

EFL PRE-SERVICE TEACHERS' ATTITUDES TOWARD READING FOR PLEASURE: A QUALITATIVE STUDY

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Abstract

The research study focuses on exploring the attitudes of pre-service teachers towards reading for pleasure. The objectives of the study are to determine the thoughts and beliefs, emotions, and behaviors of pre-service teachers towards reading for pleasure, as well as to understand why reading for pleasure is desirable for them. The study adopts a qualitative research design and is conducted at the Islamic University of Malang, with five pre-service teachers as participants. The data collection involves semi-structured interviews, and the data is analyzed using content analysis. The findings of the study reveal that pre-service teachers have positive attitudes towards reading for pleasure. They view it as a fun, enjoyable, and relaxing activity that brings them happiness and various benefits. The participants believe that reading for pleasure fosters a liking for books and readings, and they value the freedom to choose their own reading materials. Their behaviors align with their positive attitudes, as they actively engage in reading for pleasure to relax, enjoy themselves, and improve their emotional well-being. The implications of the study suggest that promoting leisure reading among pre-service teachers can improve their attitudes towards reading and general well-being. It is recommended to offer a variety of reading materials and allow them to choose what they want to read. This can foster a positive outlook on literature and reading in general. However, further research is needed to explore these attitudes in different contexts and examine the long-term impact of reading for pleasure on professional development.

Kata Kunci: reading for pleasure (RfP), attitude (CAB –cognitive, affective and behavioral), EFL pre-service teachers’.

INTRODUCTION

Attitude or Perception

Attitude and perception are one of many terms that we use frequently but it is interesting to know that both of them are not the same, most of the time attitude is the outcome of experience or upbringing and they have a strong influence over behavior thus, affect the way people react in different conditions. (Cherry, 2022) meanwhile, perception is the way we perceive information through our senses. It is clear from the explanation that perception is the way we perceive information while attitude is the thing that can influence our perception of (emotion, belief, behavior, experience, and social norm). There are three components of attitude or CAB –The cognitive component is made up of your thoughts and opinions regarding the matter, the affective component is how something makes you feel, and the behavioral component is how your attitude

affects your behaviors. We do not have to worry because attitude is not set in stone they can be changed.

Following Nespor (1987), even if teachers have equivalent backgrounds in science, they are prone to educate in different ways since teachers' opinions have a greater influence on how they teach than their knowledge.

Reading for Pleasure (RFP)

Before this research, some studies have connected enjoyment of reading to scholastic gains in other subjects like math and vocabulary (Sullivan and Brown 2015) as well as the improvement of social and emotional abilities to adapt to other cultures, experiences, feelings, and circumstances (Sainsbury and Schagen 2004; Howard 2011; DfE 2012; Whitten, Labby, and Sullivan 2016). In educational discourse, the phrase "reading for pleasure" is not regularly employed (Clark and De Zoysa 2011; Bearne and Reedy 2018). Ayun and Yunus (2017) point out that reading is a difficult process. As a result, to fully grasp what is written, readers must decode the language and make conclusions. As a consequence, they will have instructions for comprehending the material, as well as background knowledge. Accordingly, to demonstrate well-attained understanding, comprehension tasks typically entail reading textbooks, answering questions, recognizing primary ideas, synthesizing ideas, and summarizing what is read (Yunus & Ubaidillah, 2021). Moreover, Lian and Yunus (2018) emphasize the need for learning to read by applying a transformational learning model which does not just know the meaning of words but arrives at the meaning of the existing text. This is done to eliminate students' anxiety. The paragraph emphasizes the importance of learning to read using a transformational learning model. It suggests that simply knowing the meaning of individual words is not enough; instead, the focus should be on deriving meaning from the text as a whole. The intention is to address and alleviate students' anxiety related to reading. Iklima et al. (2020) emphasized that the difficulty of reading English among junior high school students was caused by the students' ignorance in the reading process and also the lack of vocabulary so students are hard to comprehend texts. The idea presented in the paragraph aligns with common challenges faced by language learners. Ignorance in the reading process, such as a lack of familiarity with reading strategies and techniques, can impede students' ability to extract meaning from texts. according to Yunus (2015), comprehension is part of the learning process listed from the low level of cognitive achievement: knowledge, comprehension, and application. Comprehension is also be done through technologies to avoid anxiety. It highlights the importance of comprehension as a fundamental aspect of the learning process. Rose Review (DfES 2006) the ability to recognize words paired with linguistic understanding is what is meant by the act of reading (Lockwood, 2008) the position of what kinds of text can be read as 'reading for pleasure' was acknowledged and considered. He points out that, in addition to popular and literary fiction, nonfiction, comic books, newspapers, and online versions of various sorts of literature should be included. Therefore, in this paper, reading for pleasure is defined as the act of reading when one chooses the text voluntarily on their own accord to gain personal satisfaction and enjoyment.

