



The Influence of The Teachers' Reading Habit On Their Teaching Practice: A Narrative Inquiry

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Abstract

We consider the substantial relationship between teachers' reading habits and teaching practices in the Indonesian context. This issue has piqued the interest of research. Therefore, this study investigates how teachers' reading habits influence their teaching practice. This study employs narrative inquiry by Clandinin and Connelly (2000) as a qualitative research design, allowing us to collect rich data through the unique stories of the participants. This study involves three Indonesian English teachers at one of the vocational high schools in Indonesia, namely SMK Negeri 1 Pringapus. Specifically, this study uses a narrative inquiry framework by Clandinin and Connelly (2002). We collected the data through observation, questionnaires, interviews Creswell (2012); transcribing, and coding based on Bailey (2008). Additionally, to obtain trustworthiness, we use the theory of Guba and Lincoln (1982). The findings show that teachers' reading habits have vital roles in their teaching practice. The findings also clearly demonstrate a solid and lasting relationship between teachers' reading habits and teaching practice. This study suggests that educators, in particular, should improve reading habits both for professional needs as teachers and personal needs. It is also necessary to continue to improve the quality of teaching practice by strengthening reading habits.

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INTRODUCTION

Reading is an essential part of human existence that will continuously follow the path of human life and bring various benefits in various fields of human life Anderson et al. (1988). Reading habits can be interpreted as activities that are regularly carried out, and there are some special considerations, such as the duration of reading, the type of reading material, the portion of the reading, and the specific purpose of reading. Experts such as Wijesuriya (1995) also argue that the individual's reading habit starts from the early stage of life, this habit does not necessarily occur instantly, but there is a long process to obtain such a good reading habit. Over time, an individual not only gets the title of someone who has good reading habits, but the individual also experiences a significant process of self-development and has a positive impact on professional work.

Reading is an excellent skill that can provide many benefits in many fields of life without limits, especially in education. Educators are intelligent people who have the absolute trust of society to sustain and grow knowledge in human existence; they are trustworthy individuals who can guide the future generation with a high-quality education. Educators are also actual role models for students and have a significant influence on the success of education Karasakalolu and Bulut (2012) and; Parmawati (2018). According to Granado (2014), educators who value reading and use it in their daily lives demonstrate exceptional teaching quality for their professional and personal interests. Surprisingly, this sort of instructor is a highly potent motivator for pupils, and as a result, children learn positive reading habits from such teachers. According to Broemmel et al. (2019), teachers who experience significant changes in teaching and continue to experience better teaching quality are teachers who have strong reading habits. Teachers have a significant role in the success of their student's academic achievements, one of which is in learning reading comprehension. Therefore, teachers must develop their teaching skills professionally. Teachers are also expected to be more critical and creative in teaching so that classroom learning will be much

more exciting and compelling. Therefore, teachers should continue to educate themselves and develop their practical teaching skills Fitriyani et al. (2020), such as reading relevant reading sources

However, some research findings indicate an unfavorable condition for teachers' reading habits, especially English teachers. According to Applegate et al. (2014) and; Benevides and Peterson (2010), there are several instances where teachers do not have good reading habits. As evidenced by Aisah et al. (2019), many teachers are poor readers, which shows that most pre-service English teachers in Indonesia are poor readers. They only read out of compulsion and do not have a solid foundation in reading. According to Granado (2014), teachers do not have good reading habits; they have many shortcomings such as limited resources or the type of reading they read, do not have a consistent reading pattern, and rarely visit the library to look for reference books or read the book.

In contrast, most teachers in Indonesia (pre-service teachers or in-service teachers) are not native English speakers due to peculiar factors to Indonesia. According to Priajana (2013); Snow (2007); and Nuttal (1996), having a solid reading habit is an essential foundation that plays a vital role in supporting their profession as a teacher, especially in their teaching practice. It is also evident that English teachers who are non-native English speakers accept the strong demand that they are proficient in English and fit to teach. Reading is one of the decisive weapons to improve non-native English teachers' English skills and improve their quality of teaching practice.

