2 hours reading in English weekly. However, Akçay (2017) mentioned that the 30-60 minutes spent on reading is categorized as moderate reading duration. The extended time for reading in no fixed time can be stated as when the reader reads when they feel like reading and have necessities (Hassen, 2016; Oyeronke, 2009). EFL teachers' daily reading allotment is depicted in the following table.

Table 4. Teachers' time Spent reading

<b>Time Spent on Reading</b>	<b>Number of Teachers</b>	<b>%</b>
<b>One hour</b>	30	40%
<b>Two Hours</b>	9	12%
<b>No Fixed Time</b>	36	48%

The questionnaire result showed that the teacher had no fixed time to read and only one hour for daily reading. It implies that most teachers (48%) read when needed. Meanwhile, the rate of teachers who manage one hour each day for reading was 30 (40%). 9 out of 75 teachers (12%) were also found to read for two hours a day. The finding revealed that most of the EFL teachers in this study (48%) are occasional readers (Todorov, 1991). They preferred no regular time for reading in their daily life. It also indicates that 40% of the EFL teachers lack interest in reading, and the rest, 12% had a good reading interest. This result is in line with the previous argument by Babalola (2020), Akçay (2017), and Hassen (2016) that mentioned reading habits occur when one

devotes time to reading in their daily activities. Therefore, the EFL teachers' reading depends on their daily information needs.

### c. Reading Preference

Several reading preferences readers have several reading preferences (Akçay, 2017; Baba & Affendi, 2020; Babalola, 2020; Co & Akyay, 2009; Hassen, 2016; Oriogu, 2017; Zhi, 2021). They may vary individually and have a strong connection to the purpose of reading (Akçay, 2017; Baba & Affendi, 2020; Tonka & Bakır, 2020). Reading preferences involve various reading sources the teachers in this research choose to read. They can be in printed texts and other forms of media (Baba & Affendi, 2020; Lalit et al., 2020; Uslu, 2020). Nowadays, e-reading preferences (online reading sources) gained a trend for readers, namely e-newspaper, e-books, e-module, e-journals, and other e-publications (Florence et al., 2017; Maden, 2018; Merga & Mat Roni, 2017). The preferences of the reading sources can be seen in Table 5.

Reading Preference	Number of Teachers	%
Text Book/Learning module	59	79%
Online Textbook/module/article	64	85%
News Paper	26	35%
Online Newspaper	43	57%
Magazine	12	16%
Novel	22	29%
Online Novel	14	19%
Poetry/anthology poetry	10	13%
Short Story	25	33%

In Table 5, the teachers read textbooks/learning modules/articles to support their professional performance. The online textbook/module/article range is the most selected reading resource (85%), and the second reading resource that the teachers read is the printed textbooks/learning modules (79%). This means teachers are aware of their professional performance by supplying material related to the subject matter for reading. Online newspapers (57%) and printed newspapers (35%) were also selected to enrich their need for current information. For leisure reading preferences, the short story is chosen. This reached 40% of the total reading preferences of the participants. The teachers also read online novels (19%), printed novels (29%),

magazines (16%), Short Stories reached 33%, and poetry anthology reached 13% of their reading time. The finding revealed that teachers could read different reading materials to support their self-capacity and professionalism. Hassen (2016) and Olifant et al. (2019) Also, teachers were aware of the need to improve their professional capacity and support their teaching performance through reading. Zhi (2021) also agreed that teachers who read to improve their teaching and learning practices affect their students' competencies. Therefore, books/modules/articles were the top resources for reading selection. Besides, the teachers need to be updated by reading. It showed teachers' eagerness to develop and grow professionally.

d. Reading purpose

The reading purpose deals with the priority or underlying reasons for reading (Akçay, 2017; Baba & Affendi, 2020; Babalola, 2020; Florence et al., 2017; Hassen, 2016; Maden, 2018; Olifant et al., 2019; Zhi, 2021). It affected reading preferences (Akçay, 2017; Baba & Affendi, 2020; Lalit et al., 2020; Tonka & Bakır, 2020). Commonly, people read for self-development (Lalit et al., 2020; Zhi, 2021). Akçay (2017) found that teachers read to improve their teaching profession and tend to read for updating information and pleasure. Students tend to read for examinations and do school assignments (Baba & Affendi, 2020; Lalit et al., 2020; Tonka & Bakır, 2020). The EFL teachers' reading purpose of reading is depicted in Table 6.

