



A NARRATIVE APPROACH: STORIES WITHIN SUCCESSFUL READERS

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Abstract: Reading is an effective medium to attain knowledge and might lead to empowering self-enrichment. Reading also widens one's horizon on a particular issue. However, even with the advantages of reading, Malaysian citizens' average books read per year is still not on the satisfactory level. Several factors contribute to an individual becoming a successful reader. Stories of successful readers are thoroughly discussed, aimed at gaining insight from their experience. This study also intends to help teachers motivate their students to read and build their reading habits. This paper begins by discussing the benefits of reading habits, reading habits among Malaysian, procedures used to extract the information from the respondents, and the in-depth story of the successful readers in IIUM. Using the narrative inquiry as to the means of data collection, we described the experiences of ESL learners and native speakers of English, in the hope of gaining insight. From this research, it is found that some of the factors that contribute to being successful readers are the parents' involvement, siblings' motivation, and home environment..

Keywords: successful readers, reading habits, reading strategies.

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INTRODUCTION

Reading habit has a positive influence on one's overall language ability. Asraf (2003) highlighted the habit of extensive reading in a prolonged duration will help to bring a significant improvement towards the reader's language proficiency. The same result was found by Jiang (2011), within her study involving 246 Chinese college students studying English. Jiang found that reading in the first language would even aid students' proficiency in their second language. This shows that even though the students avoid reading in their second language and only prefer to read in their first language, still there would be a significant positive change towards their

second language proficiency. The same insight towards the issue had been opined by Krishnan (2009) and Davoudi, Zolfagharkhani, & Rezaei (2011) highlighting that students' proficiency level can be expanded through continuous practice of reading.

Bruner (1996) in Clark & Rumbold (2006) emphasized reading would help sharpen one's writing ability. One to become a good writer has to contain a wide vocabulary knowledge and skills to deliver ideas in a presentable and attractive style, to grasp the audience's attention, and keep them reading. Tsang, W (1996) in his experiment, compared the effectiveness of an extensive reading program and frequent writing program on the acquisition of descriptive writing skills in English. His finding emphasized the importance of linguistic input in the acquisition of writing abilities. Indeed, Asraf (2003) revealed that many students found reading benefit them, especially to improve their writing skills because they were exposed to various vocabulary.

Research also suggests that there are many benefits gained toward the readers' cognitive development. For this reason, the number of research conducted on this topic is continuously increasing over time. According to Cunningham & Stanovich (1998), reading activities will positively impact the cognitive development of a reader in several ways. Early reading exposure would positively speed up the process of vocabulary acquisition in a child. Reading materials such as picture books, colouring books, playbooks, and flashcards could be utilized by parents to familiarize their children with reading materials and cultivate the love of reading. Similar perceptions towards the matter were propagated by Williams (2008) and Senoo & Yonemoto (2014). In addition, the number of materials that had been read by an individual, or rather named 'reading volume', is also a useful predictor of vocabulary content and knowledge differentiator among children. In a simple word, the more they read, the richer their vocabulary would be and obtain more general knowledge. Cunningham's study also had found that those who read more, tend to have more declarative knowledge compared to those who read less. As for students, it could be stated that reading habits would positively affect students' academic performance. Owusu-Acheaw & Larson (2014).

The inculcation of reading habits through various activities was found out to enhance leadership skills among readers. Cunningham & Stanovich (1998) revealed that reading activities give one a better insight into human nature and would greatly aid one's decision-making process. This explains the quote "readers are leaders", as when a reader contains a certain amount of knowledge would have a better understanding of human and being decisive, as stated by Bruner. Supported by Facione, et.al (1995) stated that to compete and exercise responsibility in a global community one must think critically, a compulsory skill to be possessed by a leader. Chang (2009) found that reading literature can develop critical thinking. Therefore, it could be concluded that there is plethora of benefits such as improving one's language proficiency, individual style of writing, human cognitive development, and leadership skills gained through reading activity.

