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Reading Experiences on Exploring Personal Reading Histories of English Study Program Learners of University of Riau

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ABSTRACT

Learners have different historical reading experiences which can be analyzed from any perspectives. This study aimed to explore “the reading experiences of two successful English study program learners of the Faculty of Teacher Training and Education University of Riau in Extensive Reading course based on Exploring Personal Reading Histories”. The suitable design in answering the research question of this study is a Case Study of the two successful learners in Extensive Reading course. Based on the result of the analysis of this study, it was found that reading experiences of English study program learners of the Faculty of Teacher Training and Education University of Riau based on Exploring Personal Reading Histories is individual contexts (the facilities provided by parents and the involvement of teachers) reflecting on the process in becoming competent in each level. As a result, their experiences develop their interest to do activities of reading without instruction. It also indicates that this study contributes to reading theory, especially extensive reading relating with the other theories as well as pedagogy in teaching and learning Extensive Reading by implementing Exploring Personal Reading Histories at the beginning of the course. This finding contributes to theory of reading, especially extensive reading and to methodology in terms of the appropriate instruments and analysis for qualitative researches.

1. Introduction

Practicing Exploring Personal Reading Histories in Extensive Reading course facilitates the learners to recall their reading experiences. It means that they

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should not think what they are going to tell but they just recall the experiences dealing with reading. The experiences are their own experiences which involve them personally and holistically. Besides, they do have an opportunity to share others about their reading experiences in oral and written forms. It shows that learners majoring in English can explore their personal reading experiences in practicing Exploring Personal Reading Histories. The learners can evaluate their reading experiences, habits, and attitude in the first, second and the foreign language. Then, they discuss the past and present role of reading in their life for classroom activities in Extensive Reading program.

Exploring Personal Reading Histories is useful for English Study Program learners of FKIP University of Riau Histories (Delfi et al, 2017). The result of analysis shows that Exploring Personal Reading Histories is appropriate for Learners of FKIP University of Riau in terms of the context of Indonesian EFL learners and the activities of extensive reading for reading competency. This activity makes learners recall their reading experiences in which the experiences contribute to their reading competency. Studies show various experiences faced by learners in practicing Exploring Personal Reading Histories. Delfi (2017) found that the English Department students of FKIP University of Riau experienced reading by reading through pictures in childhood and by reading stories in the first language. In reading English texts, the learners experienced reading by understanding words, rereading the texts, reading a lot of reading materials, sharing others, and reading for entertainment and knowledge. Delfi et al (2018) also claims that the reading experiences are individual contexts and processes in gaining goals in becoming competent for each level.

English Study Learners of Program FKIP University of Riau learn Extensive Reading after learning Reading I, Reading II, and Reading III courses. The result of analysis about the Indonesian EFL learners' reading performance is in the range 66-80 (B) and the Indonesian the TOEFL score for Reading section reading is in the range 51% - 80 % (Delfi and Yamat, 2017). Meanwhile, Bumford and Day (1998, 2004) point out that extensive reading is an approach to language teaching and Exploring Personal Reading Histories is an activity provides the students to recall their reading competent indicating that they recall their experiences. The experiences are as processes supported learners to school influences, and types of readers' schemata. Family or home environment is as a primary source of background knowledge and schemata formation in reading. Family and society or community attitudes vary in different culture. Practices reading that children face in their life effect on the type of their schemata. The types of schemata that learners have are like linguistic schemata, formal schemata, and content schemata. The related theories on this study are as the following discussion.

Reading Experiences for EFL Learners

Learners will experience acquiring language and understand the content from texts like recipes, newspaper column, research papers, and lab report. Texts read are as the background knowledge for the learners to read the following texts. The

different learners' schema indicates that they are individual. The difference refers to different motivation, learning styles, and learners' strategies. Different learners' cultural and linguistic background affects on their understanding of the texts they read. Hedgcock and Ferris' (2009) in line with Koda (2010) believe that reading success is governed by the competencies of visual information extraction and prior knowledge consolidation.

