

CHAPTER FOUR

RESULTS

Results of the case study are categorized as follows:

4.1 Basic information and background of young readers and young non-readers

4.2 Reading habits of young readers and young-non readers

4.3 Basic information and background of 2 parents groups

4.4 Methods in promoting and not promoting reading habits

4.5 Difficulties in promoting reading habits

4.1 BASIC INFORMATION AND BACKGROUND OF YOUNG READERS AND YOUNG NON-READERS

4.1.1 Basic Information and Background of Informants

From the study it was found from example informants, young readers and young non-readers, that most of the readers who loved reading were female readers. Their average scores were between 3.00 and 4.00 and they would like to have better grades in the future; on the other hand, for children who do not love reading, their scores were between 1.00 and 3.00 and they did not care about better grades. They just expect to pass an exam each year and most of them were from non-reading families.

Female students were likely to have better reading habits than male students because naturally female has more responsibility and realizes the importance of studying and reading than male students; as a result, score results of students who have reading habits are more than those who do not have non-reading habits.

4.2 READING HABITS OF YOUNG READERS AND YOUNG NON-READERS

From studying reading habits of young readers and young non-readers by utilizing in-dept interview with informants, results of the study are as follows:

4.2.1 Reading Habits

Reading habits of the young reading lover group started since they were year 1-year2 students. They started to read cartoons and picture books. Sources of books they read were from libraries, borrowing from friends, renting books, and from

parents' support. Sometimes they bought books by themselves. They read for one hour everyday during evening until bedtime. Most of the time, they read in their bedroom.

The young reading lover group has successful reading methods. They start reading from the abstract first then they read the whole books. If they cannot understand some parts of the books they will reread the parts until they understand. Most of the young reading lovers do not have many other activities apart from reading. Some plays computer games but playing games does not affect their reading habits. Moreover, most of them are members of neighboring bookshops. Just a few of them are not bookshops' members because the bookshops are not close to their homes so it's not convenient to go to the bookshop. Also, most of them always attend an activity, the week of books, which schools organize every year for children.

Besides, the young reading lover group loves to read every kind of written text, such as road signs, brochures, manuals, and instructions. When they gain new knowledge from reading, they always talk with their parents and friends.

Regarding the reading habits of young-non reader group, they started reading when they had enough ability to read. Most books they read were textbooks that they only read before taking an exam. Some read kinds of books they like such as comics. Sources of books they received were from borrowing from friends. They rarely bought books. They spend time reading only before taking an exam for longer time than usual. If they did not have an exam, they did not spend much time reading. Apart from textbooks, they usually read only 1-2 pages. If a book was not interesting enough, they just took a look at it quickly and put it down. They like to read in their bedrooms.

The young non-reading lover group has weak reading methods. When they do not understand textbooks, they will reread the book many times. They love to do other activities apart from reading, such as watching TV, playing sports, playing computer games. They do not like to go to bookshops. They never be members of bookshops and never attend any activities related to reading at school.

From the study of the young reading lover group, we see that one of the main reasons that children have reading habits is from motivation. Anderson, (1999) stated that readers will be more motivated to read if the materials they are reading help to reach that goal, they will make steady and consistent progress toward it.

Table 4.1 *Shows Information about the Reading Habits of Two Student Groups*

Reading habits	Young reader group			Young non-reader group		
	Kittukun	Rapeepan	Yolpa-nga	Al	Yuwanan	Tanakorn
1. Since when do you start reading?	kindergarten	year 1	year1	year 1	year 1-2	year 5
2. What kinds of your favorite books?	cartoon, science fiction	textbook, cook book	cartoon, novel	textbook, not interested in other books	textbook just before exam	textbook, sports, football
3. What is the resource of books?	buy, rent, library	buy, library	buy, library, borrow from friends	never buy or rent	borrow friends	borrow friends
4. How long do you spend time reading?	2-3 hrs. before bed time	1-2 hr every day evening	hours in evening	1-2 pages with headache	only before exam 2-3 hrs.	before exam 1-2 hrs.
5. Where do you like to read?	bedroom	under trees at home	bedroom	library only doing report	bedroom	bedroom
6. What is your reading technique?	read summary first read fast	roughly read the whole book	finish reading and then read important content	pick book but can't finish, bored	repeatedly read if can't understand	no techniques
7. What is your solution when you do not understand?	reread	reread	stop reading and reread	never read for a long time	reread	reread slowly

