A NARRATIVE INQUIRY OF AN UNDERGRADUATE STUDENT IN TEFL IN DEVELOPING HER IDENTITY AS AN ENGAGED READER

THESIS

By:
Nailil Marom
NIM. 202101060008

STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
NOVEMBER 2024

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THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial Fulfillment of The Requirements for
A Bachelor's Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

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Has been approved by the advisor

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A NARRATIVE INQUIRY OF AN UNDERGRADUATE STUDENT IN TEFL IN DEVELOPING HER IDENTITY AS AN ENGAGED READER

UNDERGRADUATE THESIS

It has been examined and approved by the board of examiners in fulfilments of

The requirements for the bachelor degree of education (S.Pd)

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English Education Department

Day : Thursday

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The Board of Examiner

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MOTTO

خَلَقَ ٱلَّذِى رَبِّكَ بِٱسْمِ ٱقْرَأْ

Recite in the name of your Lord who created
(Q.S. Q.S. Al-'Alaq : 1)[1]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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[1] https://quranenc.com/id/browse/english_saheeh/96

DEDICATION

I am pleased to dedicate this thesis for:

1. The deepest thanks to my beloved parents, Mr. Saiful and Mrs. Saidah who have always supported me in overcoming my challenges during this thesis writing process, and prayers for my success to finish this thesis. Especially, to my mother who often accompanied me when I worked on my thesis until midnight. They are my hero which become a strength for me to get through difficult things.

2. To my big family, I would like to say thank you for the support and the prayers for me, and I really appreciate it.

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researcher hopes this undergraduate thesis could contribute to and be useful for improving the English teaching and learning process.

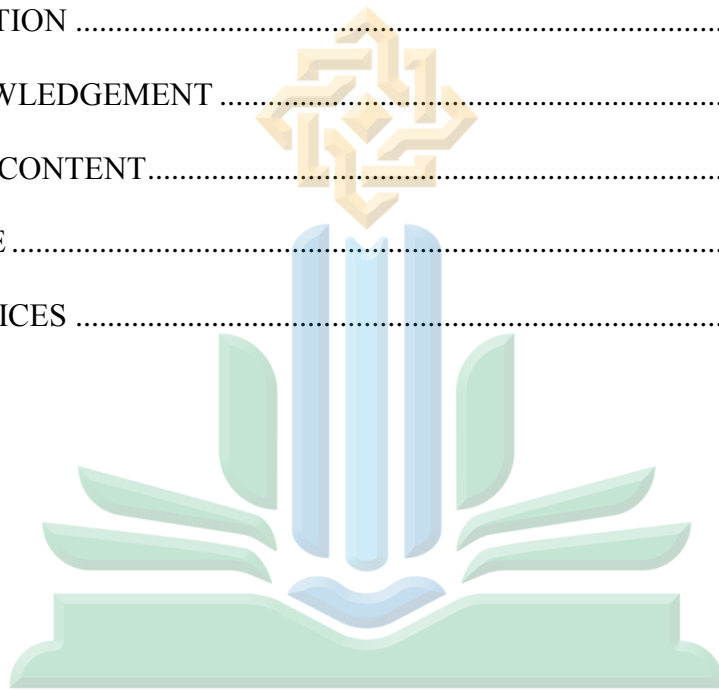Jember, 14th November 2024

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Abstract

Purpose : This retrospective narrative inquiry explored an undergraduate student's lived experience in negotiating her identity as an engaged reader of English as a foreign language.

Methodology : Narrative inquiry was employed to gain a deeper and better understanding of the participant's engagement in reading courses. Olif (pseudonym, female) was recruited due to her significant learning achievements and willingness to share her experiences. To collect the data, we conducted several online interviews with her. To triangulate our findings, we also asked her to share her learning artifacts from the reading courses.

Findings : The thematic analysis revealed two major findings. First, her reading engagement is driven by both personal and academic motivation. Furthermore, her involvement in collaborative reading tasks fosters a deeper comprehension of texts and enhances creativity.

Originality : The study concludes that promoting personalized and collaborative reading tasks enables undergraduate students to develop their identity as engaged readers. Despite focusing on a single participant, this study offers a unique perspective on how the participant's voice can potentially impact teachers' pedagogical design in reading classrooms.

Limitations : The study has two major limitations. First, it interviewed only one student and was conducted over a relatively short period. Second, it examined the participant's experience across three different reading courses, which potentially lacked deeper insights into how each course uniquely contributes to learning engagement.

Keywords: reader identity; undergraduate student; TEFL; retrospective narrative inquiry

Introduction

Reading skills are significantly influenced by sociocultural factors which reflect the connection between literacy and the broader social context. From a sociocultural perspective, reading interacts with social relations, references, cultural ideas, values, power, and politics (Abdallaoui Maan, 2020). In the context of English as a foreign language (EFL), investigating EFL reader identity has contributed to understanding the motivational and sociocultural factors of a proficient reader. To address this need, Wang (2017) emphasizes that teachers and students need to build reading communities as a platform for book readings, discussions of literary texts, and sharing of reflections to develop their reader identity. In other words, creating reading communities helps link sociocultural influences with literacy development and improves reader identity and engagement in EFL contexts.

Previous studies in EFL suggest that developing reading skills can significantly contribute to literacy development. Hedemark (2021) supports this by highlighting that reading practices, which encompass a collection of cultural and social approaches to reading, play a crucial role in enhancing literacy. By consistently practicing reading, students can not only enhance reading skills but also gain substantial advantages such as reading engagement and interest (Ferdiansyah, et al., 2020) and English language acquisition (Machfudi & Ferdiansyah, 2023). Reading comprehension helps learners improve their English language proficiency and their understanding of the information obtained from the reading texts (Anaktotov & Lesnussa, 2022). In other words, reading courses such as intensive reading, extensive reading, and academic reading provide invaluable benefits, including improved reading comprehension, vocabulary expansion, text analysis skills, and overall mastery of the English language, particularly to EFL students.