READING HABITS AMONG MALAYSIANS

In the of making reading activity as a regular habit is such an advantageous routine to be instilled into daily life, it is worth noting to analyse the trend of reading habit among Malaysian. A survey conducted to study reading culture among Malaysian by Long, A (1984), found out

that the average number of books read by Malaysians is only 2 books per year. Nafisah Ahmad in (Kahsim, 2015) mentioned that number increased from 8 to 12 books read per year by 2009. Although the number of average books reads per year had increased significantly, which is from 2 books per year in 1984 to 15-20 books read per year in 2015, the Malaysian public still had a long journey in achieving their ideal target, which is 30 books read per year, as stated by Director of Perpustakaan Negara Malaysia (PNM), Datuk Nafisah Ahmad (Bernama, 2017). Therefore, this paper aims to describe stories that contribute to people becoming successful readers, as well as their strategies used to enhance their reading and comprehension skills.

RESEARCH OBJECTIVE

To identify factors that lead people to become successful readers.

METHOD

This research employed the qualitative mode of research in the form of a narrative approach. It focuses on obtaining the participants' views regarding themselves being a successful reader and in-depth study of a small group of participants rather than a larger number of participants that can provide an in-depth insight of individual views, their understanding and helps to capture their stories. In narrative inquiry, the stories themselves become the raw data (Butina, 2015). The Narrative approach is one of many approaches that exist within qualitative research methodology. It collects data using stories, journals, conversations, interviews, and life experiences as the parts of analysis to research and understands the way people create meaning in their lives as narratives. The data were collected through in-depth interviews. Researchers believe in-depth interviews are a far more personal form of approach which allows interviewers to work directly with the participants and allows researchers the opportunity to probe or ask follow-up questions to go in-depth regarding the participants. A set of interview questions was used, which is comprised of related elements, which cover families, environment, self – motivation, and strategies used by the participants in enhancing their reading habits. The participants were interviewed via face-to-face and phone calls according to their availability and preference, individually. Participants were briefed on the aim of the interview and the study before being interviewed. Interviewers played the role to probe each question to capture their stories mainly regarding their childhood and special occurrence that had developed their reading interest. These interviews were recorded and later analysed.

The participants

This study used purposeful sampling to focus on characteristics of the participants that are of interest for this research. Thus, three (3) participants were chosen. The reason for having few participants is because smaller but focused is better than larger samples. All three participants were postgraduate students from the *Kulliyah* of Education (KOED) in International Islamic University Malaysia (IIUM). In furthering education into the level of postgraduate, it requires strong reading interest and skills among the students to perform at best in the courses offered.

This characteristic highlighted the participants as avid readers. For privacy purposes, the names used in this report are not real names.

Data analysis

Interviews were recorded and transcribed into a narrative form to create a storied history of each participant. Then the transcriptions were turned into textual form to be analysed by using thematic content analysis. Data were tabulated according to themes, summarized, and analysed accordingly to answer the research question for the study.

RESULTS

Rahman

Many ways that got himself instilled with the habit of reading. It began since he was a young child. His family played a strong role in creating his reading interest and he was very excited when being asked about it. "As a young child, reading was very valued in my family. My parents, they used to read to me. My father's older sister would come to visit us every week, and every time she comes over, I remember asking her to read me the same book, even though I knew the book of my heart, I was enjoyed the pleasure of reading, while having someone reading the book to me". He was happy in describing the involvement of his brother, reading to his other brother. "I can remember, one of my brothers, reading to my other brother. It was really enjoyable things having people read to us or reading by yourselves".

Reading is highly valued in his family and reading to each other has been a norm among them as family members. Not only that, but he also mentioned that his siblings are avid readers too. "The other thing being the youngest of 7 children, I had the examples of my older siblings, who were readers. All my siblings are readers, and all of them have furthered education from high school, so I supposed that we develop in the family that we read for purpose; and as I said earlier, my dad really encouraged us gaining knowledge and being educated, so reading is really big part in that". This scenario has contributed to his interest to make reading as a routine, and a way to spend time and interact with his family members. Despite his family, Rahman described his environment also allowed him to have more exposure on different kinds of reading materials. "We had a bookcase, we had bookshelves, and we would spend our spare time doing physical activities outside playing, just doing regular kid things, but we also spend time reading at the time we would read together as children".

His parents realized the importance of education. As a result, different types of reading materials were prepared for their children's development in seeking knowledge. "I think one of the things that one was very important we did have that not just one type of book, but they would ensure we have magazines, journals, kids' journals, "how to-do-things books", procedural types of books, autobiographical, biographical materials, novels, fiction, short stories. I think what they do not just reading, but they developed a love of a different kind of reading and show that education was important. Both of his parents were passionate about education. From the conversation, we can see that many steps were taken by them to promote education and reading to their children. One of them was that they made a trip to a local library.