Numerous researchers conducted a study that demonstrated the association between teachers' reading habits and their teaching practice concerning the significance of reading for English teachers. For example, Revina et al. (2020) demonstrate that many teachers in Indonesia are categorized as poor readers, which has a negative impact on their teaching performance. Therefore in Indonesia, it is being intensified that teachers should read a lot to improve the quality of their teaching. Broemmel et al. (2019) also stated that one of the most effective strategies to improve a teacher's teaching quality is reading relevant

materials, such as journals. One of the fundamental reasons educators must-read is to keep up with and adapt to a dynamic education system that evolves according to the times. According to Astuti et al. (2014), teachers who have good teaching competence understand and are aware of the condition of their class and students very well, so that teachers can provide appropriate solutions such as implementing good teaching strategies and innovations when teaching in class.

Regarding this situation, it is reasonable to conduct a study on the reading habits of teachers in influencing their teaching practice mainly in the Indonesian context. Optimistically, the study's findings will contribute to education, particularly for English teachers. Therefore, researchers conducted a study on this topic which involved three English teachers in one of the vocational high schools in Indonesia, namely SMK Negeri 1 Pringapus Semarang.

METHODS

Drawing on the Narrative inquiry research design by Clandinin and Connelly (2000), the current study aims to investigate the teachers' reading habits in influencing their teaching practice. This study involved three English teachers from one of the vocational high schools in Indonesia, namely SMK Negeri 1 Pringapus Semarang, as participants. Interestingly, they are English teachers who have been teaching for more than five years. More precisely, it is critical to stress each participant's personal information on their reading habits and teaching practice. The research focused on major guiding questions for this purpose:

How does teachers' reading habit influence their teaching practice?

What is the relationship between teachers' reading habit and teaching practice?

We involved participants' stories related to the topic of study. We collected the data through the theory of Creswell (2012), namely observation (the initial stage) followed by a questionnaire aimed at obtaining brief data and structured interviews adopted from Barkhuizen et al. (2014)

to obtain rich and more detailed data. Furthermore, after collecting the data, the researchers transcribe, which is followed by coding based on Bailey's theory (2008). The analysis process used a narrative inquiry framework, namely, the researchers sort data according to a logical flow according to the study's research questions and then interpreting and transforming the data into narrative stories. To achieve the study's trustworthiness, we used the theory of Guba and Lincoln (1982) for data triangulation, in which the researchers carried out data collection methods in three ways, namely observations containing documentation, questionnaires, and interviews. The interview results were interpreted in the form of a narrative by Nasheeda et al. (2019). The final results receive approval from the participants to achieve a level of data accuracy (Clandinin & Connelly, 2000).

RESULTS AND DISCUSSION

We offer narrations of three Indonesian English teachers (Wardah, Ajeng, and Mahendra) who experienced life experiences to explain teachers' reading habits influence their teaching practice. In addition, all the stories we present are themed based on the research questions.

The Most Valuable Influence of Teachers' Reading Habit On Their Teaching Practice

Wardah's story

Wardah has been working as an English teacher for ten years, and she has experienced various experiences related to teaching. During the interview, she explained her stories about her reading habits and teaching practice. According to her, teaching always requires innovations. Teaching is dynamic and must adapt to changing times very rapidly. She also stated that one of the best solutions is to read. Interestingly, Wardah is a teacher who already has a good reading habit, unlike Aisah et al. (2019).

Yes, reading is incredibly essential. I've been teaching for a long time, and there are times when I think to myself, "I'm an experienced senior teacher, I've taught the same topic for years, and it makes me memorize what I have to

*do...this...that." I have remembered the subject to be taught, just as I do when I teach grade 12. However, reading the book made me understand that there were so many flaws that I discovered, and it turned out that there were a lot of things that I didn't know after reading the book. Even if I just read novels and periodicals, **reading provides me with many fresh ideas that may be used to my teaching practice.***

She places a high value on reading. She explained that teachers need to read a lot because it cannot be separated from the teaching profession. According to her personally, it is a pity that teachers do not have good reading habits. Because, in her experience, education constantly necessitates something innovative, it will be pretty strange if the teacher employs the same teaching style, which may no longer be relevant. Wardah also shared her experience when teaching related to her reading habit. She stated that reading is a crucial ability that must be maintained to avoid being left behind.