Reading Situation in Indonesia

In term of reading interest it is said that Indonesia place in bottom rank, it is difficult but not impossible to improve the state of language teaching in Indonesia, especially when it comes to reading for pleasure. The 2015 PISA results showed low levels of literacy in English among Indonesian students, with reading scores being notably low. This raises questions and demonstrates the necessity of initiatives to enhance Indonesian students reading practices and abilities.

The Indonesian government established the Gerakan Literasi Nasional (National Literacy Movement) in 2014 to address this issue. By encouraging a love of reading, this movement seeks to

raise students literacy levels. As part of this movement, the Gerakan Literasi Sekolah (School Literacy Movement) and Gerakan Literasi Keluarga (Home Literacy Movement) were established to involve schools and families in fostering a reading culture.

The Indonesian Extensive Reading Association (IERA) was founded in 2016 to support government programs. In order to increase students' enjoyment of reading, IERA wants to spread the idea of extensive reading to schools and institutions. For schools to execute extensive reading programs, they offer workshops, roadshows, and support.

Numerous factors affect the effectiveness of comprehensive reading programs in Indonesian schools. Support for schools is essential, to start. School officials must lay out a detailed plan for creating libraries and supplying funds to buy books. In addition, teachers are essential in putting comprehensive reading programs into practice. By reading themselves and suggesting books to students, they should serve as reading role models. Teachers who enjoy reading themselves might encourage their students to do the same.

Another important aspect is the availability of books. Libraries in schools need to contain enough books to accommodate the range of reading levels and interests of students. When teaching English-language learners, the availability of graded readers can be especially beneficial. Even though some schools might have trouble paying for books, the availability of free online graded resources presents a viable answer.

In conclusion, there are potential for growth as well as obstacles in the state of language teaching in Indonesia, notably reading for pleasure. The goals of government initiatives and those made by groups like IERA are to encourage a reading culture and raise literacy levels among students. In order to build successful extensive reading programs in Indonesian schools, the school must have support, teachers must be enthusiastic, student must be enthusiastic, and books must be readily available. By tackling these issues, Indonesia may endeavor to develop a populace that is educated and well-read and capable of thriving in today's society.

METHODOLOGY

we used a case study research design to ensure specific and narrow focus production to get in-depth information on using qualitative data to analyze efl pre-service teachers training attitudes toward reading for pleasure. The participants in this study are five pre-service teachers (4 female and 1 male) from the English education department at Islamic University of Malang, East Java, Indonesia. They are in their 8th semester and aged between 22 and 23 years. These participants were selected to gain insights into the attitudes and beliefs of future educators, gather diverse perspectives, understand challenges and opportunities in promoting reading for pleasure among pre-service teachers, and explore the attitudes of individuals pursuing a career in teaching English. To ensure confidentiality, pseudonyms using the initials of the students and numbers will be used to refer to each participant, including student 1.

After determining which participants to be interviewed then it will continue with questions about reading for pleasure also follow-up questions if there any, which is a question derived from the participants' answers. Before collecting data, I will explain the purpose of the research to participants including the benefits for personal and social aspects, to make it easier for participants to understand the interview; the interview will be conducted alternately using the national language and English. The interview will be recorded using a recorder, and this interview will be conducted offline, and face-to-face.