This is to emphasize that Rahman's family does not only read the book they had at home but from outside sources. "We would do a weekly trip to a local library. We had the council, the local government, had the established library. It was quite comprehensive, and we took out free membership in the library, and we would go and borrow up to 6 books a week. So, we just go every weekend, and we changed the book. So, I suppose that has become a part of our family culture of reading as well, we valued not only the book that we have in the house, but we also valued books that we can get from others".

Rahman also highlighted that with the advancements of technology, he ensures that his current family is not left behind with the incorporation of technology in enhancing reading culture. Therefore, he gets his family updated with the latest technological devices specifically for the benefits of reading. "With the advancements of the technology, for my family would read things in an electronic way as well. Therefore, my wife and I have a Kindle. We will download novels on it, pdf files, books, reference materials, or read things on my phones or my phone reads to me. There is an app that allows the device to read to us. It is very useful for us. I use technology. I suppose as a kid I develop that love of having people read to me, my mother, my brothers, my aunt, my grandparents, that's just something I'm not afraid to have someone would read to me or read along with someone".

However, there is always a price in everything. When asked about the challenges that he faced as a reader, he stumbled and stating that time is the major difficulty in reading. "Probably the major difficult is time, having time to read. When you meet a new friend, the person does not become a close friend until you spend time with them. I think with reading is the same thing, if you do not spend time in reading, you don't develop that relationship or, that love of reading. So, you actually have to spend the time to put the time in, to get that, to develop the love, the desire to read more, so to me I think the big thing is time. And then for me I think, having the availability of reading something with different, having different experiences rather than just reading the same thing, or the same type of thing, you challenge yourself. One of the reasons why I read translated Russian author, was... because I want to challenge myself, because it is from a different perspective, from a different cultural perspective, so I want to see and learn about that different culture, from looking at things from a different angle, because as a citizen of Aussie, I look at a certain thing in a certain way. Another thing that I do is when I find author that I enjoy reading his book, I will try to find another book by that author.

Rahman also told us that in reading, although he found the book that he reads is boring, he will keep reading it as he holds a principle, in which he must finish what he has started. According to him, it is one of the ways to ensure that he will finish reading his materials. "Well, once I start something, I generally have to finish it. So, I just going to read it. Unless it is really bad, so I tell myself to just forget it I'm just not interested. We also asked him how he promotes reading habits to his children as a father. "I would read to my kids, my wife would also read to the kids, we're both teachers. So, we're both think that reading is important. I would try my best to read to my kids as much as I could and I try to make the reading fun, not just reading the word from the page to them, sometimes I play a little game with them, where I would read up to the end of the word, the end of the sentence, and they would guess it. It's developing skills for them in their reading, where they start to get the idea of how reading was like, how language works.

Farhana

Farhana's story was quite inspiring. She came from a family which used to struggle to make ends meet. Her parents were struggling financially, and this had caused her to find a golden ticket in helping her family escape poverty. In the interview, our first question for her was, what motivates her to read? And her answer was a bunch of photos that she saw in the newspaper. She excitedly replied, "when I was young, I always slipped at Salam Perantauan (the newspaper) punya section tu, so it's like, it's just, I will ask my mother to buy the newspaper just because I want to look at the foreign universities," and added "Ahh yess, (to look at) the different kind of foreign universities that we have in the world, am and I keep telling myself that one day my picture would be here". Participant B was then told by her mother that she needs to be a very excellent student to study abroad. "So erm that's how I actually started my journey or interest in reading because I want to be in one of the prestigious universities." After years of hard work in her study, she had managed to achieve her dream and did her bachelor's degree in England.

When explaining her parents' influence in making her to be an avid reader, she mentioned that "personally I would tell you, my parents they are not that educated, they are not that educated, but just because of financial constraint but they really encourage me and my siblings to study, to read, because they said that the only thing that can change your life is your education and I really hold it even until now." It can also be understood that the encouragement to read is related to her learning motivation, which was incited by her parents, which would be their golden ticket to escape from poverty. Despite having financial problems, Participant B's parent's effort in ensuring that she will succeed in her life was astounding. Even though her parents did not have a good educational background, but they still took an effort to provide the best resources that they could afford for their children's educational needs. When asked about her parent's contribution towards her reading and education, she answered, "They will provide me with all those things, with the book, and then will accompany me to study at night but, they don't teach me. Because they don't have the content knowledge when I reach secondary "punya" level. But they managed to teach me lah about the primary (school) stuff, but they don't have the content knowledge for secondary. But they will give me anything, I mean books, anything that I want for my study, so they will provide me, tuition".