EFL learners will gain the meaning and acquire the language by reading (Hedge, 2008). It is in line with Hammer (2009) who points out that reading is an appropriate activity in acquiring the language. It means that reading contributes to vocabulary and grammar. Lee and Hsu (2009) point out that readers will absorb a good source of writing because they can learn vocabulary, sentences, and text organization. Kuang Yu Chen (2014) found that syntactic knowledge is as important as vocabulary knowledge on second language reading comprehension. This study suggests that the students are provided with communicative learning environment in order to have opportunities to practice vocabulary knowledge and syntactic knowledge. Learners' reading habit are established if they live in a good literacy environment, regular reading motivation and habits in L1, and access to digitalized texts and literary texts (Iftanti, 2015). Besides, the more experiences the students have in reading English texts, the more they desire to read English texts (Salikin et al, 2017).

In Indonesia contexts, English is learnt by referring to language learning policy implemented in the curriculum. As a foreign language for Indonesia learners, English is not used in day to day communication; formal or in formal communication. Hence, they are expected to be exposed in English for the objective of English as a subject learnt. One of the possible activities that the learners do is to practice extensive reading. Consequently, EFL learners experiencing extensive reading means that they simultaneously experience learning English; they acquire the language that they learn by reading.

Extensive Reading for EFL Learners

Bumford and Day (2004) claim that readers in extensive reading read a lot of reading materials for information and enjoyment and they choose their own reading materials. ER focuses on reading as much as possible to instill enjoyment in reading as well as to learn new information while reading (Brown, 2001 and Anderson and Nunan, 2008).

The benefit of extensive reading for ESL/EFL has been proven by researchers and teachers. It can not only improve students' reading ability, but it has also been shown to expand knowledge of vocabulary, raise the general level of a language testing, and improve fluency and accuracy in writing. Mermelstein (2014) found significantly higher reading level gained by the treatment group implemented extensive reading. The study suggests that utilizing extensive reading can provide a successful alternative to improve Asian learner's reading levels as well as considering pedagogical. It is due to the fact that learners have limited chance of L2 interactions outside the classroom boundaries; reading in this study was only

for reading course in which the goal is for comprehension. Especially, it is better to make special course for extensive reading in order to enhance the students' reading skills and reading habit extensive reading in Reading course (Sarwo Edy, 2014) as well as intrinsic motivation Ho-Hyak Jang et al (2015). Learners increase reading competency through extensive reading (Milliners, 2017) as well as reading attitudes (Wisaijorn, 2017). Moreover, Delfi and Yamat (2017) point out that the contribution of extensive reading for Indonesian learners is in terms of the context of Indonesian learners, learning language, and characteristics and the benefit of extensive reading in the Indonesian EFL Learners' experiences.

The studies about extensive reading show the benefits of extensive reading for EFL/ ESL learners. They are in terms of language competence; language components and language skills, and learners' attitude, motivation, and confidence on learning language generally and specifically on reading. These are as the reflection of characteristics of extensive reading indicating the activities of extensive reading. In practicing extensive reading, learners' own interest, supports from the people around the learners since their childhood is highly expected.

Exploring Reading Personal Reading Histories; A Classroom Activity for Extensive Reading

One of classroom activities in extensive reading program is Exploring Personal Reading Histories. This activity is not based on what learners read outside of the classroom, but it is about what they experience dealing with reading. It may be about what and how the learners do reading and why they are interested in reading as well as the person involving in attracting their interest in reading. It means that this activity facilitates the learners to discuss the past and present role of reading in their lives as suggested by Bumford and Day (2004). The learners can evaluate their reading experiences, habits, and attitude in the first and the foreign language. Bumford and Day (2004) point out the components to be considered in implementing Exploring Personal Reading Histories. The components are levels, aims, preparation, and questions. The questions are about background as one's reading history; the first memory about reading, the persons involving, the most enjoying idea and types of the reading materials, favorite writers, and role of reading in life. Delfi et al (2018) refer to these components in analyzing Exploring Personal Reading Histories of the participants of their study.

These components were modified in designing Exploring Personal Reading Histories in Extensive Reading course. It was also analyzed how Exploring Personal Reading Histories is appropriate for Learners of FKIP University of Riau. The result of analysis shows that it is appropriate in terms of the context of Indonesian EFL learners and the activities of extensive reading for reading competency (Delfi et al, 2017). Involving in the context of the topic learnt is appropriate in perceiving the materials learnt (Kamaruddin and Ahmal, 2018).