*For example, when I want to hold a game in class, the game is complex, but when I read about it, I discovered something new. Like, ahh, this appears to be something that can be implemented in class. **The point is that we must read** because if we do not read, the teacher will be arrogant because he or she believes he or she is already an expert in the teaching material. If you think this way, there will be monotony in teaching because the methods and themes in the teaching and learning process will remain the same and will not experience renewal. Despite the fact that we are constrained by the appropriate curriculum.*

Mahendra's story

Mahendra is an English teacher who has been teaching for approximately six years and can share many experiences about teaching and reading habits. For Mahendra, reading cannot be avoided because it is a basic need for him. He stated that there are variations in reading activities, it is true that he likes to read about the interpretation of the Qur'an, but professional reading is a top priority for him. He reads teachers' handbooks, articles, and several websites that provide English learning content. He explained that reading has a significant influence on his

teaching technique. His teaching techniques improved in quality as a result of his reading habits.

*Yeah **I like to read in pleasure time**, for personal reading purpose, I read Tafseer of Al-qur'an or Al-qur'an itself, **and for professional reading I read teacher's handbook, article, or reading English material on website...and yes..of course reading is really essential in my life, particularly in my profession as a teacher.***

He also stated that reading must be done before teaching; preparation for teaching through reading has a significant impact on the success of his teaching practice.

*Obviously, **I have to read before teaching**; at the very least, I read textbooks and other reading material **to supplement my teaching activities...**then I discovered a book titled **Effective Teaching Method** that I believe that greatly benefit my teaching practice. The book is very helpful in determining which approach to employ in my lesson. To supplement my teaching practice, **I love to read a lot of articles about English learning tools. And for professional reading**, I choose to read articles and textbooks from book publications such as Erlangga, while for other supporters, I visit BBC English learning, Learning English online, or similar websites. That manner, I may broaden my knowledge in my field of education.*

Ajeng's story

Ajeng is a teacher who cares about her teaching practice. With 17 years of teaching experience, she has learned many valuable lessons. In her career as an educator, she feels that reading is one of the most potent weapons that she can survive so far. She explained that she encountered many obstacles in class, but they could be overcome when she read regularly and varied greatly. She also enjoys exploring the most recent books or reading materials that meet the demands of her teaching practice. She also personally has had a hobby of reading since a long time ago. She also said that there were times when she had difficulty dividing time with her family and time to read, but she could find the right solution to keep reading.

*I've always enjoyed reading books, but after being married and having children, I've had to prioritize my time, but I still read since it's a must. I've read a number of book by Erlangga, Yudhistira, and other publishers. I constantly strive to locate books that correspond to the **most recent curriculum** being utilized, since I don't simply rely on the books supplied by the school, but I also investigate which books I believe are more relevant. In my perspective, increasing book references is extremely significant since it not only develops my knowledge and understanding into teaching materials for class, but it also enriches my vocabulary or English abilities as an English teacher, which might be valuable for my students. Obviously, reading is really essential to me; with a lot of reading, I have a lot of references to teach. In the same manner, I always take the time to visit shops like Gramedia to hunt for teacher handbooks that I can later use to teach, for example, I provide a collection of fictitious stories, and from there I get a lot of inspiration when I have to teach narrative text to my students.*

The Greatest Relationship Between Teachers' Reading Habit and Teaching Practice

Wardah's story

Wardah believes that reading is an everlasting activity, that there is always a purpose to reading in general, or that reading is an unavoidable element of life, especially for educators who insist on it being required. She explained her story about reading habits and teaching practice, stating that these two things have an eternal bond. It will be evident for teachers who have the habit of reading, for example, taking 60 minutes per day or at least having a weekly reading agenda will show something. The quality of educating a teacher in the classroom demonstrates the excellent aspect of a teacher's performance. Wardah also considers that communication in class is smooth when teachers approach teaching by seeking a lot of information relevant to their students' lives. The content delivered will be readily absorbed if the teacher uses an engaging approach based on the students' personalities. Of course, this may be accomplished

if teachers are ready to continue to learn new things, gather knowledge, keep up with current information, and adapt to the present educational system by extensive reading. A teacher must read to enhance their teaching practice and provide the most outstanding possible education to their students.