The data analysis in this study followed the content analysis procedures proposed by Hamdoyo Puji Widodo (2006), which involved a five-phase guide. The first phase, "Listening To Talking Data," focused on transcribing verbal data and involved attentive listening through steps like warm-up listening, follow-up listening, close listening, repeated and selective listening, and analytical listening. The second phase, "Shaping Talking Data," emphasized the design or format of

the transcript to present verbal data in a well-organized manner. It involved preparing a template, managing information, humanizing transcribed data (considering grammar), and situating transcribed data ethically. The third phase, "Data Transmission with an Interpretative Goal," involved describing and analyzing the data using sound methodology. The level of accuracy in transcribing talking data depended on the interpretative intent, which could be naturalism (thoroughly recording each word) or denaturalism (eliminating idiosyncratic speech characteristics). The fourth phase, "Reproducing or (Re) Constructing Talking Data," highlighted the distinction between transcribing verbal data and reproducing data. Transcription was seen as a way to (re)construct talking data, acknowledging the researcher's control over the gathered information and the collaborative nature of data production in dialogic conversations. The fifth phase, "Building Data Credibility," focused on establishing credibility in qualitative research. Member checking, where participants provide feedback on the accuracy of presented and interpreted data, was highlighted as a primary method for establishing credibility.

FINDINGS

The findings of this research are divided into four parts which are the pre-service teacher's thoughts and beliefs toward reading for pleasure, the pre-service teacher's emotion toward reading for pleasure, the pre-service teacher's behavior toward reading for pleasure, and how can reading for pleasure be desirable for pre-service teacher's.

Pre-service teacher's thoughts and beliefs toward reading for pleasure

Table 4.1 Table of pre-service teacher thoughts and beliefs towards reading for pleasure

Thoughts and Beliefs Towards RfP	Pre-service Teachers Initials				
	Students 1	Students 2	Students 3	Students 4	Students 5
Reading for pleasure as a fun and enjoyable activity	✓	✓	✓	✓	✓
Reading for pleasure as a means to foster a liking for books			✓		
Freedom of choice in reading for pleasure			✓	✓	
Reading for pleasure improves mood and fills empty time	✓			✓	
Reading for pleasure is relaxing and mood-lifting	✓	✓		✓	✓

▪ Reading for pleasure as a fun and enjoyable activity

This theme is evident in the responses of all the students. They express that reading for pleasure is a fun and enjoyable activity that improves their mood and fills their empty time. For example, Student 1 declares, for instance, "I think reading is fun, especially reading novels that will improve mood and fill empty time." "That is enjoyable and relaxing," student 2 adds. This subject reveals that pre-service teachers have a favorable attitude toward reading for pleasure and see it as an enjoyable way to unwind.

▪ Reading for pleasure as a means to foster a liking for books

Student 3 mentions that “Reading for pleasure involves choosing readings freely to foster a sense of liking for books or readings.” This suggests that pre-service teachers believe that reading for pleasure can cultivate a positive attitude toward books and reading in general. This theme highlights the potential of reading for pleasure to develop a lifelong love for reading among students.

▪ Freedom of choice in reading for pleasure

The students mention that reading for pleasure involves choosing the readings freely. Student 3 states, "The readings chosen by readers freely foster a sense of liking books or readings." Students 4 adds, "Reading for pleasure makes the reader obtain satisfaction in the content read." This shows that pre-service teachers value having the freedom to pick the reading items they want to read, which enhances their enjoyment of reading for pleasure.

▪ Reading for pleasure improves mood and fills empty time

Student 1 believes that “Reading is fun, particularly when it comes to reading novels that can improve mood and fill empty time.” Student 4 adds, that “Reading for pleasure brings satisfaction to the reader through the content they engage with.” This point of view places a strong emphasis on the satisfaction and joy that come from reading for pleasure. It implies that when people appreciate and enjoy the reading material, it improves their general satisfaction with what they are doing.

▪ Reading for pleasure is relaxing and enjoyable

Both Student 2 and Student 5 underline the benefits of reading for pleasure and emphasize how delightful and calming it is. Simply put, student 2 says “Reading for pleasure is relaxing and enjoyable.” This demonstrates a general understanding of the relaxing and enjoyable benefits of reading for pleasure. It implies that Student 2 views reading as a means to relax, unwind, as well as enjoyment. Reading for pleasure is expressly referred to by Student 5 as an “Enjoyable and mood-lifting activity.” Student 5 is aware of how reading affects emotions, especially in terms of improving mood. This suggests that student 5 views reading as a source of joy and a useful method for enhancing mental well-being.

