Moving Toward a Reader-Centred Classroom: Students' Reflection on Reading

[*1]Umi Rachmawati[*]
Universitas Tidar
Magelang, Indonesia
rachmawatiumi@untidar.ac.id

[2]Nisa Syuhda
Universitas Islam Negeri Sunan Kalijaga
Yogyakarta, Indonesia
Nisa.syuhda@uin-suka.ac.id

[3]Santi Andriyani
Universitas Islam Nahdlatul Ulama Jepara
Jepara, Indonesia
santi@unisnu.ac.id

Abstract.
This study is aimed gathering the students' reflection on their reading class for the baseline of the development of reflective reading materials. The student-centered classroom implies in the process of developing reading materials that support the students critical thinking and reflective skills. This study was mostly conducted qualitatively though quantitative data were also gathered to strengthen the findings. The study involved a total of 52 students from English Education Department in a reputable university. The focus of the instruments used to include questionnaire and interviews used is to access details of reading materials, reading process, and students' reflection. The research participants were selected purposively. The results of the study present that the needs of developing reading materials that support the students' critical and reflective skills are highly required and the considerations of aspects of the students' reading materials, process of reading class, and reflection on students' reading will facilitate the development of effective and engaging learning materials.

Keywords: reading, reading instruction, reflective reading

Introduction

Reading is a crucial component for college students. reading skills are fundamental in academic skill (Cox et al., 2023). By having enough input and knowledge, kids who master reading skills are able to learn more quickly and effectively. Students can create relevant and useful texts as the foundation for their

learning outputs when they have improved their reading comprehension. Additionally, mastering reading abilities can help students study and complete their official education, including finishing their thesis projects. The pupils' proficient reading abilities enhance the references they use for their final report. As a result, students will have greater access to references for the theoretical analysis and academic language usage.

The mastery of the reading skills will support the mastery of other language skills; speaking, listening, and writing. Speaking, listening, and writing in the language are all dependent on the ability to read well. Students who have a strong reading foundation will behave more comprehensive when they read because they will be able to comprehend and learn more about the world around them (Rachmawati, 2018). Students are better able to listen more intently, speak with richer language and content, and write more effectively when they possess a solid understanding of the world. Students will also be able to learn how to communicate through writing, not just about the text's content, but also about how writers structure their writing so that readers can grasp what they're trying to say. Through mastery of reading skills, it is easier for the students to engage in complex, strategic, and contextualized tasks (Lampi et al., 2023).

Through adequate schemata from their reading, pupils who master reading skills will also benefit academically by developing their critical thinking abilities. Reacting critically to what one reads is referred to as critical reading. Students must make a connection between the reading material and their own standards, values, and attitudes (Din, 2020). As they make comparisons between what they now have and what they will learn from the readings, students can hone their higher order thinking abilities. They might draw comparisons before creating new schemas to improve their ability to interact with people and identify the best solutions to their own issues.

Given the significance of mastering reading abilities, there are a number of approaches that reading instruction has taken. Although top-down and bottom-up reading processes are the focus of the main reading process, teachers are free to blend the two (Brown & Lee, 2015). The pupils' varying conditions led to this choice. While reading, the children strengthen their reading abilities and get a firsthand look at the reading process.

Reading the text and assigning it a contextual meaning code is the first step in the bottom-up reading process (Stanovich, 1980 in Carrel et al., 1980). After gathering information from the book, readers make connections between it and what they already know. It describes how readers break down and comprehend texts by concentrating on their particular words and letters and developing higher order comprehension skills. Beginning with letter and word recognition, bottom-up reading progresses to phonemic awareness, word identification, sentence parsing, paragraph and text comprehension.

The practice of identifying certain letters and words within a text is known as letter and word recognition. It focuses more on phonics and sight words, or letter-sound correspondences. The reader's ability to decode and pronounce words using phonemes is referred to as phonemic awareness. To identify words, the readers combine all of the distinct sounds together. In order to recognize words, one must first determine their meanings and lexicon using their semantic and vocabulary knowledge. Parts of speech, skimming, and scanning are methods for

addressing word recognition (Chamba & Ramirez-Avila, 2021). Thus, finding grammatical structure—including subjects—is the process of sentence parsing. along with other syntactic components, predicates. Lastly, readers utilize the information in the sentences to construct a coherent understanding of the paragraph and eventually the text as a whole through the process of paragraph and text comprehension.