In discussing her book genres, we found out that her book genres had been influenced by her family members, mainly her brother. Age and maturity also would influence what genre an individual prefers to read. When we ask the type of books that she preferred, she reflected on her childhood and replied, "I have quite some genres. I have been reading novels, I think cartoons from various comics too.. Yeah I think my brother and I we are like really into books. Cartoons and then we will buy the series every month when it get out (released), ... Ah yeah, I read novels, most of the time when I was young. ". Then, we asked whether her genre is changing as she gets more matured, which gave us an idea that she is truly a remarkable woman who always seek on improving herself, as she replied, "That was when I was a teenager, and them. When I'm at my age now I'd like to read something more educational, more of something that has essence in building my life and personality".

Another interesting part about her journey as an avid reader is related to how literary works had influenced her to read. Normal students at school would find English novels that had been made compulsory to be studied at schools as dull. But her remarks on this matter was, "...but there is interference from my English teacher, she encouraged me to read, using the novel, novel that mostly we use in school and that's how I, I started to like to read, because whenever she explained to us, she acted, you know. Since then, I knew I have that interest in me, and I start using, without waiting for her, I started using a dictionary to find, the meaning of unknown words". Credit should be given to her teacher too, for being able to make a dull novel into something amusing to the students. Farhana had proven that hard work and determination pays. Instead of coming from a poor family and her parents not having a good educational background, she still managed to achieve her dream.

Zahirah

Zahirah is a young Malaysian girl whose family was poor as she described it as "I wasn't surrounded by book actually because we were from poor family background, my mother is a clerk, and my father is too. Yet, through curiosity and boredom, she got attracted to the habit of reading. Due to her family's financial problem, her parents dedicated most of their time to work. She was then taken care of by her aunt, who was an avid reader. "Because I live with my aunt. And my aunt, she, herself is an avid reader". From here, the aunt had been showing her the habit of reading by being the role model. As she stated that her aunt loves to read the romantic novels, this had made her curious about the whole idea of romance, leading her to have her initiative to start reading about it in depth. Once she began to read, it became an intimate thing for her especially at a young age to read a romance novel as she explained it embarrassingly when was asked, "This kind of romantic thing, I was raised with this kind of thing since I was a child, and I was naïve, so I want to find out and it became an intimate reading, so you understand. So, then I began to develop my passion toward the language".

She also added it was not only her aunt that contributed her to reading but also her mother. Her mother who is always busy with work continuously dropped her and her siblings to the public library where she could spend most of her time reading and finishing her homework. "And then my mom, because she worked late, she sent me to the library until 5.00 clock. So, seven of us sibling had to stay in the library until 5. Not the school library but public library you know the weekend one. Because it close to our house. So, we should figure out and find something to read". In her story when it comes to books, her aunt used to provide her with books but only one piece per time. Due to their lacking finance, books are expensive, especially for brand-new books. So, they looked for a second-hand shop as she described "When I was ten years, we were bored yet we cannot afford any books because it is expensive. But they were many second-hand shops like charity like by pound the book (weight, cost of a book depends on weight). So that when I start my collection of classic books".

However, as time passes her age and responsibility increase. At her age, reading had become something of a nuisance as she is not reading for pleasure as she used to. She described it stressfully." I think now reading has become a pain on the neck because I am currently working and sometimes I need to read for my assignment, something which relate to other thing but before my research I start reading for pleasure but it's before my study, but when I was a

full-time student, I change my direction into something else more into academic reading, reading for knowledge as much as possible so not for pleasure anymore. So, in my adolescence yeah I read for pleasure and romantic thing and a lot of literature, cause I like literature”

When discussing genre and language, two common genres were mentioned by her: Romance and English. For academic reading, she described the matter as not entertaining. She expressed her admiration towards one of the lecturers from her university, who had succeeded in channelling her perspective about knowledge in a different way and angle. Thus, she got even more fascinated to read, discover more knowledge and share it with other people. “I owe it to him that I love reading more academic and when I say academic, I mean serious stuff like about the world because he makes feel so small and the world so big cause we don’t know all the stuff that he is talking. So, I began reading Islamic book which is the “burden of the white men” so it is very interesting to read the book from another point of view, so this kind of book is really, enticing, neglecting your own civilization. But it leaves an impact on my life, because after I read it, I started looking at more books like that. That is something that changes me.”