A study on Exploring Personal Reading Histories in Extensive Reading course of the English Department students of FKIP University of Riau shows that students experienced reading by reading through pictures in childhood and by reading

stories in the first language. In reading English texts, they experienced reading a lot of reading materials, sharing others, and reading for entertainment and knowledge (Delfi, 2017). Another context of a study shows that the reading experiences are individual contexts and processes in gaining goals in becoming competent for each level (Delfi et al, 2018). They also found that the reading experiences are experiences developing process indicating how parents, teachers and learners play their role.

Sociocultural Theory in Reading Experience

Sociocultural theory is discussed for learning theory including language learning. McLeod (2007) point out that Vygotsky's theories refer to theories which are the fundamental role of social interaction in the development of cognition. It means that Vygotsky has developed socio-cultural approach to cognitive development based on social interaction. Lightbown and Spada (2011) discusses Vygotsky's theories about socio-cultural perspectives on second language learning in terms of mediation, self - regulation, scaffolding, zone of proximal development, micro genesis, private and inner speech, and activity theory. These are as the reflection indicating that a learner is as individual interacting with others. Language learning as a social practice involves students as active participants in constructing learning process (Kao, 2010).

Scaffolding context leads learners to better comprehension development (Davidson, 2010). He believes that sociocultural perspectives show that literacy learning is socially situated and that it is more knowledgeable than others in learning achievement. Reza and Mahmud (2013) show that the sociocultural teaching techniques (teacher and peer scaffolding) results a better reading comprehension for EFL learners and leads to higher strategic to reading comprehension development in an EFL context. The context is more conducive and facilitative for the learners to interact with teachers and peers in terms of scaffolding. It is also in line with Saleem and Azam (2015) who found the effectiveness of sociocultural approach in teaching and learning approach. It facilitates the learners to have interaction with peer group which makes them understand the new thing and face challenge. Teachers in Vygotsky's theoretical frame work mean professional development of teachers are mentoring, observation/ assessment, scaffolding, inquiry/ action research, individually guided activities, study groups, and involvement in the development process as social mediation as grounded (Shabani, 2016). He points out that teachers' development in terms of cognitive, affective, social and contextual.

Sociocultural theory has potential to create the context-based language pedagogies and activities adaptable and adoptable in different contexts (Panhwar et al, 2016). It affects on the learners' development individually. They are in terms of developing students' center and autonomous learning. The context facilitate the learners to be enable to argue, discuss and be critical and create their own knowledge. Therefore, teachers should consider how they assist the learners, especially in teaching reading. Besides, learners may use different mode in order to have interaction. Shih (2017) found that learners valued the interaction with

others facilitated by learning technologies. It can make the learners enable sharing and building of knowledge because learning is most effective and engaging through community participation. Learning technologies are keys in a social structure that readily engage individuals into social system of learning. Using technology for interaction in the process of learning develops the learners' autonomy learning. It means that simultaneously, it develops self-regulation on the learners in order to have a successful future oriented attitude as Junita et al (2018) mean.

The learners' interaction based sociocultural perspectives is also supported by the involvement of their parents (Zhang, 2015). Bergbauer and Staden (2018) found the effect of parents who engage with their children in talking about school and checking homework, the school's emphasis on academic success as well as the teachers' treatment in involving the social environment in learning activities. It shows that the learners' environments like teachers, peer group, and parents facilitate the learners to develop their learning from the perspectives of sociocultural.

The perspectives of sociocultural effect on the learners' learning process in becoming competence on the language learnt. Nor and Rashid (2018) discuss that there are two ways developing language competence; language acquisition and language learning. For language acquisition, learners develop the language unconsciously in the process of acquiring the language. Through language learning, learners learn the language consciously and are aware of rules of the language learnt. In the process of learning, teachers, peer group, and parents scaffold the learners through interaction. This process may contribute to the learners' self-regulation. In the process of practicing extensive reading EFL learners are in the process of learning English. It means that they acquire English through extensive reading. The learners' interest to do extensive reading is based self-regulation. Scaffolding plays an important role to attract the learners' interest in practicing extensive reading (Delfi, Diah, and Safitri, 2018). Therefore, this study aimed to explore the reading experiences of two successful English study program learners of the Faculty of Teacher Training and Education University of Riau in Extensive course based in Exploring Personal Reading Histories.