The top-down reading process, on the other hand, involves reading in order to comprehend and interpret written content by drawing on background information, context, and higher order cognitive processes. In order to understand the content they are reading, readers apply their preexisting knowledge and expectations. Before delving into particular words and sentences, the reader takes the larger context and past knowledge into consideration. While the top-down reading method helps pupils read more quickly and comprehend what they read, it can also cause readers to misread crucial data if they have prior knowledge that causes them to be inaccurate. There is a decrease in word identification upon restricted capacity attentional resources and frees between the top-down and bottom-up reading processes (Hersch & Andrews, 2012).

The majority of the students received a B on their reading assessment, indicating that their comprehension of what they have read is adequate. The pupils' performance was above average but not particularly above intermediate. The reading comprehension proficiency of the pupils is at an intermediate level. There are two pupils at the beginner level and only one student in the advanced level. This indicates that in order to enhance their reading abilities, kids still require more appropriate and productive reading exercises as well as enrichment which can be gathered from their reflection.

Reflection is the process of considering one's own actions and gathering knowledge about what one should do in order to improve. To identify the challenges and advantages of the activity, critical thinking is applied. In actuality, this is to think about what has to be done as a foundation for learning in the near future. According to Jack Mezirow (1997), reflection in teaching is more than just thinking back on past experiences. Reflective practitioners intentionally reconsider their experiences, behaviours, and feelings in addition to considering their prior actions (Paterson & Chapman, 2013).

The act of reflecting on what one has read involves giving it careful, critical thought. Memorizing their thoughts and feelings about the book is how they go about the reflection process (Koopman, 2016). It is accomplished by critical reading in addition to skimming the text in order to halt, think over, and react to the information. Reading with reflection improves readers' comprehension, recall, and general interaction with the text.

Students have not given thought to the significance of reflection, according to the initial observations made when they were reading reflections. They don't read for the full meaning; instead, they read mostly for comprehension. Students work together to choose the best responses to the questions posed in the book. Furthermore, when students receive their reading results, they pay less attention to the incorrect answers they submitted and instead focus only on the overall score. The purpose of the evaluation process is to inform the students of the steps they need to take in order to address the issue of providing incorrect responses. This is

simply accomplished by considering the knowledge that thinking skills are typically not taught in education (Barbe-clevett et al., 2002).

It takes more self-awareness for students to engage in self-reflection after reading texts, regardless of whether they have completed the reflection phase in their reading class. The students' limited experiences with self-reflection and the scarcity of resources for this part of the process serve as proof. The primary stages of self-reflection—self-evaluation, attribution, self-reactions, and adaptivity—need to be finished within a certain amount of time (Nejadihassan, 2016). As readers, the kids still require the teacher's assistance in processing reflection on their reading. Numerous publications include reflection exercises, but the amount of time allotted or the guidance is not sufficient or clear enough. This is because instruction still focuses on the process of teaching reading rather than the last and most important stage of reading, which is reflection.

The students are viewed from their viewpoints as the focal point of the instruction of reading through the expansion of their reading process, reading comprehension, and reading reflection. The purpose of this study is to explore university students' perspectives regarding their reading comprehension, process, and reflection. The study's main goal is to analyse the demands for creating reflective reading materials. Three areas are covered: the reading materials for the students, the reading process in class, and the students' reflections on their reading.

Method

This study aims to understand the reading curriculum, the reading process, and the students' reflections on their reading with regard to the English Education Department's university students. The findings were explained in detail to help readers understand the phenomena that arise during reading instruction. Consequently, a descriptive qualitative method was used in this investigation. "The main task of qualitative research is to describe how people in particular settings come to understand, account for, take action, and otherwise manage their day-to-day situations," state (Miles et al., 2014). A questionnaire was given out in order to bolster the qualitative data, which were then simply analysed. A total of fifty-two English Education department students were chosen to participate in the study.

The researcher aimed to gain deeper insights on the students' engagement. The students engaged in reflective reading in class as a result of the initial observation. The researcher's goal was to learn more about students' reading comprehension in a wider setting. Second, the pupils employed a variety of reading-related learning techniques. Ultimately, the researcher's observation revealed that the pupils with different reading levels employed various learning techniques. The researcher was so inspired to look into their reading learning techniques. A modified questionnaire created by taking into account the elements of reading reflection was used to gather the results.

