



Classroom research: motivating high school students to read more

Zarifa KUPAYSINOVA¹

Namangan State University

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ABSTRACT

Reading is important for educational success and personal development. However, motivating high school students to read extensively has become increasingly challenging in the digital age. This classroom research explores effective strategies to encourage high school students to read more. The findings suggest that autonomy, relevance, and interactive reading strategies play critical roles in fostering a love for reading.

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Sinf tadqiqoti: o'rta maktab yuqori sinf o'quvchilarini ko'proq o'qishga rag'batlantirish

ANNOTATSIYA

Kalit so'zlar:

sinfda tadqiqot,
o'rta maktab o'quvchilari,
o'qish,
o'qish qobiliyatlari,
samarali o'qish
strategiyalari,
motivatsiya

O'qish ta'limda muvaffaqiyatga erishish va shaxsiy rivojlanish uchun zarur. Biroq, raqamli texnologiyalar asrida o'rta maktab yuqori sinf o'quvchilarini keng qamrovli o'qishga undash tobora qiyinlashib bormoqda. Bu sinf tadqiqotida o'rta maktab o'quvchilarini qanday qilib ko'proq o'qishga rag'batlantirishning samarali strategiyalarni tadqiq qilinadi. Tadqiqot natijalariga ko'ra, o'quvchilarni mustaqil ta'lim ko'nikmalari, eng zaruriy va interfaol o'qish strategiyalarini egallashlari ularni o'qishga bo'lgan qiziqishini rivojlantirishda muhim rol o'ynaydi.

¹ PhD Student, Namangan State University. Email: zarifakopaysinova@gmail.com

Исследование в классе: мотивация старшеклассников читать больше

АННОТАЦИЯ

Ключевые слова:

исследование в классе,
ученики старших классов,
чтение,
навыки чтения,
эффективные стратегии
чтения,
мотивация

Чтение является важным фактором для успешного обучения и личностного роста. В данном исследовании рассматриваются эффективные стратегии, направленные на стимулирование интереса учащихся старших классов к чтению. Результаты исследования показывают, что ключевыми элементами в формировании устойчивой мотивации являются предоставление учащимся автономии, обеспечение релевантности читаемых материалов и использование интерактивных подходов. Эти стратегии способствуют развитию интереса к чтению и формированию позитивного отношения к этому процессу.

INTRODUCTION

Reading not only enhances language proficiency but also develops critical thinking and creativity. According to Anderson, Hiebert, Scott, and Wilkinson (1985), reading is an essential life skill that guarantees a student's success in school and even throughout their life. Despite its importance, many high school students demonstrated reluctance toward reading due to a lack of motivation, distractions from digital media, and the perception of reading as a monotonous activity (Gambrell, 2011). Thus, there is a need to understand better what factors lie behind these changing school-related reading practices, that is, why most students read less today than 10 years ago, counting all types of school-initiated reading activities. This small-scale classroom research aims to explore practical classroom strategies how to motivate students to read more based on the following research questions:

1. What factors influence high school students' reading motivation?
2. Which strategies effectively increase their engagement with reading materials?

The foundations of motivating high school students to read were studies in various research studies conducted by several scholars. According to Schraw (1998), students can become more engaged with texts that match their interests and levels. Guthrie and Wigfield (2000) state that allowing students to select their reading materials fosters their sense of ownership and autonomy. Alvermann, (2002) claims that collaborative reading strategies and discussions enhance engagement. According to Krashen (2004), a positive and resource-rich classroom environment encourages sustained reading habits. These research findings suggest that controlled reading activities should be selected taking into consideration students' needs, interests, and levels to promote reading among high school students.

PARTICIPANTS

This small-scale classroom research involved 60 high school students (grades 10-11) in the Namangan region. High school students were divided into two groups: a control group and an experimental group, each comprising 30 students.