Previous studies on reading engagement and reader identity are extensive. For instance, Baldwin and Nadelson (2022) investigated college reader identity using self-efficacy, self-determination, self-regulation, reading success, and

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reading competency as reader identity indicators. They found that students tend to have a weak reader identity due to their low self-efficacy, motivation, and self-regulation. Meanwhile, Tovey (2022) reported that pre-service teachers who were initially reluctant to read became engaged in meaning-making and experienced how literature could shape their future selves as they explored the type of teachers they wished to become. However, there is a lack of research focusing on the reflections of undergraduate students as engaged readers in EFL settings. To address this gap, this study examines the participant's experiences after taking intensive reading, extensive reading, and academic reading courses. Additionally, it investigates how these courses contribute to the development of her identity as an engaged reader. This study addresses the following research question: How does an undergraduate student of English as a foreign language develop her identity as an engaged reader?

Reader Identity

Identity is a complex and fluid concept that encompasses different elements, including personal, social, and cultural aspects. As Norton (2000) asserts, identity is an individual's perception of their connection to the world, how it is shaped by evolving time and space, and how one comprehends potential future possibilities. In other words, identity fundamentally refers to oneself, encompassing a paradigm that distinguishes an individual from others. Furthermore, Motallebzadeh et al. (2018) describe identity as the individualized self-image an individual has. In contrast, Lee et al. (2011) view identify from an interactional perspective, suggesting that a person possesses multiple social identities. They argue that identity emerges in particular situations, determined not only by the individual's group membership but also by social interactions, during which social identities and relationships may undergo continuous change and renegotiation. This perspective implies that identity is socially constructed, as it is typically shaped by a person's social interactions and engagement within the community (Aliakbari & Valizadeh, 2023).

Meanwhile, reader identity pertains to the unique combination of characteristics and behaviors that distinguish an individual as a reader. Baldwin and Nadelson (2022) argue that a person who reads is practicing an external activity while a person who identifies as a reader internalizes the concept of reading; it is part of their identity, which influences how they approach texts. It also covers the personal and subjective aspects of how someone engages with literature and reading materials with interest, motivation, and especially with deep understanding (Weatherall, 2023). Empirically, McGeown et al., (2020) found that engaged readers took pleasure in reading, engaged in frequent reading, and made a deliberate choice to read. Likewise, Sellers (2019) discovered that engaged readers rated themselves according to how much they enjoyed reading, how good they were at reading, and how much they read in their spare time.

Reading Engagement in EFL Contexts

Engagement encompasses participation and motivation in a particular activity. Skinner et al., (2009) conceptualize engagement as a motivational construct. Adi et al., (2019) argue that engagement refers to the experience and actions of students during an activity (i.e., the observed effect), whereas motivation may prompt students to take action. Engagement manifests as participation in an activity, such as reading (Unrau & Quirk, 2014). In the context of EFL, teacher plays a crucial role in constructing reading engagement. Zhao et al. (2018) found that student reading engagement may be directly impacted by teacher support. The literature indicates that pedagogical designs in reading classes can enhance reading engagement.

Reading engagement involves various elements contributing to a better understanding while reading. Cantrell and Rintamaa (2019) conceptualize reading engagement into four dimensions: behavioral, cognitive, motivational, and social dimensions, all of which are exhibited as participation and persistence in reading or reading-related activities. Direct participation in activities, like reading, is known as behavioral engagement and it encompasses good behavior, effort, perseverance, and involvement in extracurricular activities (Nguyen et al. 2016).

In other words, cognitive engagement pertains to students' tendency to make an effort to comprehend the material and acquire skills (Huang et al. 2018). Another aspect of reading interest and involvement is the intensity of emotions as reading is linked to both rational and emotional awareness, as well as reactions to what is read (Vieira & Grantham, 2011).

Empirically, Habib and Watkins (2023) reported that Saudi female EFL preparatory year program students and teachers found extensive reading unengaging due to a lack of awareness of its benefits for supporting English repertoire development. This highlighted the need for a learning model to address this barrier. Additionally, Altalouli (2023) implemented collaborative reading before and after class to enhance academic English reading in English as an Additional Language (EAL) contexts. Lastly, Fongsataporn et al. (2024) suggest implementing reader theatre to support learner engagement in reading classrooms. Thus, a new approach is required to improve learning engagement in EFL reading classrooms.

Research Design

In this research, my supervisor and I employed narrative inquiry as research method. Connelly and Clandinin (1990) highlight that narrative inquiry focuses on analyzing and interpreting human experiences to understand how people construct their personal stories. Narrative inquiry allows for a deep exploration of human life and experiences through narrative lenses. Additionally, Barkhuizen et al. (2013) suggest that retrospective narrative inquiry involves reflecting on past experiences. This study used retrospective narrative inquiry to investigate a female undergraduate student's experience in undertaking different reading courses which impacted on her identity development through engagement in the reading courses over time.

Research Context and Participant

Contextually, the narrative about the identity of an engaged reader explored in this article arises from the experiences of a female undergraduate student enrolled in reading courses at a state Islamic University in East Java,

Indonesia. The university's academic curriculum includes a comprehensive reading program spanning three semesters, consisting of intensive reading (2 credits in the second semester), extensive reading (2 credits in the third semester), and academic reading (2 credits in the fourth semester). Each 2-credit course involves 14 regular meetings, totaling around 140 minutes of instruction per week.