DISCUSSION

In analysing the narratives of Rahman, Farhana, and Zahirah, several themes emerged which we discussed below.

THEME 1: PARENTS INVOLVEMENTS DURING EARLY CHILDHOOD

From the interviews, firstly, we found out that each participant’s family parenting style, strategy, and motivation play their roles differently from one another. A study by Press (2008), stated that parents who involve themselves in their children’s literacy with the right program can increase their children’s literacy development. Rahman was raised in a family that valued the culture of reading due to both of their parents came from an educational background. Thus, the family has the skills and strategies to promote him to love reading at a young age, which further supports Press (2008)’s findings. Some of the strategies used by the parents were reading storybooks to their children before bedtime, engaging with children when they read something by asking simple questions, providing various types of reading materials, and making weekly trips to the local library in town. The story of Rahman is filled with positive involvement and motivation by his family and environment, which practically exposed him to be interested in possessing knowledge through reading. Iaquinto (2010) stated in her research that parents who mediate their children’s leisure reading will improve and strengthen the habit as they grow up. However, Farhana and Zahirah on the other hand tell different stories.

Farhana faced a different situation, as her parents are not from a highly educated background. She also revealed that the financial crisis in her family had made her to parents to emphasize the importance of education to her, even though they were not well-educated. Her parents also provide her with physical needs for her to improve her academic achievement, by providing books related to her studies, novels for her reading skills enhancement, and learning materials. Her parents even send her for tuition or extra classes for a better learning environment. Therefore, we noticed that the hardship that her parents must go through in raising her develops a sense of motivation for her to strive for excellence in education. This further

supports the finding from Culmo (2009) in his research regarding motivation, that intrinsic motivation further improves students' reading more than extrinsic motivation.

Zahirah, shared some similarities with Farhana, with a slightly different version. She was also born in a poor family, her parents were workaholics, and spent less time with her. She understood the situation in which the parents need to work to support the family, yet this has led her to get bored. The boredom turns out to bring something beneficial to her life. Her aunt and her grandmother, who were avid readers, introduced her to their collection of books. Therefore, in her case, it is not her parents who motivated her to read but her auntie and her grandmother did. This supports Bronfenbrenner's Ecological Systems Theory of childhood development as mentioned in Mahoney (2017), which considers that there exist multiple spheres of influence which impacts children lives thus the parents are not the only one that can develop children literacy. During her childhood, her babysitter was her aunt, who is an avid reader. Her aunt began to expose her to romance novels at a very young age, which had stimulated her interest to read more. She found reading quite interesting and thus, began to read more books, which allows her to develop her reading skills. She also spent most of her time after school in a public library to cope with her mother's working hours.

THEME 2: SIBLINGS' MOTIVATION DURING EARLY CHILDHOOD

As a result, from the highly promoted reading culture in Rahman's family, most of his family members and siblings are avid readers. They used to read stories to each other before bedtime. This occurrence is consistent with that of Obregon (2010), who found that older siblings tend to interact with their younger siblings by teaching them something new, such as writing and reading skills, and it can also reinforce the older siblings on what they have taught to the younger ones. Furthermore, Colorado (2006) also supports this themes as she stated that the older siblings use a variety of literacy activities to teach younger sibling and has extensive knowledge of their younger sibling literacy abilities. This is the basic act, practised by his parents to develop and reinforce Rahman's passion for reading. As for Farhana, her siblings were not considered avid readers, but they did share the same interest in novels, which had helped her to interact with her older brother regarding the novels she had read. This is supported by Obregon (2010) finding's that older and younger sibling will find a form of similar interest to communicate with. Zahirah, has two siblings that are avid readers, and she used to join them in buying second-hand books in the market. They developed their reading skills due to her auntie's collection of books, and thus they share the same hobby with one another, which further supports both Obregon and Colorado's finding that older siblings will find a common ground which allows them to interact with one another, as both three sibling become an avid reader.