Table 6. Teachers' purposes for reading

Reading Purpose	Number of Teachers	%
Pleasure	60	80%
To pass an exam	6	8%
To be current with professional developments	65	87%
To write lesson notes	38	51%

The result of EFL teachers' reading purpose implied that the teachers' reason for reading is the need for professional development in their career path. Accordingly, the top priority is adapting the knowledge and information of the current trends that support the professional development range. 65 out of 75 (87%) teachers read to improve their career development. EFL teachers also read to write lesson notes (49%), and 60 teachers out of 75 (43%) said they read for pleasure. 6 teachers read to pass an exam. The result of EFL teachers' reading purpose implied that the teachers' reason for reading is the need for professional development in their career path. Accordingly, the

top priority is adapting the knowledge and information of the current trends that support the professional development range. According to Hassen (2016) and Olifant et al. (2019), the awareness to improve their professional capacity and support their teaching performance influences the purpose and focus of the reading. Zhi (2021) added that teachers mostly read for pleasure, information, and academic needs. When they read for pleasure, it helped them to be calm and distressed. Additionally, when they read for general information, it helped enable them to transfer general knowledge to their students so that their competencies improved. Meanwhile, the teachers read for academic purposes to facilitate their teachings, such as preparing the learning material, writing lesson notes, acquiring knowledge related to the topic, develop language skills and creative thinking skills. Therefore, the need to develop and update professionally without ignoring the pleasure they get from reading encourages teachers to read more daily.

### **The Result of the Interview**

#### **a. The Junior High School EFL Teachers' Practices to Promote Students' Reading Habits**

As teachers are believed to be role models for students, they must be readers (Baba & Affendi, 2020). Teachers assumed reading was necessary for self-development and teaching and learning improvement (Akçay, 2017; Co & Akyay, 2009; Hassen, 2016; Lalit et al., 2020; Tonka & Bakır, 2020; Zhi, 2021).

Therefore, teachers are argued to be effective in ensuring the continuation of students' reading habits. Teachers support their students' reading habits by conducting some literacy practices such as giving reading tasks that include reading aloud and comprehension tasks, creating a society with reading habits, proposing appropriate books, and motivating students to read (Akçay, 2017; Lalit et al., 2020; Zhi, 2021). These activities must be done continuously to turn them into a habit and fix them permanently.

The interview was conducted to find out how Junior High School EFL teachers show their love to read to the students and encourage students' reading habits in practical ways. From the thematic analysis, seven themes were found in the interview.

#### **1. Giving Reading Task**

33% out of 75 EFL teachers conducted literacy practice to promote students' reading habits by giving reading tasks to the students. The Junior High School EFL teachers admitted the importance of reading. Teacher 22 stated,

*"I start by asking students to read a specific book or choose a reading based on their interests. After that, they are asked to prepare a short summary and key points from the book. During the discussion,*

*students are given the opportunity to share their views on the story, theme, or message of the book. Next, we relate the contents of the book to current issues. For example, if a student reads a novel about friendship in times of crisis, I will invite them to discuss how this theme is relevant to social challenges or issues of solidarity in society today. This activity opens students' minds to see how literary works or other writings can reflect and provide insight into real-world issues."*

(Teacher 22)

They had great awareness of improving the students' literacy by asking students to read a book or some references and assignments to be submitted afterwards. It can be conducted by asking them to read aloud, giving reading comprehension tasks, giving links to books to read, providing some reading references, setting reading time before and after lesson hours, and setting library time. It gives students exposure to reading, a more extended period that can establish their reading habits and create a reading-rich atmosphere for students to improve their literacy (Hassen, 2016; Akçay, 2017; Zhi, 2021). Zhi (2021) mentioned that the teachers showed their love for reading through reading-aloud activities, spelling practice, reading comprehension, and picture description search activities. Reading aloud was argued as the best strategy for improving students' English skills (Senawati et al., 2021). As a result, giving reading tasks is the favourite activity to encourage students' reading habits and skills.