The intensive reading course is designed to cultivate students' reading comprehension and fluency, emphasizing a deeper understanding of textual material through reading activities such as pair repeated and timed readings. In the extensive reading course, students are guided to foster their reading interests through literature circles and reader theatre, and enhance their proficiency with longer, diverse texts such as novels and graded reader materials. Lastly, the academic reading course endeavors to refine students' disciplinary knowledge, comprehension, and fluency, particularly focusing on scholarly journal articles and academic discourse. In the academic reading course, students navigate research journal databases to access scholarly articles aligned with their academic interests and write a book review article.

While 38 students were registered for this course, this study focused on the narrative of a single participant named Olif, aged 20 years old. Barkhuizen (2022) underscores that focusing on a single participant in narrative inquiry enables researchers to delve deeply into the participant's experiences and perspectives on the topic. She came from a rural area of Jember regency. She spoke Madurese language (an indigenous language) for daily communication in her residential locale. She also spoke Indonesian as her national language. Olif was recruited for three reasons. First, she had a great interest in reading, which increased her reading motivation and reading speed. For instance, she could read one graded reader (between 5 and 8 chapters) per week during the Extensive Reading course. Second, she consistently obtained grade A in each reading course and actively participated in and won a storytelling competition organized by the university. Additionally, she won an award in a national speech competition whose theme was drawn from literature she had received during her reading course. Not all

students reach the same level of proficiency because their involvement in reading varies, which affects their motivation to engage with reading materials. Whitney and Bergin (2018) emphasize that variations in the motivation and engagement of students in the classroom may also have an impact on the achievement gap. Third, the participant was willing to give her consent and showed commitment to participate in this study.

Data collection and Trustworthiness

Before starting the study, we contacted Olif to ask if she was willing to participate. We explained the study's objectives, the reasons for her recruitment, and her rights during the study. We explained that the study aimed to investigate her experiences in reading courses to understand how these experiences could foster her identity as an engaged reader. To achieve this, we informed her that she would need to attend a series of interviews and provide supporting evidence, such as photographs or videos, to enhance the study's credibility. All data were kept confidential, ensuring that no one had access to it. We assigned her a pseudonym to ensure she felt more confident and elaborate in her interview responses.

After obtaining her consent, we scheduled the interview with her agreement. The first researcher met Olif face-to-face in January 2024, and we agreed to conduct the interview online via Zoom, which was recorded digitally. During the first interview, we asked several specific questions: 1) How did the intensive reading course help improve her reading fluency and comprehension skills? 2) How did the extensive reading course help develop her reading interest, fluency, and comprehension skills? 3) How did the academic reading course enhance her disciplinary knowledge and interest in academic discourse? These questions were followed by inquiries about tasks, assignments, engagement, and projects related to each course. The first interview lasted 40 minutes. Data from learning artifacts, such as video projects and photographs, were also collected to complement the interviews. She was asked if she was involved in reading projects that required her and her group members to submit these artifacts. She granted permission to use any screenshots or images in this study, with the condition that

her peers' faces would be blurred. In the second interview, we expanded on the findings of the first interview, focusing on learning models and motivation in reading classes. We noted that collaborative reading tasks were predominantly used by the lecturer and asked further questions about how this learning model enhanced her engagement and collaboration skills. The second interview lasted 48 minutes. In a qualitative study, trustworthiness can establish through prolonged engagement, triangulation, and member checking (Korstjens & Moser, 2018). In this study, prolonged engagement was achieved by conducting a series of in-depth interviews. Triangulation was ensured by providing the participant's learning artifacts to complement the interview data. Finally, member checking was conducted by asking the participant to verify the interview transcript.

Data Analysis

The interview data were transcribed and translated into English. We invited Olif to verify the content and its accuracy. Once she confirmed its correctness, we began the analysis. To familiarize ourselves with the data and understand its overall narrative, we repeatedly read the transcript. Using thematic analysis as described by Braun and Clarke (2019), we set parameters to identify similarities and differences within the dataset. For instance, to examine Olif's engagement in the reading courses, we categorized similar discourses. Data sorting across the interviews was based on lexical and discourse coding techniques. Interview excerpts containing terms or larger discourses such as "engage," "motivation," or "collaboration" were highlighted. These codes served as summary markers for further analysis and interpretation. This process helped us gain a deeper understanding of Olif's statements.

Findings

From the analysis, two major themes emerged from the research findings. The first theme relates to Olif's personal and academic motivation for reading. The second theme addresses social engagement through reading. Each theme and its corresponding data are presented and interpreted below.

Personal and Academic Motivation for Reading

Active participation in reading can significantly enhance an individual's motivation to engage with written materials. The interviews revealed that reading engagement contributed to both Olif's personal and academic motivation for reading. She exemplified how her engagement with reading motivated her to revisit fiction stories she had read in the past. In terms of personal motivation, she experienced curiosity upon delving into fiction stories. For instance, after completing one piece of fiction, she felt driven to continue reading subsequent chapters.

> "Well, one specific reason for my curiosity when it comes to fiction stories is when I want to know what happens next in the story. It's that sense of curiosity that keeps me engaged." (First online interview, 11 February 2024)

Olif demonstrated a profound affection for reading novels or fiction as a consistent aspect of her routine. She allocated time for it every week. She showed enthusiasm for literature featuring family themes or daily life experiences similar to her own. Consequently, while immersed in a fiction narrative, she experienced a blend of enjoyment, tension, and emotional engagement.

> "Usually when I read fiction stories, I always felt enjoy reading. I reflect on myself as a character in the short story of Fire in the Mountain. Therefore, my emotions are also involved while reading the novel. ..." (First online interview, 11 February 2024)

The interview highlights how the novel profoundly impacted Olif's learning engagement. It engaged her and made her reflect as she empathized with the characters' experiences. Through the narrative, she gleaned valuable moral lessons and recognized the paramount importance of family in her own life.