2. Methodology

The research design of this study employs a Case Study which is basically as a qualitative research approach. A Case Study focuses on instances of a particular phenomenon to provide an in-depth account of the event, relationships, experiences or processes occurring in the particular instance (Dencombe, 2007; Bernard and Ryan 2010). To the context of this study, the particular is about the experiences of the English Department Students of FKIP Riau University. Specifically, it focuses on the detail explanation on how the students experienced reading based on the data gained from exploration of their personal reading histories.

As the research design selected to answer the research question, the researchers chose the participants purposively; semester four students of the English Study Program, the Faculty of Teacher Training and Education, University of Riau. The participants were selected based on several criteria as suggested in qualitative research. The criteria were in terms of time and competence in studying Extensive Reading, especially in reporting exploration of personal reading experiences in oral and written. It was selected that the students studied Extensive Reading at the first time and got highest scores in the course. Besides, the students reported the exploration of their personal reading histories fluently as well as in responding questions and comments. It is reflected in the written report of the exploration.

The students who met the criteria of this study were two persons; Endang (pseudo name) and Rini (pseudo name). The appropriate instrument for the purpose of this Study was the document of the learners' exploration of personal reading histories; the exploration of personal reading histories of Endang (pseudo name) and Rini (pseudo name). These documents were analyzed thematically. In the process of analysis, the documents were read and reread to code participant's responses and classifications into themes. The classification of the themes is based on the answer of the questions on Exploring Reading Personal Reading Histories as stated earlier. The following table is an example of the process of analysis in order to gain the themes of the data.

Table 1. The Analysis for Themes (Open Coding) for Exploring Reading Histories of English Department Students of University of Riau

Question	Response	Theme
Did anyone read to you? If so, who? If not, why was that?	-When I was a kid, I often went to summer camp especially for kids.	committee
	One of the committee often read for us a bed-time story.	Teacher
	My teacher often read the story for us.	

3. Results and Discussion

The data were analyzed in terms of Endang's (pseudo name) and Rini's (pseudo name) reading experiences. It was classified based on Endang's and Rini's responses on the documents of Exploring Personal Reading Histories. The classification is for themes in order to answer the research question.

Learners' Reading Experiences

The result of thematic analysis of Exploring Personal Reading Histories is as the answer of the first research question of this study. The result of the analysis of Themes (Open Coding) for Exploring Personal Reading Histories of learners of the Faculty of Teacher Training and Education University of Riau is in Table 2.

Table 2. Endang and Rini for Learners' Reading Experiences

Endang	Rini
- Learning letters before entering kindergarten	- Learning letters at the first year of elementary school elementary school
- Being able to read	- Recognizing letters
- Enjoying reading comic	- Being able to read at the second year of elementary school
- Recognizing any reading materials	- Enjoying reading comic and fairy tales
- Listening stories	- Reading for religious purposes
- Enjoying reading fiction and short novels	- Really enjoying reading comics
- Practicing reading anywhere	- Reading as if having adventure, gaining the value of life, and understanding in respecting relationship
- Realizing that reading is for life	- Reading English texts for learning as an English Study Program student
- Recognizing English alphabets and English songs	- Enjoying reading the materials about English history and culture and romance as a teenager
- Reading English texts, books, and stories	- Quoting the interesting sentences
- Reading online sources	

Endang

Endang faces experiences developing her reading competence based on contexts and people around supporting her to do activities of reading. In childhood, she was in the contexts attracting her interest to do reading. She was facilitated by her parents with the contexts developing her reading competence. Her parents taught her reading before entering kindergarten; therefore, she has been able to read before entering kindergarten. She has also been enjoying reading comic before entering kindergarten. She supposed that reading comic was as her favorite activities. She wrote "Reading comic has become my favorite activity since I was a kid even up until now".

Her parents did not only teach her to be able to read but also facilitated her with reading materials. They also facilitated Endang to be in the context of developing reading interest. Her parents took her to the greatest bookstore in Pekanbaru (her town). This experience makes her recognize any kinds of reading materials, books including encyclopedia. This experience affects on the growth of interest in reading; she began to love reading any kinds of books including encyclopedia. It shows that her interest in reading was developed in the context of various reading materials in the book store. Besides, introducing the context of reading materials, her parents also made her to be immersed in the context of reading activities. They sent her to join Summer Camp (a program for kids) when she was a child. The program provided her listening to fairy tales, fables, and other bed-time stories. The committee read these stories for the participants in that program. It

shows that Endang immersed in the context of enjoying reading when she was in Summer Camp.