8. Are there other activities apart from reading?	Play games but not much like reading. Do not do other things when reading favorite books	Help parents cook	Search on internet for report, sometimes play computer games	Watching TV.	Play sports	Play football
9. Are you a member of a bookshop?	Nai-In bookstore	No, but attend school's reading activities	Nai-In bookstore and attend school's reading activities	Never be members and attend school's reading activities	never	never
10. Do you like to read every kind of written texts?	Yes, brochures, flyers	Read only if they are interesting	Sometimes read interesting posters	Not interested to read	Not interested to read	Not interested to read
11. Have you talk about stories?	Talk with friends	Parents, brothers, sisters	friends	never	friends	friends

4.2.2 Attitudes and viewpoints in reading

Young reading lovers and young non-reading lovers believe that reading gives knowledge and reading is very useful for them. Young reading lovers have a positive attitude to extensive reading. They love to read every kind of book apart from textbooks. Reading promotes them to spend free time reading. Both young readers and Young non-readers have positive thinking towards reading because they have been taught that reading is useful and important; however both groups have different reading objectives. Young reading lovers aim at getting more experience and entertainment from reading. Plus they can exchange their knowledge with their parents and family. On the other hand, young non reading lovers aim for reading at taking an exam and avoid parents' blame.

Table 4.2 *Shows Attitudes and Viewpoints in Reading of Important Informants*

Informants	Reading attitudes	Reading goals	Advantages from reading	Other advantages
Young reading lover group				
1. Kittikun	Like to read other kinds of books apart from textbooks	To gain new experience	For daily life and exam	Other additional experiences
2. Rapeepan	Apply knowledge to be useful for family	To read for parents and herself	For daily life and exam	Other additional knowledge
3. Yolpa-nga	Reading is useful. The more reading, the more having knowledge	To gain knowledge and entertainment	For daily life	Entertainment
Young non-reading lover group				
1. Al	Reading is useful	To take an exam	For taking an exam	Knowledge
2. Yuwann	Reading is good and useful.	To take an exam	For taking an exam	No opinions
3. Thanakorn	Reading is good	To take an exam and avoid mom's complain	For taking an exam	Solve problems

4.2.3 Reasons for reading and not reading

Young reading lover group love reading because they were cultivated reading habits by their parents and they realize that reading gives them pleasure. They enjoy reading so much that they can read any time. Besides reading pushes them to get good grades and they can talk about what they read with their parents and friends. They have both internal and external reading motivation. Their internal motivation is that they discover reading value by themselves. Their external motivation is that parents always support and promote their reading habits

For the young non-reading lover group, reasons that they do not read are that they do not love to read. They have headaches when reading and they like to do other activities apart from reading books.

Table 4.3 *Shows Reasons of Reading from Two Groups of Informants*

informants	Reasons of reading/ non-reading
Young reading lover group	
Kittikhun	He likes to read. He can read any time and anywhere.
Rapeepan	She used to get good grades so she loves reading. She likes to read for her parents.
Yolpa-nga	Reading for pleasure and information.
Young non-reading lover group	
Al	He does not love to read. Reading makes him headache but he reads only before taking an exam.
Yuwanan	He reads only before taking an exam. His mom always encourages him to read books. He likes to play computer games.
Tanakorn	He only reads before taking an exam because his mom always complains. He spends most time playing computer games.

4.2.4 Reading Habit Promotion

Parents of the young reading lover group always promote their children's reading habits. This fact corresponds to Bamberger (1975) that parents play a major role in promoting reading habits. Parents are good examples to promote reading habits; as a result, they are willing to imitate parents' reading behavior. Eventually they get used to reading. This regular reading behavior becomes a reading habit.

For the young non-reading lover group, the family does not promote children's reading habits. Parents of this group focus only on reading textbooks before taking an exam. Children never see their family members read books, causing children to think that they do not value books.

Table 4.4 *Show information of Promoting Reading Habits*

reading habits promotion	Kittikhun	Rapeepan	Yonpa-nga	Al	Yuwanan	Tanakorn
	Young reading lover group			Young non-reading lover group		
1. Who promotes to read?	parents	parents	Uncle and dad	Never been told by parents	Mom forces to read	Never been told by parents
2. Reasons for having reading habits	Parents love to read. They rent and buy books.	Parents promote reading habits and she used to get good grades	Uncle and dad love to read.	No reading habits- parents never read	No reading habits- mom forces to read- never see parents read	No reading habits- mom forces to read- read only before taking an exam.
3. Do you think you have the following reading	Yes	Yes	Yes	No	No	No

habits?						
3.1 imitate parents' reading habits	Yes	Yes	Yes	No	No	No
3.2 when parents read books you will read too	Yes	Yes	yes	No	No	No

4.3 BASIC INFORMATION AND BACKGROUND OF THE 2 PARENT GROUPS

4.3.1 Education level of young reader parents was between primary level and Bachelor degree level. They had their own business and had no career. Their income was between 20,000-30,000 baht. For parents of young non-readers, the education level was between primary level and high vocational certificate. They had their own business and no careers. Their income was between 5,000- 15,000 baht. Parents of the young readers read every kind of book and spent time reading more than 1 hour; however, parents of the young non-readers read newspapers, novels, or did not read at all, and they spend time reading 10- 30 minutes. Most of them spend time talking and doing activities together from late afternoon until the evening.