The interview also reveals that Olif perceived reading as a duty or responsibility. In her daily routine, she typically engaged with 1 or 2 articles per week, but she was capable of reading more depending on her available free time or college assignments. Her academic drive made her prioritize reading and understand its importance for her college assignments. Consequently, she was committed to reading academic articles, even when the texts were more challenging than usual.

"So, whether I like it or not, especially in the context of academic reading and how it relates to my coursework and academic interests, I will still read and try to understand it even if the reading text is more challenging than usual because I realize it is my responsibility as a student." (First online interview, 11 February 2024)

Olif also delved into articles recommended by her lecturer. These articles were shared as supplementary readings during her coursework. When engaging with academic texts, her approach involved striving to grasp the meaning conveyed within the text. Although she encountered numerous new and challenging words, Olif viewed this as an opportunity for expanding her vocabulary and gaining insight into unfamiliar topics. She believed that reading academic texts improved her language skills and broadened her understanding of various subjects.

"I realize reading expands my vocabulary. Reading also adds new understanding or insights about topics or things that I previously didn't know..." (First online interview, 11 February 2024)

Olif also shared her motivation to engage in collaborative projects within her reading course. The lecturer designed various activities throughout the course, particularly in extensive reading sessions. Specifically, the lecturer employed literature circles and divided students into several reading groups. One of the collaborative projects entailed creating a poster based on their collective reading efforts. Each week, the groups rotated, with three presenting their posters while the remaining three assessed and scored the presentations.

"We learn through literature circles and creating posters based on our readings. Three groups evaluate each other weekly, with the highest-scoring group receiving recognition. The lecturer also gives appreciation and constructive feedback, encouraging improvement while acknowledging efforts. (Second online interview, 26 February 2024)"

Furthermore, Olif elaborated on another reading project within the extensive reading course project called the reader theatre. The students took turns elaborating on their assigned readings, fostering discussions and the exchange of viewpoints. In the final project, the students worked together to choose a theme and emphasized the importance of understanding the book's context and content. Subsequently, the group was assigned the task of crafting dialogues in poetic form derived from novels or fiction stories.

Image 1. Olif (in the center) and her teammate performed a reader theatre

Source: Olif's personal collection and granted permission for publication

"Reading theatre project is my final semester assignment, where each group will choose a theme they will present in theatre and make dialogues from poetry and passages within novels. ..." (Second online interview, 26 February 2024)

Image 1 symbolizes enjoyable group work, reflecting the creativity of the students. Additionally, it provided audience (other students) with an opportunity to revisit their reading experiences from a fresh perspective. Through dialogues that conveyed words and emotions through gestures, students embarked on a journey that let them reconnect with the narrative on a deeper level. This enhanced their reading experience by broadening their perspectives and enriching their understanding of the story. She also saw the importance of integrating her engagement with reading into a broader context, particularly within the framework of a drama.

Moreover, in the Academic Reading course, Olif discussed a reading project led by the lecturer. Each team consisted of two students who answered all questions about the assigned academic texts. The instructor guided the enactment of these academic readings. As a result of participating in various reading projects during the course, Olif improved her skill of reading academic papers and developed strong teamwork abilities.

> For academic reading, collaborative project of writing a book review is done in group of three. We summarize the contents of the book we obtain from an open-access library by discussing the aim of the chapter, highlighting new insights offered by the book, and share our reading. ..." (Second online interview, 26 February 2024)

The interview showed how discussing specific books in a reading group encouraged and inspired members to maintain their reading habits. The discussions allowed members to exchange ideas and understand various topics in the books, which improved teamwork skills. The sense of responsibility toward the group also motivated members to stay engaged in reading. Thus, reading groups proved to be effective in fostering a reading culture.

Social Engagement through Reading

The primary social aspect emphasized by Olif is how being engaged in reading can facilitate interactions with new people and expand the relationships. During the interview, she mentioned her participation in an online reading club which focused on intercultural communication. The class was organized by her lecturer in collaboration with three different universities across Indonesia. Through this project, Olif realized the importance of broadening social connections through reading engagement. During discussions, Olif and her classmates exchanged opinions on literature related to the topic. It helped them explore various perspectives. Through these interactions, Olif observed that their shared interest in reading led to the formation of new relationships. The project helped them grew closer. Even after the project was over, Olif continued to interact with her new friends online.

> "Yes, I joined the reading club with my friend organized by my lecturer and another lecturer and students from other universities. Although we chat through Facebook, but we still shared ideas on Thanksgiving. Even now, I'm still interacting through becoming friends with them on Instagram; they're from Batam. ..." (First online interview, 11 February 2024)

On the other hand, Olif revealed that reading fiction often inspired her to interact with others in real life. She adopted positive attitudes from the characters and sought out moral values in the stories. As a result, Olif enjoyed fiction and incorporated its positive elements into her daily life.

"Reading regularly allows me to apply the moral values gleaned from the stories in novels to my everyday interactions and activities. I actively seek out positive traits exhibited by the main characters and strive to emulate their good attitudes and interactions in my own social interactions. ..." (First online interview, 11 February 2024)

Olif's voice indicated that regular reading improved her vocabulary, language comprehension, and communication skills. Immersing herself in written materials expanded her knowledge and increased her confidence. As a result, Olif felt less anxious and enjoyed exchanging thoughts, especially in book clubs. This benefit applied to both academic and non-academic settings. By engaging in reading more frequently or extensively, Olif was able to improve her ability to speak fluently on various topics.