RESEARCH METHODOLOGY

A mixed-methods approach, combining quantitative data from surveys and reading logs with qualitative data from interviews and classroom observations was used in this classroom research.

MATERIALS

The experimental group participated in activities designed to enhance reading motivation, including:

- Students were allowed to choose their reading materials from a diverse collection of books and articles, catering to various interests such as fiction, history, science, and adventure.
- Weekly group discussions, debates, and role-playing activities were conducted based on the chosen reading materials.
- Students were provided access to e-books, audiobooks, and reading apps, making reading more accessible and appealing.
- Students were encouraged to set achievable reading goals and monitor their progress weekly, with teacher support and positive reinforcement.
- Students were encouraged to share their favorite books during class, acting as peer motivators. Positive reading habits were formed by discussing their own reading experiences.

RESULTS

The pre- and post-survey results revealed a significant increase in students' positive attitudes toward reading in the experimental group (see the table below).

Question	Control Group Pre (%)	Control Group Post (%)	Experimental Group Pre (%)	Experimental Group Post (%)
I enjoy reading books.	32%	34%	30%	72%
Reading is important for my future.	58%	60%	56%	85%
I read in my free time.	25%	28%	27%	68%

The experimental group read significantly more materials during the action research period compared to the control group. Students highlighted the following themes during the interview:

Students enjoyed selecting books that matched their interests.

"I liked that I could pick a book about space exploration because I enjoy learning about science. It made reading more exciting for me," (Dilshod)

Group discussions made reading a more social and engaging activity.

Group activities made reading a shared experience, reinforcing the idea that reading is enjoyable and rewarding. Interactive sessions transformed reading into a dynamic process, breaking away from the notion of it being a solitary or monotonous task. 76% of students in the experimental group agreed that "discussing books with classmates made me want to read more," compared to only 28% in the control group.

E-books and apps were particularly interesting to high school students. E-books allow students to read on their smartphones or tablets during their free time at home.

"I started using an app that tracks my reading progress. Seeing how much I've read motivates me to keep going!" (Shokhruh).

Classroom observations were conducted over eight weeks, focusing on students' behaviors, engagement levels, and participation in reading activities. The experimental group showed significantly higher levels of engagement during reading activities compared to the control group. Students frequently asked questions about their chosen books, shared personal insights, and participated actively in discussions. Students in the experimental group were more motivated when given autonomy to choose their reading materials. They frequently discussed their book choices with peers and expressed excitement about their selections. During silent reading sessions, students in the experimental group appeared more focused and less distracted compared to the control group. Interactive reading sessions such as group discussions, role-play, and debates had a noticeable impact on student engagement while they were enthusiastically discussing plot, characters, and themes, suggesting deeper involvement with the reading material.

DISCUSSION

The findings emphasize the importance of autonomy, relevance, and interactivity in fostering reading motivation. The implemented strategies significantly improved students' attitudes toward reading. The percentage of students who reported enjoying reading rose from 30% (pre-intervention) to 72% (post-intervention) in the experimental group. Those reading in their free time increased from 27% to 68%.

Students demonstrated higher engagement and focus during reading sessions, especially when using technology like e-books or participating in interactive activities. Students were more motivated when allowed to select books due to their interests. Group discussions, role-play, and debates created a collaborative atmosphere, and increased engagement. Participation in group discussions increased from 45% to 85% over eight weeks. Shy or reluctant readers gained confidence over time, participating more actively in discussions and activities.

While implementing the strategies successfully, there were some challenges as well such as a minority of students struggled with time management and goal completion. Quieter students needed additional encouragement to participate in group activities.

CONCLUSION

The findings of this small-scale classroom research highlight the importance of using student-centered approaches to create opportunities for collaborative reading, fostering autonomy, relevance, and interactivity in reading activities. These strategies can be adopted broadly to create a positive reading culture in the classrooms. Further studies could explore the long-term impacts of these strategies and their application in different cultural contexts.

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