Overall, pre-service teachers have a positive perception of reading for pleasure, recognizing its potential to improve mood, fill empty time, and develop a lifelong love for reading. They appreciate the freedom of choice and see reading for pleasure as a source of satisfaction and emotional engagement.

The pre-service teacher's emotions toward reading for pleasure

Table 4.2 Table of pre-service teacher emotions towards reading for pleasure

Emotions Towards RfP	Pre-service Teachers Initials				
	Students 1	Students 2	Students 3	Students 4	Students 5
Emotional engagement with reading	✓	✓	✓	✓	✓
Reading for pleasure as a source of satisfaction				✓	
Reading for pleasure as a mood-					✓

lifting activity					
Reading for pleasure as a means to combat negative emotions	✓	✓	✓	✓	
Positive emotions that reading for pleasure is related with	✓	✓	✓	✓	✓
The variety of feelings felt while reading	✓			✓	✓
Satisfactions and benefits derived from reading for pleasure					✓

▪ Emotional engagement with reading

When asked about their feelings while reading, the students express a range of emotions, including happiness, sadness, and anger. Student 1 states, "Even if the storyline is sad, our reflexes for those who read it will cry and vice versa." Student 4 adds, "Happy, sad, angry, happy." This theme suggests that pre-service teachers experience a deep emotional connection with the content they read, which enhances their reading experience.

▪ Reading for pleasure as a source of satisfaction

Student 4 states that "Reading for pleasure makes the reader obtain satisfaction in the content read." This suggests that pre-service teachers perceive reading for pleasure as a fulfilling activity that brings a sense of satisfaction. This theme emphasizes the emotional and personal benefits that individuals derive from reading for pleasure.

▪ Reading for pleasure as a mood-lifting activity

Student 5 describes reading for pleasure as an enjoyable and mood-lifting activity. She states, "If I am sad, just reading funny or happy comics and novels can lift my mood to a better one." This theme suggests that pre-service teachers perceive reading for pleasure as a means to improve one's emotional well-being and uplift one's mood.

▪ Reading for pleasure as a means to combat negative emotions

Several students mentioned that reading for pleasure helps them combat feelings of loneliness and sadness. Student 2 states, "It helps me combat the feelings of loneliness." Student 3 adds, "It helps me combat the feelings of sadness." This theme suggests that pre-service teachers perceive reading for pleasure as a coping mechanism to alleviate negative emotions and improve their well-being.

▪ Positive emotions that reading for pleasure is related with

Participants express positive feelings and happiness when engaging in reading for pleasure. Student 1 mentions that "Reading helps restore a bad mood to a good one." Student 2 simply states, "Because it makes me happy." Student 3 suggests that "positive feelings may arise from gaining new experiences and imagining good things."

▪ The variety of feelings felt while reading

Participants admit that reading for pleasure might make them feel a variety of emotions, such as joy, despair, and rage. According to Student 1, “Even if the storyline is sad, readers may cry, and vice versa.” Student 4 responds, “Happy, sad, angry, happy.” Student 5 talks about “being absorbed in the characters' world and feeling the same emotions as them.”

▪ Satisfaction and benefits derived from reading for pleasure

The students express satisfaction and highlight various benefits they derive from reading for pleasure. Student 5 states, “Because I feel satisfied after knowing the end of the book I wanted to read or when I feel happy because of the content of the book also many other benefits.” This theme suggests that pre-service teachers perceive reading for pleasure as a fulfilling and enriching activity that offers personal and intellectual rewards.

Overall, pre-service teachers perceive reading for pleasure as a happy and gratifying activity that enables them to escape, unwind, and feel emotional well-being. They have positive emotional experiences when doing so.