"I do believe that reading does influence communication. For instance, when I present a topic, I gather various reading sources, which ultimately helps me communicate more fluently. Also, in the context of non-academic readings like novels, if I've finished reading one, I tend to share more when recounting it to a friend." (Second online interview, 26 February 2024)

Reading exposed Olif to different cultures beyond her surroundings. She recalled reading a book about two people from different cultural backgrounds. She realized that responses to everyday situations are influenced by factors like geography and environment. Olif also read about cultural habits such as punctuality and discipline, noting that these behaviors are shaped by one's surroundings. She learned about respecting physical differences like skin color and understood that each region has unique characteristics, highlighting the importance of tolerance. After reading about cultural differences, Olif found that it enhanced her understanding and appreciation of other cultures.

"Absolutely, reading also provides me with information on the differences in culture from where I reside. For example, differences in cultural culture regarding punctuality, where some cultures value timeliness while others don't. Moreover, it teaches me to appreciate racial and skin color differences..." (Second online interview, 26 February 2024)

Overall, Olif's experiences show that reading offers her many positive values, especially in social involvement. Through reading, she broadened her social connections and made new friends. The knowledge gained from reading helped her establish meaningful conversations with others. For example,

participating in a reading club improved communication and deepened connections with new acquaintances. Image 2 shows Olif actively participating in the group discussion and sharing what she read.

Image 2. Olif (on the left) shared her reading to her group in the extensive reading

Source: Olif's personal collection and granted permission for publication

Reading can shift perspectives toward a more positive outlook, especially regarding cultural diversity and norms. From the project she participated in, Olif argued that it fosters open-mindedness and tolerance for global cultural diversity. Through books and articles, she gained insight into traditions, beliefs, and norms that shape cultural identities worldwide. By embracing positive attitudes like tolerance toward other cultures, she enriched her relationships and broadened her horizons.

Discussion

This study explored how Olif constructed her identity as an engaged reader. The analysis revealed that she demonstrated her identity through her personal and academic motivation for reading. It can infer that the participant's reader identity is reflected in her personal and academic motivation which fosters her engagement in reading courses. Engagement, as reported in this study, can be defined as an indicator of internal motivation, reflecting a deep absorption in

reading activities and a significant allocation of time to reading (Taboada et al., 2009). Regarding personal interest, Olif's reading habits reveal a strong inclination toward fiction. She consistently dedicates time to reading because it brings her joy and satisfaction. This finding aligns with the concept of intrinsic motivation, as proposed by Ryan and Deci (2000), which emphasizes engaging in activities for their inherent rewards rather than external outcomes. In contrast to Baldwin and Nadelson's study (2022), which documented that promoting intrinsic motivation is unrealistic in the first year, this study suggests that students can be nurtured to build their intrinsic motivation through literature they are interested in. Furthermore, Olif experiences a persistent curiosity that drives her to immerse herself in fictional narratives, leading to emotional involvement. As the output, engaging in reading often leads to various beneficial outcomes, particularly in the development of cognitive processes essential for comprehensive reading comprehension (Taboada Barber & Klauda, 2020). For instance, while comprehending reading stories, Olif begins to reflect on the values in the books and relate them to her real life. This reflection builds new perspectives for her, enhancing her awareness of the world and improving her critical thinking abilities.

In terms of academic motivation, this article highlights how reading involvement fosters Olif's academic drive. Her personal narratives reveal her motivation to engage with scholarly articles related to course material, which supports her understanding and keeps her consistently engaged in reading. She gains confidence when presenting topics in class as she can effectively communicate and share knowledge acquired through reading. Komiyama (2013) found that readers with extrinsic motivation are inclined to share the knowledge they acquire while reading with others. In this study, Olif explains her academic motivation, highlighting her commitment to reading academic articles despite their greater difficulty compared to fiction stories, that it helps her complete course assignments. Alternatively, teachers can develop a pedagogical practice of academic guided reading for struggling readers to maintain readers' motivation (Sutherland et al., 2023) and collaborative reading instructions in academic EAL reading classes (Altalouli, 2023). She perceives reading academic articles as her

responsibility as a student, particularly when receiving them from her lecturer. Moreover, extrinsic reading motivation can contribute to self-development and future career prospects (Olmez, 2015). This aligns with Olif's personal experiences, as her academic reading motivation has inspired themes for English competitions, such as storytelling competitions, where she emerged victorious by presenting these themes.

The second finding of the study demonstrates that social engagement in reading can be extended from face-to-face to online learning environment. Pianzola et al. (2021) underscored the rise of Digital Social Reading (DSR), which involves the use of social media platforms to discuss reading-related experiences. Olif's participation in a reading group exemplifies this, as she and her friends engaged in discussions through an online platform which mediated the geographical disparities. Collaborative reading, a strategy commonly employed in classrooms and reading groups, involves exchanging ideas to comprehend texts collectively (Gardiner et al., 2022; Poudel, 2022). Furthermore, reading engagement also allows Olif's expand her social network and cultivate new friendships. Teachers who frequently foster collaboration among students during reading activities fulfill the need for social interaction, which can lead to not only promoting shared reading experiences but also encouraging more profound engagement with the text (Taboada Barber & Klauda, 2020).

Pedagogical Implications

Overall, this study has demonstrated how a reader identity can be developed by designing reading pedagogy that cultivates reader engagement, particularly in EFL contexts. Thus, three pedagogical implications are offered. First, teachers can implement pedagogical interventions that foster the development of students' intrinsic motivation by encouraging them to read materials that interest them extensively. Second, teachers can provide guided reading tasks for academic reading materials by designing task-based reading instructions with pre-reading, while-reading, and post-reading activities. Third, this study has highlighted the potential of collaborative reading, which allows students to share their reading experiences with group members. To enhance collaborative reading, students can

use social media platforms such as Facebook or Instagram to discuss the books they read.