*Starting with a **positive reading attitude**, it leads to a teacher reading regularly without **feeling compelled**, which leads to **effective teaching practice**. Based on my teaching experience, undergoing the teaching profession for 10 years, of course there has been a change in the **level of teaching quality**, and of course that is a **great influence from my reading habits**, there are many programs that I have done so far, I attended various seminars, I involved myself in various educational programs, I also buy many books to teach, I also continue to try to **broaden my horizons and experiment to learn and apply various teaching methods** that are adapted to the curriculum, the times, the needs of students. **Reading is really beneficial to me personally and to my work as a teacher.***

Ajeng's story

According to Ajeng's story, she spent most of her life teaching and reading books. Ajeng explained that, as a teacher or as an individual, reading is something that cannot be avoided. It is crucial to instill in yourself that reading is not done because of coercion but something essential and considered a basic need. She also mentioned that reading is the most excellent solution to many challenges, such as obtaining many references to teach and presenting something creative and fascinating in class when teaching. Interestingly, feeling a lack of confidence if she did not read much when teaching anything at school. As a result, it is also vital for her to attempt to address the demands of the students in the class about learning materials. Therefore, she visits bookshops and gives exciting and relevant books for teaching.

*my opinion, it is very foolish for a teacher if he or she does not want to read or only reads on occasion; having teaching experience with a long tenure is not enough; **the teacher must keep updating information and teaching methods;** and with a lot of reading, the teacher can get a lot*

of references to teach, which is very effective. I personally do my hardest to deliver a good teaching performance that is entertaining and up to date in class, and reading is a key element of the success of teaching for teachers in the classroom, based on my experience. The idea is that very excellent preparation is required before teaching, but not every time I read before teaching; maybe more accurately, if there is content that is difficult or still foreign to me, I must read a lot in order to find knowledge connected to the topic.

Mahendra's story

Mahendra emphasized that reading is the reason for the success of his teaching practice. The two things cannot be separated. He stated that the primary purpose of reading is to keep up to date with new information or to educate oneself, and of course, reading has its benefits—a vital role in supporting a career as a teacher. Mahendra is the type of teacher who is not satisfied if he teaches without proper preparation. He always prepares for teaching before the class starts, namely by reading books, articles or browsing the internet. For Mahendra, the more he reads, the more information he obtains, and the easier to find the answers he requires. For example, when he teaches, if there is something he does not understand, he can find solutions by reading and enriching his knowledge, which is very important for a person. Teachers, for example, can provide a reasonable explanation when pupils ask questions.

Teaching, in my opinion, ...is how we have a comprehensive preparation before teaching, one of which is reading. I always take the time to read material linked to learning in the classes that I will teach, and I also receive a lot of valuable answers and inspiration for teaching my classroom instruction. Reading is very important from various perspectives, but to get to the point where it can be said to have a good reading habit, we must begin with our view of reading. Teachers, in particular, are viewed as intellectual role models by the community, so teachers must have a strong foundation in reading skills so that when undergoing certain professions and being required to become professionals such as teachers, The individual

will thereafter do well. Reading has provided me with several advantages in my profession as an English instructor. I attempt to maintain my level of professionalism as an English teacher by reading from a variety of sources, for example. I usually do my best preparation before teaching by reading a variety of sources and gathering a variety of fascinating ideas that I may utilize in the sessions I teach.

The study's two research questions were answered very clearly based on the study's findings. We briefly discuss this study's findings that have gone through the narrative framework process (Clandinin & Conelly, 2000).

According to Applegate et al. (2014) and; Benevides and Peterson (2010), research on teachers' reading habits that focuses on the instructor as a reader is scarce. Therefore, this study seeks to conduct similar studies in-depth and uncover the novelty of current research. Paradoxically, teachers' reading habits significantly impact their teaching approach, which in turn influences educational effectiveness (Granado, 2014). Therefore, due to the influence of the teacher's reading habits in their teaching practice, this should be a source of concern. As a result, teachers who improved reading habits and used a variety of teaching tactics are thought to be best practices.

Similarly, based on the findings, three Indonesian English teachers indicate that they are teachers who have solid reading habits and show that their reading habits take a crucial role in their teaching practice. This finding is in line with several previous studies such as Benevides et al. (2010), Broemmel et al. (2019), and Priajana (2013). The findings show that the participants of this study in-depth and very clearly demonstrate much robust evidence that they have good reading habits, such as the three participants who always perform thorough teaching preparation before teaching reading. Wardah, for example, focuses on journals and e-books that provide effective and efficient teaching approaches, such as the book he used as a critical guide such as the book of "Language Assessment" by Brown. This finding is in line with Manna and Misheff (1987) and Nathanson et al. (2008) demonstrating that

teachers with a high level of professionalism are good readers. They are also a perfect description of the term life-long learners who continue to educate themselves. Therefore, they are highly dedicated to their profession as teachers and continue to deepen their knowledge in the teacher's field to demonstrate good teaching practice.