Findings and Discussion

Based on the study instrument's findings, the data were presented in this part. This study covers the following topics: (1) reading materials; (2) reading processes; and (3) reading reflection.

The Students' Reading Materials

The study's reading materials address the text's subject, vocabulary, and selection of recommended readings. The topic's reading ideas are covered in Figure 1. It has to do with the necessity of having certain notions about the subject. 36,5% of the participants stated that they were unsure if they had any specific opinions on the subject. They have no notion what they are going to read until they begin. 34,6% of respondents said they start reading with no preconceived notions about the subject, while the remaining respondents start reading with preconceived notions.

The readers' prior knowledge also affects how well they understand the material. If readers have a strong opinion about what they are reading, their reading comprehension will be deeper. According to the study, 46.2% of the participants are unsure if they have a firm opinion about what they will read texts to. Positively, 42.3% of the respondents claim to have a strong opinion about the material they are required to read. Merely 11.5% of participants expressed disagreement with having no clear preference for what to read.

With regard to the terminology, they use when reading, students who are primarily at an intermediate reading level feel bad about consulting a dictionary when they come across words they are unfamiliar with. 55.8% of the respondents, or more, claim to do so. Many people are also unsure about whether consulting a dictionary to search up unknown words is wrong. 34.6% of people are unsure about how to utilize dictionaries for words they are unfamiliar with. Subsequently, approximately 9.6% of the participants expressed their willingness to consult a dictionary to seek up unknown terms.

Process of Reading Class

The second are of finding focuses on the process of reading class. After the primary reading processes of pre-reading, while-reading, and post-reading, the students are asked a number of questions. Figure 4 presents the process of reading a text from the beginning to the end, word by word. When reading a given text, the majority of students read it word for word. Fifty percent of the participants opted to read the entire text. Regarding reading the entire book, 36.5% of the respondents are unsure of what they do from beginning to end. Thirteen percent of the respondents disagree that they should read the entire material.

The pupils' level of focus during their reading assignment is indicated by the following question. Three distinct conclusions about the pupils' reading-related concentration are drawn from the data gathered. First, according to 55.6% of the respondents, students usually lose focus when reading. According to the second finding, 23.1% of the respondents don't think that reading causes them to lose focus. Lastly, as Figure 5 illustrates, only 21.2% of the respondents were unsure of their level of focus when reading.

The reading's third classification focuses on the reflective process. The reflection is completed by the students before to, during, and following their reading assignment. This research is conducted in four main areas. First, the students' personal opinions are reflected in their discussion of the energy required to articulate the reader's opinions. During the scale 3 reading, 34.65% of the respondents voice their opinions. There are 26.9% of the responders at point 2, which is the second place on the scale. Merely 5.8% of the participants concur that they can effectively articulate their particular viewpoints when reading.

There must be questions that the pupils must respond to regarding their reading comprehension. It's probable that the kids won't discover the answers to their queries. Students may therefore pose inquiries to both their professors and fellow students. According to the data collected, 44.2% of the respondents indicate that they are unsure whether to ask questions when they are unsure of the answers. When there are no clear answers to a question, 21.1% of respondents say they would rather not ask it, while 28.8% of respondents say they prefer to ask inquiries. Figure 1 illustrates that just 1.9% of respondents are highly motivated to ask questions, and 3.8% are very motivated to ask questions when they do not have clear answers.

Students can also verify to other students during reflection what they already understand. If they believed they were incorrect, they might question other pupils. Of the respondents, 57.7% are in the neutral position. In the second class, students have the option of not truly challenging their peers if they believe they are incorrect (26.9%). Thirteen percent of those surveyed said they would challenge other pupils if they thought their reading was incorrect.
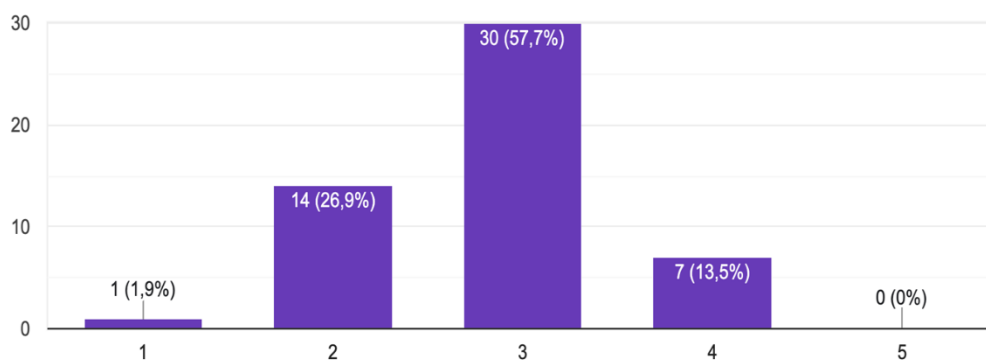