4.4 METHOD IN PROMOTING AND NOT PROMOTING READING HABITS

Table 4.5 shows information and methods for promoting reading habits of young reading lover group's parents and young non-reading lover group's parents.

Methods in promoting reading habits	Ms. On-Uma	Ms. Pimpa	Ms. Duangjai	Ms. Prapai	Ms. Nanta	Ms. Kanda
	Parents of young readers			Parents of young non-readers		
1. Parents cultivate reading habits	Yes	Yes	Yes	Yes	Yes	Yes
2. Parents talk to children and read aloud can build self confidence in speaking and reading. Parents always talk to children, and observe their interests	Yes	Yes	Yes	No	No	No
3. Parents know how to talk to kids and observe their interests	Yes	Yes	Yes	No	No	No
4. Parents have great influence on children's reading	Yes	Yes	Yes	Yes	Yes	Yes
5. Children love to read every kind of books apart from textbooks.	Yes	Yes	Yes	No	No	No
6. Parents have methods to promote children to read.	Yes	No	Yes	No	No	No
7. Have children talk about stories they read with parents.	Yes	Yes	No	No	No	No
8. Be good reading examples to read newspaper or other kinds of books.	Yes	No	No	No	No	No
9. Listen to children read and notice their reading.	Yes	Yes	No	No	No	No

Table 4.5 shows information and methods for promoting reading habits of young reading lover group's parents and young non-reading lover group's parents.
(continued)

Methods in promoting reading habits	Ms. On-Uma	Ms. Pimpa	Ms. Duangjai	Ms. Prapai	Ms. Nanta	Ms. Kanda
	Parents of young readers			Parents of young non-readers		
10. Notice that children have reading techniques and methods.	Yes	Yes	Yes	No	No	No
11. Promote children to read since they were young.	Yes	Yes	Yes	No	No	No
12. Prepare reading environment to facilitate children's reading.	Yes	Yes	Yes	No	No	No
13. Be reading family						
14. Parents have interesting methods to build reading habits since children were young.	Yes Yes	Yes Yes	Yes Yes	No No	No No	No No
15. Have children know books, look at pictures, and tell names of each character.	Yes	Yes	Yes	No	No	No
16. Help children with pronunciation, read picture books.	Yes	No	Yes	No	No	No
17. Take children to libraries and bookshops and support them to buy books.	Yes	Yes	No	No	No	No
18. Talk with them about books they are reading.	Yes	Yes	Yes	No	No	No
19. Promote children to read books as a hobby.	Yes	Yes	No	No	No	No
20. Children always see parents read books.	Yes	Yes	No	No	No	No

4.5 DIFFICULTIES IN PROMOTING READING HABITS

Difficulties in promoting reading habits are categorized into two groups which are a group of young reading lover parents and a group of young non-reading lover parents.

The group of young reading lover parents gave their opinion about difficulties in promoting reading habits. Some of them had negative attitudes in reading other kinds of books apart from textbooks. When some parents see children read comics or pocket books, they always think that those kinds of books are non-sense and inappropriate. Some parents had old fashion attitudes about reading different kinds of books. They think that their children will be good at studying; they have to read only textbooks used in classrooms.

Other difficulties are from parents themselves. Parents do not have high enough education to know how to promote their children to read. Also, parents do not devote their time for their children and they do not love reading. Children never see parents read books.

For the group of young non-reading lover parents, the difficulties are that they are not reading families. Children never see their parents read books. Plus parents do not devote their time to be with children and promote children's reading habits. They rarely take their children to a bookshop and buy books. They did not promote reading when children were young. However the main reading problem is from children themselves. There are other interesting activities they are interested in, such as playing computer games and playing football.

As a result, reading difficulties which are from parents can be divided into three issues. The first problem concerns time. Parents spend most of the time working hard. They do not have enough time to talk with children and promote their reading habits. They should present reading examples, read books with children, and do various activities with them. The second problem is that parents lack understanding about reading methods. They do not know strategies or methods to promote reading habits. The last problem inhibiting reading habits is about parents' education. Some parents do not have high education. They believe that they can not promote children's habits and they think they cannot teach and talk anything about reading.