## *2. Retelling, Sharing and Discussing the content of reading*

Retelling or sharing and discussing the result of reading to the students helps improve the students' reading habits, practised by 25 teachers (33%). Here is an example of the excerpt from teacher 33,

*"I conduct book sharing and discussion sessions. In these sessions, students are given the opportunity to tell stories about the books they have read and discuss the contents with their classmates. The goal is to build active reading habits and develop critical thinking skills and public speaking skills."*

(Teacher 33)

In these practices, teachers share what they have read by retelling, followed by discussion activities where teachers propose questions or motions to be discussed under the topic of read-books. During the sharing and discussing activities, teachers provide students with new ideas. These activities benefit students' reading motivation, curiosity, problem-solving, and critical thinking (Baba & Affendi, 2020; Babalola, 2020; Florence et al., 2017; Olifant et al., 2019; Oriogu, 2017; Tonka & Bakır, 2020). The finding by Hassen (2016) showed the same idea with this finding where sharing and discussion are the ways to promote the students' reading habits.

### 3. Creating a literacy group

Literacy groups can promote students' literacy. In the group, teachers supply students with fascinating reading resources, involve students in reading and reviewing, asking the students to make a summary and product of reading in the form of a writing assignment, namely writing poems, short stories, blog writing, and speech. As stated by teacher 54,

*"I practice literacy in schools by creating a literacy forum that involves all members of the school, from students, teachers, to school staff. This forum aims to create a strong literacy culture in schools, where all parties can share information, discuss, and support each other in efforts to develop literacy skills. This school literacy forum is not only limited to reading activities, but also includes various literacy activities such as writing, discussions, seminars, and sharing works. We make this forum a place where students can feel comfortable talking about the books they read, sharing literacy experiences, or even holding events such as writing competitions and debates."*

(Teacher 54)

Making reading students' daily lives will create a positive attitude toward reading, allowing students to gain pleasure from reading instead of viewing it as a stressful task (2016). Moreover, Zhi (2021) The school's literacy program supports the students' reading habits and skills. Therefore, creating a literacy group can support the school's literacy program that encourages students' reading and positive habits.

### 4. Using the reading content as learning resources

There were 6 out of 75 teachers (8%) selected to use their reading content as learning resources. Reading can be part of teaching and learning by using the text in the books or creating content for reading material. In developing the reading material, teachers summarise or chunk the reading part, provide students with comprehension questions, make a summary assignment, and present the reading results.

*"I tell my students about the books and the contents of the books that I have read that are related to the learning material during class. I use it as teaching material. I deliberately choose short and interesting readings accompanied by pictures so that students are interested."*

(Teacher 68)

### 5. Creating reading corner

A reading corner was selected as one of the trends in promoting students' reading habits by five teachers (7%). The teachers assign the students to read in some reading corner or bring their favourite book and read in the school or class reading corner.

*"I invite students to utilize the corner of the classroom that is equipped with a bookshelf filled with various kinds of books, such as fiction, non-fiction, general knowledge books, and educational magazines. I also add decorative elements such as carpets, colorful pillows, and inspirational posters about literacy. These elements make the reading corner feel comfortable and inviting. In addition, I involve students in the process of arranging the reading corner. They help choose the books they want to include and even make their own decorations, such as handmade bookmarks or literacy-themed posters. This makes them feel ownership of the reading corner and more enthusiastic about using it."*

(Teacher 62)

This program can provide great reading sources as students can bring their reading collections and swap with friends (2016).

6. *Involving students in a writing project*

Only three out of 75 teachers (4%) conducted literacy practice involving students in a writing project. Other productive activities were writing poems, short stories, summaries, or reviews following exposure to reading. Besides, the EFL teachers involve students in a writing project, collect them in a book, and publish it.

*"I involve students in writing activities, such as Writing on a Blog. This certainly begins with reading activities and writing the results of reading in a piece of writing. I teach that reading and writing are things that always go hand in hand."*

(Teacher 65)

By doing so, the students are motivated to write and share. Additionally, involving students in a writing competition to create a book project or contributing to one anthology book for poetry and short stories to reflect the result of their reading can be one idea to develop students' reading habits.