The experiences based on facilities provided by her parents develop Endang's interest in reading fictions. This is as a reflection her supports dealing with reading; introducing reading through interesting activities and interesting reading materials. The experiences on recognizing and involving in reading activities and recognizing reading make Endang do reading activities and read various reading materials based on her own interest. Besides, it also makes Endang intend to do reading in any places. She reads the story alone at home or in the library. She also spent her time reading with her cousin. It is as the indication that Endang really enjoyed doing the activity. She stated that it is not a kind of tasks "When I was a child, I did not find reading is a difficult task."

Her experiences in practicing reading make her keep on reading stories and develops into reading novels in any genres. She also realizes that she is interested in reading scientific reading materials. She wrote "I also like reading scientific book, especially encyclopedia." As her growth and the development of technology, her interest in any reading materials is also developed. She tends to read online reading materials. She also has favorite writer that she is interested in to read his works.

Endang supposes that reading is for her life. She realizes that life in the present time and future depends on reading. She is a student now; she needs to do reading. Her life in the present is for the future. It means that she needs to read a lot in gaining the future life. Besides, in facing her life, she also needs to read for a religious purposes. It shows that Endang experiences reading for life in which she perceives that she needs to know things based on what she understands from what she reads.

Experiences in reading English texts are based on her experiences on listening reading English songs and English alphabets when she was a child, specifically before entering kindergarten. It means that her parents also introduced Endang to English by providing English songs that attracts the children interest and contains learning; interest for learning and learning for interest. This experience is in line with the experience when she was at kindergarten. She learnt formally English alphabets and numbers. She learnt how to pronounce the alphabets and numbers.

The experiences in learning English develop when she was at elementary school. She joined an English course which provides her more experiences in learning English. At this level, she began reading English texts, books, and short novels. When she knew that there were online English comics, she read the online comic. She wrote the sentences and expression in English used in daily life when she found the expression in the process of reading. She mentioned "I can gain some specific sentences for my daily life." The result of analysis indicates that Endang faces valuable reading experiences since childhood because she was provided with valuable reading experiences on English and Indonesian in childhood.

Rini

Rini faced different historical experiences with Endang. She began her education at elementary school because her family could not afford her education at kindergarten. She recognized letters at elementary school. She still remembers the way how the teacher at elementary school taught her alphabet. She and her classmates listened to the teacher reading alphabet and they repeated loudly after the teacher. She was able to read texts at the second grade of elementary school. However, it was difficult for her to read at that time. She wrote "...there are so many words written closely one to another." The teacher treatment made her improve reading texts. The teacher asked her to read in good manner. The teacher's treatment makes her confident to read a full text. She was not worried anymore about the letters which are closer each other. She still keeps in mind the teacher's treatment in the classroom. It seems that she intent to say that teacher understand the students' problem.

Rini said that the teacher often read story, like legend. The teacher sometimes told the story enthusiastically. She could notice that the teacher sometimes used body language in expressing the idea of the story. She also told the students about her own experiences and life story. Rini could notice the way how the teacher guided the class in order to make the students be able to read. For instance, the teacher asked the students to read to peer in the classroom. It means that every student has a chance to read. She also wrote "My teacher often asked me to read for some friends who are able to read correctly." It seems that the teacher's treatment was useful for her ability in reading. Reading activities that Rini practices was reading activities done at school involving teachers and friends.

At the second year of elementary school, she could understand texts if the texts have pictures. It is difficult for her to understand texts without pictures. If she read the texts without pictures, she should read the texts twice. She still preferred at that time to read texts that have pictures even though she could understand the texts without pictures.

When she was a child, she read comics borrowed from her brother because he has many comics. She also reads for religious purpose guided by her aunt although she had not understood yet the purpose. She really enjoys reading comics because she feels that she has adventure and gains the value of life. Besides, she also knows ways respecting relationship. She could gain more than what she understands by reading such kinds of reading materials. She stated "... I feel so many adventure and imagination..." The experience of loving reading comics also develops her intention to focus on reading the materials that she should read as an English Study Program student. She is interested reading the materials about English history and culture. As a teenager, she is also interested reading romance. In the process of reading, she sometimes quote the interesting sentences. She supposes that reading is as a friend. She feels lonely when she does not do the activity of reading, therefore, she reads every day. She stated "... reading is very important for us". Kinds of reading materials that Rini enjoys are comics and fairy tales. She could gain more than what she understands by reading such kinds of

reading materials. She stated “... I feel so many adventure and imagination...”