THEME 3: HOME ENVIRONMENT

Rahman, was raised in an environment where reading is highly valued in his family and community. During his childhood, reading materials were provided ranging from books, magazines, journals, biographical books, and a set of encyclopaedias. In addition, he had a comfortable home that provides the necessary function as a good shelter. Ngorosho (2010) found the key variable in a home the environment to develop literacy skills should be parents,

light source, and the number of books. In addition, Maitland et al (2013) finding also suggests that the home environment play a pivotal role in developing children's behaviour at an early age which further proves Rahman's behaviour to read. Farhana also had a complete necessities home that catered for her family. She also had quite a several books that were enough for her to enhance her reading skills during childhood. Most of the books that she had were usually light such as novels and comics, which she kept herself up to date every month until it became a collection of her own. From the collection, she managed to have her bookshelf. Zahirah also had several books which she borrowed from her auntie that had inspired her to read in her free time. She also had a collection of second-hand classical English novels. All the three participants had shown quite a several similarities, which further supports Ngorosho and Maitland et al's finding regarding home environments.

THEME 4: SELF-MOTIVATION AND STRATEGY TO ENHANCE READING

For Rahman, he mentioned one challenge that he faces in reading is having time to read. He believes there is not enough time for him to read and digest certain reading materials that he has, and the way to overcome it is by selectively choose materials to read. He always looks for reading materials that have a good flow of writing, challenging the critical thinking skills to win his interest in reading. From here, we can see that this participant not only prefers a book that has a well-organized text and grammar but also is challenging to decode. He does not like something that is abstract and is more inclined into something that can be related to. He also read to always keep up with today's technology.

In addition, he started using technology more often now to develop his reading because it has made the materials to be easily accessible. There is a wide range of reading materials to be downloaded, purchased, and even listened to with the help of the self-read application. This is further reinforced by Mlay, Sabi, & Tsuma (2015), research on the use of ICT which proves that ICT can improves students' reading habits. He holds on to his principle, which is "*finishing what I started*", meaning to finish what he had already started. He proudly explained that when you start reading something, you must read it until the end, which eventually motivates him to finish reading more books. He gained inspiration by reading about other people's stories, perspectives, and backgrounds or life choices. He enjoys getting to see a particular issue from a different point of view. Finally, he briefly stated that to keep his reading experience interesting just like during his childhood when his family members read to him, he downloaded audio apps that turn text into audio, and just listen to it when he is travelling from one place to another.

Farhana often uses a dictionary to look for the meaning of words while reading. She believes reading can be fun when one is deeply engaged with the context to create comprehension. She is also motivated to read because she wants to understand other people's culture, which supports finding from Culmo (2009) that intrinsic motivation further improve students reading more than extrinsic motivation and Sullivan (2015) research in which motivation give a positive effect on students academically. She focuses most of her reading on materials that are related to social studies and cultural reading. Coming from a poor family, she expressed that she faced many challenges in reading, and some of which are by being incapable of understanding certain words, which she dealt with by using the dictionary for her to comprehend better. She also likes to read something that can be visualized like acting, singing,

or drawing. She added that her interest in a novel came when her teacher taught it at school by acting. Her teacher's body movement and facial expression captured her attention, and thus had made her eager to know the storyline of the novel. She found her teacher's act as amusing and interesting. As of late, she began reading something related to self-improvement for her life and her career. It helps her to be a better teacher that can contribute to society. This is in line with Sullivan's finding where students develop their reading habits by reading what they like. Zahirah gained motivation from the intimidation of being unable to engage with her teachers and lecturers regarding certain topics. Thus, it had led her to read and explore more knowledge about people and the world, thus further strengthening her intrinsic motivation. Since she is currently working, her genre of reading is more focused on the academic reading materials where she can improve her content in her career as an educator.

CONCLUSION

This study suggests that parental involvement, comprehensive home environment, siblings' motivation, and self-motivation are the dominant factors that contribute to these participants being successful reading. (Adam, 1990; DeBaryshe, 1993) as cited in Y.L. Chan, Hwawei (1991) stated that home literacy experiences and reading resources provided by parents are identified as important factors in promoting children's reading development. Family goals in promoting reading are very much essential for Rahman to be highly motivated and becoming a successful reader. It does not only affect the participant, but also his siblings to share the value. Not to mention, the environment that promotes comfort and provides easy access to reading materials for the participants to indulge themselves in reading.

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