The pre-service teacher's behavior toward reading for pleasure

Table 4.3 Table of pre-service teacher behaviors toward reading for pleasure

Behaviors Towards RfP	Pre-service Teachers Initials				
	Students 1	Students 2	Students 3	Students 4	Students 5
Influence of experience on attitudes towards reading for pleasure	✓		✓	✓	✓
Influence of social norms on attitudes towards reading for pleasure		✓			
Reading for pleasure on various occasions	✓	✓	✓	✓	✓
Reading for pleasure is supported	✓	✓	✓	✓	✓

▪ Influence of experience on attitudes towards reading for pleasure

The students' opinions shed light on the influence of experience on pre-service teachers' positive attitudes toward reading for pleasure. Student 1 emphasizes that “Reading novels can provide valuable experiences and enhance critical thinking.” She also acknowledges that reading is an enjoyable activity that offers information. Student 4 further supports this idea by mentioning her experience in reading, “Both in educational and non-educational contexts.”

These statements suggest that pre-service teachers believe their positive attitudes towards reading for pleasure are shaped by their own experiences. They recognize that reading can provide meaningful experiences, stimulate critical thinking skills, and offer valuable information. This theme underscores the role of personal experiences in shaping their perceptions of reading for pleasure

Additionally, Student 3 adds that “Experience may influence reading for pleasure because it is connected to their lives.” This further emphasizes the significance of personal experiences in shaping their attitudes towards reading for pleasure

Collectively, these opinions highlight the role of experience in influencing pre-service teachers' positive attitudes toward reading for pleasure. They recognize that their encounters with reading, such as gaining knowledge, thinking critically, and finding enjoyment, contribute to their favorable perceptions of reading for pleasure

▪ Influence of social norms on attitudes toward reading for pleasure

Student 2 mentions that “social norms influence their thoughts about reading for pleasure,” indicating that pre-service teachers are aware of the impact of societal expectations and norms on their attitudes towards this type of reading. This recognition suggests that pre-service teachers acknowledge the influence of broader social factors in shaping their perspectives on reading for pleasure

The opinions of Student 2 collectively underscore the significance of “social norms” concerning reading for pleasure among pre-service teachers. They highlight the importance of considering societal expectations and norms when promoting the value of reading for pleasure, both in the classroom and beyond. Recognizing the influence of social factors can help educators and policymakers create an environment that encourages and supports reading for pleasure, taking into account the broader context in which attitudes toward reading are formed

▪ Reading for pleasure on various occasions

The students mention several situations, such as being unhappy, pleased, bored, or wanting to learn something new, when they feel the strongest impulse to read. This topic implies that pre-service teachers read for enjoyment for a variety of reasons and in varied contexts. It emphasizes how versatile reading for pleasure is as a pastime that may be enjoyed in a variety of situations.

▪ Reading for pleasure is supported

All participants express support for reading for pleasure. They believe that reading for pleasure makes them happy and provides various benefits. Student 1 states, "Yes, I support it because makes me happy." Student 3 supports reading for pleasure “because of the benefits it offers.”

Overall, pre-service teachers demonstrate behaviors that align with their positive attitudes. They engage in reading for pleasure to relax, enjoy themselves, and improve their emotional well-being. They actively seek out materials that interest them personally, emphasizing the importance of personal choice in their reading habits. These behaviors reflect their positive perception of reading for pleasure and its potential to shape their future teaching practices.

Reading for pleasure can be desirable for pre-service teachers

Table 4.4 Table of pre-service teacher reasons to desire reading for pleasure

Reading for pleasure can be desirable	Pre-service Teachers Initials				
	Students 1	Students 2	Students 3	Students 4	Students 5
Reading for pleasure as a source of new experiences	✓		✓	✓	✓
Reading as a Source of Information	✓		✓	✓	✓

Reading for pleasure can be desirable	Pre-service Teachers Initials				
	Students 1	Students 2	Students 3	Students 4	Students 5
and Knowledge					
Reading for pleasure fosters a sense of liking books or readings			✓		
Reading for pleasure helps combat loneliness and sadness	✓	✓	✓	✓	

▪ Reading for pleasure as a source of new experiences

Student 3 mentions that “Reading for pleasure allows for new experiences.” This suggests that pre-service teachers believe that reading for pleasure exposes individuals to different perspectives and enriches their knowledge and understanding. This theme highlights the educational value of reading for pleasure. Student 1 adds, "Reading novels can provide a lot of experience and help us think critically, besides that reading also produces some information and of course, reading is one of the most enjoyable activities."