The result of this study found that reading experiences of English study program learners of the Faculty of Teacher Training and Education University of Riau based on Exploring Personal Reading Histories is in individual contexts (the facilities provided by parents and the involvement of teachers) reflecting on the process in becoming competent for each level. It makes them do activity of reading based on their own intention and interest. It proves that it is not only based on instructions.

Meaningful experiences that Endang and Rini faced indicates that they have been experiencing extensive reading since childhood. The experiences develop their reading competence and their reading interest. These experiences direct them to be successful learners in Extensive Reading course. It is in line with Hedgcock and Ferri's (2009) and Koda (2010) that reading success is governed by the competencies of visual information extraction and prior knowledge consolidation. It shows that the learners' reading competence is supported by their prior knowledge. The more they read the more they have prior knowledge for texts read.

Endang's and Rini's reading competence are based on the components of language that they acquire in practicing extensive reading. They acquire syntactic knowledge and vocabulary knowledge through reading. These components are needed in second language reading comprehension (Kuang Yu Chen, 2014). The competence develops the learners' interest in reading. Being competence in one level of reading competence develop their interest to do the following for the following competence. Ho-Hyak Jang et al (2015) found that extensive reading activities have a positive influence on students' reading proficiency and their intrinsic motivation. It is as Endang and Rini experience in which they enjoy reading in becoming competence in reading.

Endang and Rini experienced reading history in different context and situation. Endang' experiences develop her reading competence based on contexts and people around supporting her to do activities of reading since childhood. She was taught reading by her parents before school age. It was also supported by providing reading materials reading activities. She was taken to the greatest books store in her town. Besides, she was also sent to the place providing them to attract her interest in reading. These facilities make Endang recognize any reading materials and do the activity of reading based on her own interest. Endang's experiences is as the role of scaffolding context leading learners to better comprehension development (Davidson, 2010). This is as the reflection of sociocultural theory in which has potential to create the context-based language pedagogies and activities adaptable and adoptable in different contexts (Panhwar et al, 2016), especially, on the involvement of the parents (Zhang, 2015). He states that the learners' interaction based sociocultural perspectives is also supported by the involvement of their parents. Besides, Bergbauer and Staden (2018) found the effect of parents engaging with their children in involving the social environment

and in learning activities. It shows that parents facilitate the learners to develop their learning from the perspectives of sociocultural.

The result of thematic analysis from data of Exploring Personal Reading Histories shows the meaningful experiences of Endang and Rini. The experiences direct her to be successful learners in Extensive Reading course. It indicates the role contexts and the people around play role in attracting and developing Endang and Rini reading interest. These are also in line with their own self-regulation involving and enjoying reading in their context and environment. These experiences developed the process reflecting the progress from process to another process. Whatever the process that Endang and Rini experience, they have similar points of view for the activity of reading. Every experience that they faced is meaningful for them in developing their reading competence. Their experiences reflect on the practice of extensive reading; they do reading because they want to do; not just instructions.

4. Conclusion

This study was conducted in order to answer the research question about the reading experiences of the successful English study program learners of the Faculty of Teacher Training and Education University of Riau in Extensive Reading course based in Exploring Personal Reading Histories. The research finding is that the experiences are individual contexts (the the facilities provided by parents and the involvement of teachers) reflecting on the process in becoming competent for each level. Their experiences developing their interest to do activity of reading without instructing is individual contexts (the the facilities provided by parents and the involvement of teachers). These reflect on the process in becoming competent for each level. Besides, their experiences develop their interest to do activity of reading without instructing.

The finding of this study contributes to theory, pedagogy, and methodology as the implication of this study. It contributes to reading theory, especially extensive reading relating to the other theories. Reading as an individual activity is as a reflection of the involvement of environment providing facilities from childhood in developing reading interest. It develops her/his reading competency from one level to the next levels. Learners' interest in reading Indonesian reading materials effects on reading and learning English. Therefore, it simultaneously contributes to pedagogy in teaching and learning Extensive Reading by implementing Exploring Personal Reading Histories at the beginning of the course. This activity effects on learners in recalling their experiences developing their interest in reading as the objective of Extensive Reading course. Moreover, this finding contributes to methodology in terms of using axial coding for analysis and using for interview for instruments.

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