Conclusion and Limitations

This study provides insights into the narratives of a student's identity development as an engaged reader in EFL settings. Olif's experiences illustrate the benefits of fostering both personal and academic motivation as pathways to enhance reading engagement. These narratives also portray how reading engagement can lead to various academic activities by improving reading comprehension and encouraging creative thinking. For instance, she transformed a fiction story into a drama and utilized themes from her reading for a storytelling competition. From different perspectives, creating a reading club to foster reading engagement can expand social connections and develop new relationships through the exchange of opinions while reading. Olif's experiences in her reading club showcase how sharing thoughts and ideas with other members can help broaden social relationships. The study demonstrates that it is essential to acknowledge her narratives as an exemplary model of an engaged reader in EFL contexts. However, her experiences may not necessarily reflect those of the broader readership population due to individual differences in backgrounds, interests, and reading habits. Thus, these findings cannot be generalized across different settings and contexts.

Although this narrative study yielded positive outcomes in demonstrating how reader identity can be developed through various reading tasks across reading courses, it has two major limitations. First, the study interviewed only one student and was conducted over a relatively short period. This limitation may introduce research bias due to insufficient researcher-participant engagement. Future research should explore similar issues with a larger sample of participants. Second, while this study examined the participant's experience across three different reading courses, the findings may provide only a surface-level understanding and lack deeper insights into how each course uniquely contributes to learning engagement. Future research could focus on a single reading course,

such as intensive or extensive reading, to better understand how it specifically contributes to building an engaged reader identity.

Declaration statement
The authors declare that there is no potential conflict of interest in this article.

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Appendix 1

Statement of Authenticity

<center>**Statements of Authenticity**</center>

The undergraduate below:

Name   : Nailil Marom
SRN   : 202101060008
Major   : Tadris Bahasa Inggris
Faculty   : Tarbiyah dan Ilmu Keguruan
Institution ; UIN KHAS Jember

I affirm that my research article titled "A Narrative Inquiry of an Undergraduate Student in TEFL in Developing Her Identity as an Engaged Reader" is entirely my original work. It does not include any content authored by others except where explicitly cited in quotations and references. I also acknowledge the contribution of my supervisor as the language editor during the process of writing and revising the paper. Therefore I declare that there is no conflict of interest is reported in this article.

Jember, 30 October 2024

Nailil Marom
202101060008

24

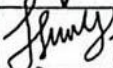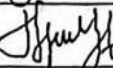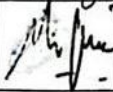**JOURNAL OF RESEARCH**

A Narrative Inquiry of an Undergraduate Student in TEFL in Developing Her Identity as an Engaged Reader

No	Time	Research Subject	Informant	Signature
1.	2th January 2024	• Sending a permission letter for doing research.	Lektor Kepala/ Wakil Dekan Bidang Akademik FTIK UIN KHAS Jember	
2.	11th January 2024	• Collecting data through interview	Undergraduate students in TEFL	
3.	26th January 2024	• Collecting data through interview	Undergraduate students in TEFL	
4.	28th February 2024	• Asking research's finished letter	Lektor Kepala/ Wakil Dekan Bidang Akademik FTIK UIN KHAS Jember	

Jember, 30st of October 2024

The head of English study program of UIN Khas Jember

Dewi Nurul Qomariyah, S. S., M. Pd.
NIP. 197901272007102003

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Appendix 3

Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER FAKULTAS
TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 1 Mangli, Jember, Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: ftik@uinkhas.ac.id
Website: http:// ftik.uinkhas.ac.id

Nomor	: 155/Un.22/D.1/PP.00.9/01/2024	2 Januari 2024
Sifat	: Biasa	
Hal	: Persetujuan Izin Penelitian	

Yth. Nailil Marom

Assalamualaikum Wr.Wb

Menindak lanjuti surat saudara tanggal 2 Januari 2024 perihal permohonan izin penelitian, maka yang bertanda tangan di bawah ini :

Nama	: Dr. H. Abdul Mu'is, S.Ag., M.Si
NIP	: 197304242000031005
Pangkat/ Golongan	: III/d
Jabatan	: Lektor Kepala/ Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember

Menyetujui mahasiswa yang tersebut di bawah ini:

Nama	: Nailil Marom
NIM	: 202101060008
Program Studi	: Tadris Bahasa Inggris
Judul Penelitian	: A Narrative Inquiry of an Undergraduate Student in TEFL in Developing Her Identity as an Engaged Reader

Untuk melakukan penelitian di lingkungan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

WassalamualaikumWr. Wb

Dekan,

Abdul Mu'is

Appendix 4

Letter of Research Completion

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 1 Mangli, Telp. (0331) 487550 Fax (0331) 427005, Kode Pos 68136
Website : http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

SURAT KETERANGAN
Nomor : 240/Un.22/D.1.1/PP.00.1/02/2024

Yang bertanda tangan di bawah ini,

Nama   : Dr. Khotibul Umam, MA
NIP   : 197506042007011025
Jabatan : Lektor Kepala/ Wakil Dekan Bidang Akademik FTIK UIN KHAS Jember

dengan ini menerangkan bahwa

Nama   : Nailil Marom
NIM   : 202101060008
Program Studi : Tadris Bahasa Inggris
Judul Penelitihan : A Narrative Inquiry of an Undergraduate Student in TEFL in Developing Her Identity as an Engaged Reader

Benar-benar telah menyelesaikan penelitian mulai 2 januari – 28 Februari 2024 di lingkungan Fakultas Tarbiyah dan Ilmu Keguruan Jember.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 28 Februari 2024
An. Dekan,
Wadek Bid. Akademik,