Figure 1. Challenge other students if they were wrong

During the contemplation phase, openness to discussion is also addressed. Level 4 kids are seen as having a high level of curiosity about open debate of differing opinions. After level 4, 25% of respondents said they don't know how to start a conversation on differing viewpoints. Of the respondents, 23.1% find it boring to discuss opinions that differ from what they have read. Conversely, 13.5% of the participants expressed interest in initiating a conversation to explore differing viewpoints. It is feasible for students to pass judgment on what they read in the textbook when they reflect on their own learning. 44.2% of the respondents said they had no idea what opinions they had regarding the text they had read. Just 1.9% of respondents said they were unable to form an opinion based solely on what they had read in the textbook, compared to around 30% who were able to do so. 5.8% strongly believe that they should pass judgment on what they have read in textbooks.

Discussion

Providing proper topics of reading for the students is crucial. The topic's functions are to stimulate students' thinking, motivate them, amuse them, help them communicate effectively, integrate language studies with other subjects in the curriculum, stimulate language context, get students involved in the learning

process, pique their interest in the world around them, and inform them (Arkian, 2008). Given the significance of topic selection in reading classes, it is imperative that teachers offer their pupils topics that they find interesting and engaging. It is in line with the research findings conducted by Puspa (2022) that the students prefer to have students' autonomy to select the topic they want to read. Not only should the subject matter be well-known to the kids, but it might also encourage them to read.

The students' initial process of reading

36.5% of respondents, drawn from the first finding, claim to have read texts without knowing anything about the subjects they were reading. It indicates that the students' past understanding of the texts is still somewhat limited. Putting it simply, the pupils might not have a strong reading habit or comprehension of the texts they read. Stated differently, it's possible that the pupils' reading proficiency is low. Positive correlations have been found between pupils' reading habits and reading proficiency (Datta & Macdonald-Ross, 2002).

In order to encourage pupils to read texts, especially lengthier ones, the topic choice should take into account their requirements and desires. Long texts are typically avoided, although research findings about text selection rely on recommendations and interests (Oh et al., 2022). The ability to scan and skim text well supports the suggestions for using long texts. As a result, the choice of text serves as the foundation for all aspects of reading, including reading behaviour, reading activities, and reading skills.

The reading materials

Additionally, the materials that the children access should have a clear purpose and inspire them to read independently. The teaching of reading is a need to pursue a certain goal that stimulate the students language mastery (Rachmawati, 2018). Actually, the findings indicate that students' opinions regarding what to read are unclear. It stands for the low degree of reading motivation among kids. It displays the pupils' present enthusiasm for reading in class.

Vocabulary mastery is a topic-related consideration as well. Students may be able to read more thoroughly since general topics may have more commonly used terminology. The stronger the scaffolds the better reading comprehension the students will have (Diprossimo et al., 2023). Since they read without awareness of the material, the pupils' familiar language will encourage them to read longer texts. According to the data, consulting a dictionary is not the most common way for people to deal with new language. Over half of the participants feel bad about using a dictionary when they come across unfamiliar terms. It is a reality that the pupils don't interact with the material. When students participate in the reading, they acquire new vocabulary (MA & Reynolds, 2023).

The reading process of primary students

The two primary reading processes are top-down and bottom-up reading techniques, as was previously mentioned. Students will employ a variety of reading abilities, such as scanning and skimming, to improve their reading comprehension in each of the reading techniques. The data collected indicates that vocabulary mastery is the primary cause of the pupils' reading comprehension issues. The key to kids' reading comprehension is their command of language (Mega, 2018). It is established that a high degree of reading comprehension is correlated with a high level of vocabulary mastery.

When it comes to a text's vocabulary treatment, one reading approach is word-by-word reading or skimming. The pupils continued to read the text word for word in accordance with the data acquired. They translate each word in the target language word by word, which makes reading and comprehension more difficult. This kind of approach, nevertheless, may also be used in response to distinct reading assignments. Various reading assignments show varying levels of vocabulary proficiency (MA & Reynolds, 2023). Though the translation process in reading depends on the target text (Whyatt et al., 2023).