▪ Reading as a Source of Information and Knowledge

Student 1 expresses that “Reading novels can offer a wide range of experiences and contribute to critical thinking.” Additionally, she highlights that reading generates information. This opinion indicates that student 1 values reading as a means to broaden one's experiences, enhance critical thinking skills, and acquire new knowledge. She recognizes the potential of reading novels to provide not only entertainment but also intellectual enrichment

Similarly, Student 5 emphasizes that “Reading novels and comics provides her with information and knowledge.” This suggests that student 5 perceives reading as a valuable source of learning and acquiring insights. By engaging with novels and comics, student 5 finds opportunities to expand her knowledge base and gain information enjoyably and engagingly.

▪ Reading for pleasure fosters a sense of liking books or readings

Student 3 expresses the idea that “Individuals can cultivate a liking for books or readings by freely choosing the material they read.” This opinion reflects an understanding of the importance of personal choice and autonomy in developing a positive attitude towards reading for pleasure.

Student 3 suggests that “When readers have the freedom to select their readings, it contributes to fostering a sense of liking for books or readings.” This perspective suggests that pre-service teachers, like student 3, understand the value of letting readers explore their interests and preferences. Readers are more likely to truly enjoy and appreciate books if they have the freedom to select things that suit their likes and curiosities.

▪ Reading for pleasure helps combat loneliness and sadness

Student 2 states that “Reading for pleasure helps them combat the feelings of loneliness.” This shows that student 2 views reading as a sort of friendship or relaxation, offering a way to lessen the loneliness-related feelings of isolation or solitude. Student 2 finds peace and a sense of community through reading which helps against the bad feelings connected to loneliness.

Similarly, Student 3 mentions that “Reading for pleasure helps combat feelings of sadness.” This indicates that student 3 views reading as a tool for emotional well-being. Engaging in enjoyable reading materials can serve as a form of emotional escape, distraction, or upliftment, allowing student 3 to cope with and alleviate sadness.

Reading for pleasure is often regarded as desirable by pre-service teachers due to its capacity to offer fresh experiences, knowledge gain, emotional involvement, and support for mental well-being.

DISCUSSION

The literature review highlights the distinction between attitude and perception. Attitude is described as the outcome of experience or upbringing, which influences behavior and reactions in different conditions. On the other hand, perception refers to the way we perceive information through our senses. This understanding aligns with the findings from the interview data, where pre-service teachers express positive attitudes towards reading for pleasure. They view it as a fun, enjoyable, and relaxing activity that improves mood and fills empty time. This positive attitude is influenced by their experiences and the autonomy to choose their own reading materials. (Day & Bamford 1998; Dzulfikri 2021)

The findings also emphasize the emotional engagement and satisfaction derived from reading for pleasure. Participants in the study acknowledge that reading for pleasure evokes a range of emotions, including happiness, sadness, and anger. They describe being absorbed in the characters' world and feeling the same emotions as them. This aligns with the literature that recognizes reading for pleasure as a source of new experiences that expose individuals to different perspectives and enrich their knowledge and understanding (Whitten, Labby, and Sullivan 2016; Whitten, Schagen, and Schagen 2004; Howard, 2011; DfE, 2012). It also highlights the role of reading for pleasure in fostering a liking for books and readings, cultivating a positive attitude towards literature.

The findings also shed light on the behaviors of pre-service teachers towards reading for pleasure. They actively seek out materials that interest them personally, emphasizing the importance of personal choice in their reading habits. This aligns with the literature that emphasizes the autonomy to select reading materials as a crucial factor in enjoying reading for pleasure (Sangkaeo, 1999). The availability of materials is also found to be a significant factor, with participants preferring printed materials over online resources due to issues with internet access and technical difficulties (Anyaeibu, 2016; Dzulfikri & Saukah, 2017; Reedy & Carvalho, 2019).