Khotibul Umam

Appendix 5

Turnitin Result

Appendix 5

Publication Process
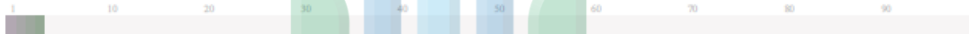
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Submission Information
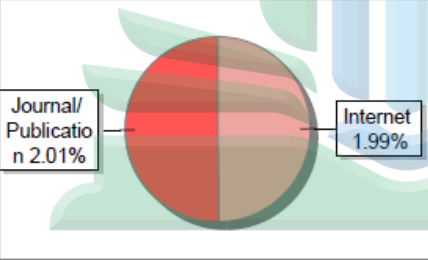
Author Name	STUDENT
Title	TES 2
Paper/Submission ID	2359913
Submitted by	studentftik@gmail.com
Submission Date	2024-09-27 14:27:06
Total Pages, Total Words	18, 5989
Document type	Assignment

Result Information
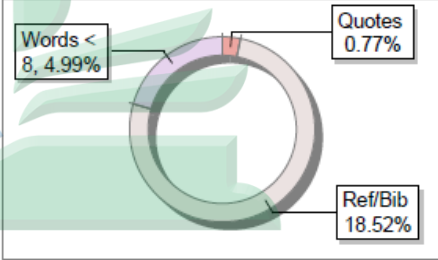
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Database Selection

Language	English
Student Papers	Yes
Journals & publishers	Yes
Internet or Web	Yes
Institution Repository	Yes

A Unique QR Code use to View/Download/Share Pdf File

No	Description Process	Date
1	Received	3 May 2023
2	First Revised	2 August 2024
3	Second Revised	26 September 2024
4	Accepted	30 September

A narrative inquiry of an undergraduate student in TEFL in developing her identity as an engaged reader

Nailil Marom and Sandi Ferdiansyah

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Jawa Timur, Indonesia

Abstract

Purpose – This retrospective narrative inquiry explored an undergraduate student's lived experience in negotiating her identity as an engaged reader of English as a foreign language.

Design/methodology/approach – Narrative inquiry was employed to gain a deeper and better understanding of the participant's engagement in reading courses. Olif (pseudonym, female) was recruited due to her significant learning achievements and willingness to share her experiences. To collect the data, we conducted several online interviews with her. To triangulate our findings, we also asked her to share her learning artifacts from the reading courses.

Findings – The thematic analysis revealed two major findings. First, her reading engagement is driven by both personal and academic motivation. Furthermore, her involvement in collaborative reading tasks fosters a deeper comprehension of texts and enhances creativity.

Research limitations/implications – The study has two major limitations. First, it interviewed only one student and was conducted over a relatively short period. Second, it examined the participant's experience across three different reading courses, which potentially lacks deeper insights into how each course uniquely contributes to learning engagement.

Originality/value – The study concludes that promoting personalized and collaborative reading tasks enables undergraduate students to develop their identity as engaged readers. Despite focusing on a single participant, this study offers a unique perspective on how the participant's voice can potentially impact teachers' pedagogical design in reading classrooms.

Keywords Reader identity, Undergraduate student, TEFL, Retrospective narrative inquiry

Paper type Research paper

Introduction

Reading skills are significantly influenced by sociocultural factors which reflect the connection between literacy and the broader social context. From a sociocultural perspective, reading interacts with social relations, references, cultural ideas, values, power, and politics (Abdallaoui Maan, 2020). In the context of English as a foreign language (EFL), investigating EFL reader identity has contributed to understanding the motivational and sociocultural factors of a proficient reader. To address this need, Wang (2017) emphasizes that teachers and students need to build reading communities as a platform for book readings, discussions of literary texts, and sharing of reflections to develop their reader identity. In other words, creating reading communities helps link sociocultural influences with literacy development and improves reader identity and engagement in EFL contexts.

Previous studies in EFL suggest that developing reading skills can significantly contribute to literacy development. Hedemark (2021) supports this by highlighting that reading practices, which encompass a collection of cultural and social approaches to reading, play a crucial role in enhancing literacy. By consistently practicing reading, students can not only enhance reading skills but also gain substantial advantages such as reading engagement and interest

Journal of Applied Research in Higher Education

Preview

From:	patrickblessinger@gmail.com
To:	naililmarom435@gmail.com, sanjazzyn@yahoo.com
CC:	
Subject:	Journal of Applied Research in Higher Education - Author update
Body:	05-May-2024

Dear Author(s)

It is a pleasure to inform you that your manuscript titled A narrative inquiry of an undergraduate student in TESOL in developing her identity as an engaged reader (JARHE-05-2024-0209) has passed initial screening and is now awaiting reviewer selection. The manuscript was submitted by Mr. Sandi Ferdiansyah with you listed as a co-author. As you are listed as a co-author please log in to https://mc.manuscriptcentral.com/jarhe and check that your account details are complete and correct, these details will be used should the paper be accepted for publication.

Yours sincerely,
Dr Patrick Blessinger
Editorial Assistant, Journal of Applied Research in Higher Education
patrickblessinger@gmail.com

Date Sent: 05-May-2024

← **Journal of Applied Research in ...**

02-Aug-2024

Dear Mr. Ferdiansyah,

Your manuscript entitled "A narrative inquiry of an undergraduate student in TEFL in developing her identity as an engaged reader" has been successfully submitted online and is presently being given full consideration for publication in the Journal of Applied Research in Higher Education.

Your manuscript ID is JARHE-05-2024-0209.R1.

Please mention the above manuscript ID in all future correspondence or when calling the office for questions. If there are any changes in your address or e-mail address, please log in to ScholarOne Manuscripts at https://mc.manuscriptcentral.com/jarhe and edit your user information as appropriate.