The focus that kids have when reading is another issue related to the reading process. When they are reading, a lot of the students become distracted. If reading materials are integrated with digital media or other intriguing media, reading can become more engaging. According to research, pupils' reading attentiveness increases when they use digital reading materials (Wang et al., 2018). As a result, the choice of reading materials ought to encourage students' curiosity while incorporating technology, such flipped books.

Students' Reflection on their critical reading

In this study, four primary factors related to the students' reading reflection process are examined. First, 34.5% of students are curious enough to voice their opinions. When they read, the majority of students would rather discuss their personal thoughts. The result of the reading process is the readers' assessment of the text. This will help the teacher address the students' comprehension of what they have read. The following assignments and reading materials will also be impacted by the information regarding the opinions of the students. According to Khan et al. (2009), opinion mining has a bigger impact on knowledge discovery and decision support. Students are encouraged to engage in a more reflective process while acquiring material for their opinions, given the significance of extracting opinions from texts.

During the reading process, posing questions about the text is an additional way to stimulate reflection. 44.2% of the respondents said they were generally unaware of the practice of asking questions while reading. It suggests that there might not be any issues or misunderstandings regarding the writer's intentions among the students. Because the readers' and the students' prior knowledge is comparable, their understanding levels are nearly identical. Conversely, the study's findings may also indicate that readers struggle to grasp the texts' main ideas. Although reading is an art, asking questions is the foundation for sophisticated thinking and understanding (Dasigi et al., 2019).

Additionally, the ability to confront other students when they have a different idea is a part of the reflection process. Over half of those surveyed claim that they are unwilling to confront other pupils when they hold divergent opinions. It suggests that the pupils may not be very motivated to learn. Even though they disagree with others' opinions, they feel bad about voicing them. Another observation is that the pupils tend to avoid arguing or creating difficulties with their peers. According to (Gentry & Springer, 2002), students' enthusiasm and involvement in the learning process can actually be increased by challenging other students. Students may accomplish learning objectives considerably more effectively and quickly when they are in a compelling learning environment.

The procedure of evaluating the text is the last factor taken into account in this investigation. The pupils' perspective on the book is presented through their

ability to evaluate it. The evaluation of the text encompasses the application of critical thinking techniques to provide a reliable and objective assessment of the text. In order for the students to govern their past knowledge and comprehension, the readers can critically evaluate the texts as more reliable and apply the criteria provided by opinion, author, and content (Strømsø et al., 2011).

Conclusion

The purpose of this study is to collect data on students' self-reflections regarding their reading abilities and the reading classes. The development of the instructional reading materials is thought to have originated from this reflection. The research and development approach was followed in the creation of the instructional materials. Owing to the exploratory study's limitations, research and development were completed up to the point of creating the first draft. There is a need to conduct further studies to support the findings in broader subjects and deeper discussion through different research designs. The subsequent stages of investigation and advancement will be carried out in the subsequent study by conducting a research development which is aimed at developing pilot learning materials and evaluate the products empirically.

References

Arkian, A. (2008). Topics of reading passages in Elt Coursebooks: What do our students really read? *The Reading Matrix*, *8*(2), 193–194.

Barbe-clevett, T., Hanley, N., & Sullivan, P. (2002). *Improving Reading Comprehension through Metacognitive*. Saint Xavier University & Skylight Professional Development.

Brown, H. D., & Lee, H. (2015). *Teaching by Principles*. Pearson Education, Inc.

Carrel, P. L., Devine, J., & Eskey, D. E. (1980). *Interactive Approaches to Second Language Reading*. Cambridge University Press.

Chamba, M. Y., & Ramirez-Avila, M. R. (2021). Word Recognition and Reading Skills to Improve Reading Comprehension. *Journal of Foreign Language Teaching and Learning*, *6*(1), 20–36. https://doi.org/10.18196/ftl.v6i1.10174

Cox, S. R., Friesner;, D. L., & Khayum, M. (2023). Do Reading Skills Courses Help Underprepared Readers Achieve Academic Success in College? *Journal of College Reading and Learning*, *33*(2), 170–196.