7. *Posting the reading activities on social media*

The Junior High School admitted that social media is a very effective way to promote reading habits. This practice was implemented by only three teachers (4%). One of them stated,

*"Posting photos of reading, telling stories about books. The method I use to increase students' interest and motivation in reading is by holding activities where they post photos of themselves reading and tell stories about the books they have read as captions. This practice not only fosters the habit of reading, but also makes literacy activities more interactive and fun. Every week, I ask students to choose their favorite book and read for a certain amount of time at school or at home. After that, they take a photo of themselves reading or a photo*

*of the book cover, which is then posted on a special literacy board in the classroom or online learning platform. This gives them a sense of pride and ownership of their literacy process."*

(Teacher 3)

By posting the activities in reading, the books, and quotes from the book, teachers believed that these triggered students reading awareness. It is one example of how technology and social media can support students' reading habits and skills (Maden, 2018; Ariantini et al., 2021; Listiani et al., 2021; Citrawati et al., 2021; Purwanti et al., 2022).

## CONCLUSION

This study showed that the Junior High school teachers involved in *Kelas Kreatif Indonesia* English Club had good reading habits, and their reading habits positively affected their students' literacy. The study identified nine syntactic categories for intra-sentential switching and seven functions for code-switching. Furthermore, the total number of code-switching functions identified in the video was 377. These included discussing a specific topic, quoting someone else, emphasising a point, using interjections, repeating sentences, expressing group identity, and expressing real lexical needs. The independent clause is the dominant syntactic category for intra-sentential switching, as the data percentage indicates. This indicates that speakers prefer to switch to larger constituents, such as clauses, because they find it more comfortable and easier and feel free to use English at a larger constituent level without altering the grammatical structure of Indonesian. Therefore, the syntactic category of intra-sentential switching most frequently used by speakers is the independent clause.

Besides, given that the video's topic revolves around student life in the UK, the speakers focused their discussion on the primary function of the technique. English speakers in the UK are accustomed to speaking and hearing English continuously. As a result, when they talk about life in the UK, they do so in English. In addition, people use English to discuss different subjects because they feel free to talk about something and to make its expression look more human. Thus, we propose that speakers are more likely to use code-switching to fulfil the function of discussing a specific topic.

The observations of code-switching in this study may thus be useful for the design and development of language education programs by drawing attention to the different methods this manifests through. We can use it to simplify complex concepts and ensure the student comprehends the taught content. Teachers should return to their first language (L1) when students struggle to fully understand the content, as this approach simplifies grammar and prevents misunderstandings. In this manner, teachers address the vocabulary gaps in the students' target language (L2) by employing the code-



switching strategy. As I have repeatedly stated this year, code-switching maintains the flow of the conversation and keeps students engaged. Furthermore, code-switching can help create a contextual study environment and lower the affective filter for learners with a lower proficiency level in the target language. If nothing else, it can facilitate cognitive growth by enabling students to activate their complete linguistic repertoire. This will improve their problem-solving skills and cognitive flexibility, which are helpful for their academic success. He explains that speaking two languages can help reiterate instructions or key points to reinforce learning and help retain information. For bilingual education settings, this two-language methodology can prove more robust.

This study still has limitations that impact the generalizability and depth of its findings. First, the sample size was limited to 75 Junior High School EFL teachers who are members of the Kelas Kreatif Indonesia English Club, which may not fully represent the broader population of EFL teachers in Indonesia. Additionally, the study's reliance on self-reported data from questionnaires and interviews may introduce biases, as participants may have provided responses they perceived as favourable rather than a true reflection of their habits and practices. Furthermore, while providing detailed insights, the study's qualitative approach limits the ability to establish causal relations between teachers' literacy practices and student reading outcomes. Lastly, this study does not account for regional differences or variations in access to resources, such as libraries and technologies, which could impact teachers' reading habits and literacy practices.

Future research could address these limitations by expanding the sample size to include a more diverse range of EFL teachers from various regions in Indonesia, which would improve the study's generalizability. Quantitative methods could also be employed to establish correlations of causal relationships between teachers' literacy habits and student literacy outcomes. Including non-EFL teachers could provide a more comprehensive picture of literacy practices across different subjects. Further studies could also investigate the impact of regional disparities, such as access to libraries, reading materials, and digital resources, on teachers' literacy practices. Finally, longitudinal studies would be beneficial in tracking changes in teachers' reading habits and their impact on students' literacy over time, offering a deeper understanding of how sustained literacy practices contribute to student development.

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