There are limits to take into account, despite the fact that the results offer insightful information about the behaviors and attitudes of pre-service teachers toward reading for pleasure. Five pre-service teachers in their eighth semester make up the study sample, which may not be representative of all pre-service teachers or the population as a whole. The study also depends on interviewees' self-reported data, which can contain biases and mistakes. To ensure the generalizability of the results, future study may take into account a larger and more varied sample.

The study's implications have two different effects. The results firstly emphasize the significance of fostering an atmosphere that supports and promotes reading for pleasure. The influence of social elements and the larger context in which reading attitudes are formed might be considered by educators and policymakers. This can entail facilitating access to a range of reading resources, encouraging independence in selecting books, and promoting a good attitude toward reading for pleasure. The study also underlines the emotional and personal advantages of reading

for pleasure. This implies that implementing reading for pleasure in educational settings can enhance students' emotional well-being and overall learning delight.

CONCLUSION AND SUGGESTION

Suggestion

The findings provide light on how pre-service teachers feel about reading for pleasure. According to the findings, pre-service teachers have good opinions regarding reading for pleasure and see it as an entertaining, enjoyable, and relaxing pastime. They see it as a way to unwind along with entertainment that might lift their moods and pass the time. Student 5 recognizes the educational value of reading for pleasure and sees it as a way to learn information and knowledge. She thinks that reading books and comics can help one learn useful information and foster critical thinking. Student 3 also appreciates having the freedom to choose their own reading content, which adds to their enjoyment of reading for pleasure.

The emotional engagement of pre-service teachers in reading for pleasure is evident, as student 4 describes experiencing a range of emotions while reading, including happiness, sadness, and anger. Student 5 and 1 feel absorbed in the characters' world and empathize with their emotions. Engaging in enjoyable reading materials serves as a form of emotional escape, distraction, or upliftment for pre-service teachers, allowing them to cope with and alleviate sadness.

The results further emphasize the value of individual freedom and autonomy in cultivating a favorable attitude toward reading for pleasure. Student 3 thinks that having the opportunity to select their own readings encourages their interest of books and reading. They appreciate the chance to read based on their own tastes and interests. The accessibility of materials has become essential with pre-service teachers favoring printed resources over online ones due to technological challenges and limited internet access.

The findings of this study have important implications for the context of English language teaching. Firstly, the positive attitudes of pre-service teachers towards reading for pleasure suggest that incorporating this practice into English language classrooms can have a beneficial impact on students' attitudes towards reading and their overall well-being. By promoting reading for pleasure, teachers can create a more engaging and enjoyable learning environment, which can enhance students' motivation and enthusiasm for learning English.

Furthermore, the emphasis on autonomy and choice in reading for pleasure aligns with the principles of learner-centered approaches in English language teaching. Allowing students to select their own reading materials based on their interests and preferences can empower them and foster a sense of ownership over their learning. This can lead to increased engagement and a deeper connection with the English language.

In addition, the emotional engagement and satisfaction derived from reading for pleasure can contribute to the development of students' language skills. Reading materials that evoke different emotions can help students develop their vocabulary, comprehension, and critical thinking skills. Teachers can incorporate a variety of texts, such as novels, short stories, poems, and articles, that elicit different emotional responses to provide a well-rounded reading experience for students.

Moreover, the findings highlight the importance of creating a supportive reading environment in English language classrooms. Teachers can establish a classroom library with a wide range of reading materials to cater to students' diverse interests and reading levels. They can also provide guidance and recommendations based on students' preferences to help them discover new genres and authors. By fostering a positive reading culture in the classroom, teachers can encourage students to develop a lifelong love for reading in English.

Overall, the implications of the findings suggest that integrating reading for pleasure into English language teaching can have a positive impact on students' attitudes, motivation, language

skills, and overall well-being. By creating a supportive and engaging reading environment, teachers can inspire students to become lifelong readers and learners of English.

Suggestion

In terms of implications, it suggest that the findings are encouraging pre-service teachers to read for pleasure may improve their attitudes about reading and general well-being. Their interest and enjoyment can be increased by offering a variety of reading materials and letting them choose what they want to read. Pre-service teachers should be encouraged to read for enjoyment, including institutions and educators should provide them the freedom to select texts on their own interests. This can foster a favorable outlook on literature and reading in general.

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