During the interview, participants shared and explained their real-life tales concerning their reading habits and teaching practice, one of which was how many books they could read. Wardah, for example, reads at least one novel per week and numerous professional reading books such as journals and handbooks. However, she also claims that if she has spare time, she may read more than three novels per week because she can finish one book at a time, which is also consistent with Can and Biçer (2021) and Koçak (2020). that educators who read only one of five books per year had weaker basic reading comprehension than educators who read sixteen or more books per year. A teacher who reads a lot and does it regularly demonstrates excellent teaching practice and self-esteem as an English educator. This study shows positive findings like previous studies by Granado (2014) and Ulu (2019) and explicitly answered the second research question of the study as well. Three Indonesian English teachers who participated in the study firmly stated that the relationship between their reading habits and their teaching practice is powerful. Reading has a significant impact on the success of their teaching practice so that teachers continue to experience better teaching quality. Throughout the participants' stories, it shows concrete evidence that the relationship between their reading habit and teaching practice is solid. Some of the actual cases presented by participants showed logical reasons. For example, when participants are told that they will go to read when they got many problems in class related to teaching methods, lack of references, or want to provide teaching performances or more exciting material. It is a savior for them, so it can be concluded that there is a dependence on reading activities to support their teaching practice. Another reason why instructors cannot stop or cease reading frequently is that the

education system is dynamic and requires updating.

Therefore, teachers must remain up to speed with new learning materials, new teaching techniques, and rapid advances in education so that instructors can adjust to everything by reading (Dhivah, 2018) passionately. The findings of this study are aligned with those of Benevides et al. (2010) and Broemmel et al. (2019). Educators who spend much time reading various types of literature will reflect on themselves as good readers, which also affects the quality of their teaching and, of course, motivates their students to become great readers like them. During the interview, Wardah and Ajeng mentioned that when they have free time, they would have fun by reading books such as non-academic novels that may entertain them in their spare time. They also noted that it is necessary to explore various sorts of reading that can expand their knowledge. It is also beneficial when teachers discuss the positive aspects of what they read from diverse books to stimulate their pupils.

CONCLUSIONS

This study departs from phenomena related to the reading habit of teachers and their teaching practice, primarily based on the Indonesian context. Interestingly, many previous studies have shown that teachers' reading habit has a substantial role in the success of teachers' teaching practice. This study employs narrative inquiry as a research design, which allowed the researchers to conduct this research by carrying out teachers' personal stories about their reading habits and teaching practices in-depth and intense, according to the first finding in this study. However, this study's findings contradict the previous study, which shows that teachers have poor reading habits, but this study shows that the teachers who participated in this study showed that they had strong reading habits and significantly showed a positive influence on their teaching practice within their real stories. Moreover, the second finding in this study is consistent with several previous studies. They demonstrate that teachers' reading habits have a solid relationship with their teaching practice. Similarly, this study shows that reading is

something that is eternal and continues to be attached to the participants' lives, and they firmly believe that the primary key to the success of their teaching practice is a practical consequence of their reading habit, which is also in line with the theory of reading habits.

This study is inseparable from its limitations. It only involves participants and is restricted in scope, as it is exclusively based on the Indonesian context. This study only includes English teachers with more than five years of teaching experience. Therefore the results may alter if the subsequent study includes new teachers with only a few months of experience.

The findings of this study will contribute to a specific field, namely the world of education. The narrative study of teachers' reading habits in influencing their teaching practice will be beneficial for the literature by providing the case of three Indonesian English teachers that will motivate the educators to read religiously and expand their knowledge, insight, and keep being up to date on something new and innovative, especially for teaching practice. Based on the findings, this study suggests that prospective teachers or teachers have worked long enough to increase the reading variety and deepen professional reading such as reading journals, articles, or literature related to the development of teaching methods. In addition, this study suggests conducting similar research but involving a larger scale of participants.

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