Dasigi, P., Liu, N. F., Marasović, A., Smith, N. A., & Gardner, M. (2019). Quoref: a Reading Comprehension Dataset with Questions Requiring Coreferential Reasoning. *Computation and Language*.

Datta, S., & Macdonald-Ross, M. (2002). Reading Skills and Reading Habits: A Study of New Open University Undergraduate Reservees. *The Journal of Open, Distance and e-Learning*, *17*(1), 69–88.

Din, M. (2020). Evaluating university students' critical thinking ability as reflected in their critical reading skill: A study at bachelor level in Pakistan. *Thinking Skills and Creativity*, *35*(September 2019), 100627. https://doi.org/10.1016/j.tsc.2020.100627

Diprossimo, L., Ushakova, A., Zoski, J., Gamble, H., Irey, R., & Cain, K. (2023). The associations between child and item characteristics, use of vocabulary scaffolds, and reading comprehension in a digital environment: Insights from a big data approach. *Contemporary Educational Psychology*, *73*(102165).

Gentry, M., & Springer, P. M. (2002). Secondary Student Perceptions of Their Class Activities Regarding Meaningfulness, Challenge, Choice, and Appeal: An Initial Validation Study. *Journal of Advanced Academics*, *13*(4), 192–204.

Hersch, J., & Andrews, S. (2012). Lexical Quality and Reading Skill: Bottom-Up and Top-Down Contributions to Sentence Processing. *Scientific Studies of Reading*, *16*(3), 240–262. https://doi.org/10.1080/10888438.2011.564244

Jack Mezirow. (1997). Transformative Learning: Theory to Practice. *New Directions for Adult and Continuing Education*, *74*, 5–12. https://www.ecolas.eu/eng/wp-content/uploads/2015/10/Mezirow-Transformative-Learning.pdf

Khan, K., Baharudin, B. B., Khan, A., & Fazal-e-Malik. (2009). Giving Opinion from Text Documents: A Survey. *The Third IEEE International Conference*, 217–222.

Koopman, E. M. E. (2016). Effects of "literariness" on emotions and on empathy and reflection after reading. *Psychology of Aesthetics, Creativity, and the Arts*, *10*(1), 82–98. https://doi.org/10.1037/aca0000041

Lampi, J. P., Armstrong, S. L., & Magliano, J. P. (2023). Reading Matters in Supporting Students: The Role of Complex Literacy Tasks in Academic Success. *Journal of College Students Retention: Research, Theory, and Practice*.

MA, X., & Reynolds, B. L. (2023). The Effect of Reading Purpose on Incidental Acquisition and Retention of Vocabulary from Reading. *Asian Journal of English Language Teaching*, *32*(1), 63–104.

Mega, I. R. (2018). the Contribution of Vocabulary Mastery and. *Edutainment*, *6*(2), 1–20.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis*. Sage Publications, Inc.

Nejadihassan, S. (2016). A Review of Relationship between Self- regulation and Reading Comprehension. *Theory and Practice in Language Studie*, *6*(4), 835–842.

Oh, C. M., Krish, P., & Hamat, A. (2022). Reading on smartphones: Students' Habis and Implications for Reading Skills. *Computer-Assisted Language Learning Electronic Journal*, *23*(1), 259–277.

Paterson, C., & Chapman, J. (2013). Enhancing skills of critical reflection to evidence learning in professional practice. *Phys. Ther. Sport*, *14*(3), 133–138.

Puspa, M. A. A., & Debora Tri Ragawanti. (2022). TheImplementationofExtensiveReadingPrinciplesinanExtensiveReadingClass: Students' Perceptions. *Eternal (English Teaching Journal)*, *13*(1), 103–116.

Rachmawati, U. (2018). *READING INTEREST OF SENIOR HIGH SCHOOL STUDENTS : A CASE. 6*(1).

Strømsø, H. I., Ivar Bråten, & Britt, M. A. (2011). Do students' beliefs about knowledge and knowing predict their judgement of texts' trustworthiness? *Educational Psychology*, *31*(2), 177–206.

Wang, L., Lee, H., & Ju, D. Y. (2018). Impact of Digital Content in Young Children's Reading Interest and Concentration for Books. *Behavior & Information Technology*, 1–8.

Whyatt, B., Witczak, O., Tomczak-Łukaszewska, E., & Lehka-Paul, O. (2023). The proof of the translation process is in the reading of the target text: An eyetracking reception study. *Ampersand*, *11*(100149).