Here is what to expect next:
- Your manuscript will undergo initial screening by the Journal's Editorial team for suitability for another round of peer review.
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- If your manuscript is successful and is accepted, you will have your manuscript returned to you for a period of five days for final checks. Please use this time to check author names, institutional affiliations, and that your title, abstract and keywords are correct. **Please also check that you have provided permissions and credit lines for all figures and tables including ones you have created yourself.** These should be listed as "Source: Authors own work". **If any of the above information is incorrect, it is your responsibility to update account information in ScholarOne and provide the correct affiliations for the manuscript.**

Journal of Applied Research in Higher Education - Decision on Manuscript ID JARHE-05-2024-0209.R2

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kepada saya, sanjazzyn ▾

Sen, 30 Sep, 16.17

30-Sep-2024

Dear Marom, Nailil; Ferdiansyah, Sandi

It is a pleasure to accept your manuscript JARHE-05-2024-0209.R2, entitled "A narrative inquiry of an undergraduate student in TEFL in developing her identity as an engaged reader" in its current form for publication in Journal of Applied Research in Higher Education. Please note, no further changes can be made to your manuscript.

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30-Sep-2024

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"A narrative inquiry of an undergraduate student in TEFL in developing her identity as an engaged reader" - JARHE-05-2024-0209.R2

Congratulations on having your article accepted for publication.

Please find a PDF of your Author Accepted Manuscript (AAM) attached. Please ensure you store this safely, as you will need it if you want to self-archive your work. This PDF is not a proof of your work; you will be sent a proof once your article has been typeset.

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Once the licence is completed, your article will enter the production process and you'll be provided with a proof. You will need to approve your proof before your article is published.

Emerald's self-archiving policy

Appendix 6

Review Results

Review 1

Journal of Applied Research in Higher Education - Decision on Manuscript ID JARHE-05-2024-0209.R1

From: Journal of Applied Research in Higher Education (onbehalfof@manuscriptcentral.com)

To: sanjazzyn@yahoo.com

Date: Thursday, September 19, 2024 at 06:30 AM GMT+7

19-Sep-2024

Dear Mr. Ferdiansyah:

Manuscript ID JARHE-05-2024-0209.R1 entitled "A narrative inquiry of an undergraduate student in TEFL in developing her identity as an engaged reader" which you submitted to the Journal of Applied Research in Higher Education, has been reviewed. The comments of the reviewer(s) are included at the bottom of this letter.

The reviewer(s) have recommended revisions to the submitted manuscript, before it can be considered for publication. Therefore, I invite you to respond to the reviewer(s)' comments and revise your manuscript. Eventual acceptance is contingent upon addressing all reviewers' concerns and the editor-in-chief's final approval. The editor-in-chief reserves the right to not accept a paper if the author does not address all reviewers' and senior editor's concerns.

Maximum word length for papers is 6,000 words. Please fix.

To revise your manuscript, log into https://mc.manuscriptcentral.com/jarhe and enter your Author Centre, where you will find your manuscript title listed under "Manuscripts with Decisions." Under "Actions," click on "Create a Revision." Your manuscript number has been appended to denote a revision.

You will be unable to make your revisions on the originally submitted version of the manuscript. Instead, revise your manuscript using a word processing program and save it on your computer. Please also highlight the changes to your manuscript within the document by using the track changes mode in MS Word or by using bold or coloured text.

Once the revised manuscript is prepared, you can upload it and submit it through your Author Centre.

When submitting your revised manuscript, you will be able to respond to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you make to the original manuscript. In order to expedite the processing of the revised manuscript, please be as specific as possible in your response to the reviewer(s).

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to the Journal of Applied Research in Higher Education, your revised manuscript should be uploaded as soon as possible. If it is not possible for you to submit your revision in a reasonable amount of time, we may have to consider your paper as a new submission.

Please note that Emerald requires you to clear permission to re-use any material not created by you. If there are permissions outstanding, please send these to Emerald as soon as possible. Emerald is unable to publish your paper with permissions outstanding.

Once again, thank you for submitting your manuscript to the Journal of Applied Research in Higher Education and I look forward to receiving your revision.

Sincerely,
Dr. Patrick Blessinger
Senior Editor, Journal of Applied Research in Higher Education
patrickblessinger@gmail.com, blessinp@stjohns.edu

Referee(s)' Comments to Author:
Referee: 1

Recommendation: Accept

Comments:
On another occasion, you could further expand this study by making broader comparisons.

Additional Questions:
1. Originality: Does the paper contain new and significant information adequate to justify publication?: Adequate

2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: Fairly

3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: Fairly clear

4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: Conclusion is fairly comprehensive.

5. Implications for research, practice and/or society: Does the paper identify clearly any implications for research, practice and/or society? Does the paper bridge the gap between theory and practice? How can the research be used in practice (economic and commercial impact), in teaching, to influence public policy, in research (contributing to the body of knowledge)? What is the impact upon society (influencing public attitudes, affecting quality of life)? Are these implications consistent with the findings and conclusions of the paper?: The research results can be developed and applied practically, and are quite beneficial for the development of English language learning.

6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: Fairly clear
To help support you on your publishing journey we have partnered with Editage, a leading global science communication platform, to offer expert editorial support including language editing and translation.
If your article has been rejected or revisions have been requested, you may benefit from Editage's services. For a full list of services, visit: authorservices.emeraldpublishing.com/
Please note that there is no obligation to use Editage and using this service does not guarantee publication.

Review 2

Journal of Applied Research in Higher Education - Decision on Manuscript ID JARHE-05-2024-0209

From: Journal of Applied Research in Higher Education (onbehalfof@manuscriptcentral.com)

To: sanjazzyn@yahoo.com

Date: Friday, July 19, 2024 at 05:50 AM GMT+7

18-Jul-2024

Dear Mr. Ferdiansyah:

Manuscript ID JARHE-05-2024-0209 entitled "A narrative inquiry of an undergraduate student in TESOL in developing her identity as an engaged reader" which you submitted to the Journal of Applied Research in Higher Education, has been reviewed. The comments of the reviewer(s) are included at the bottom of this letter.

The reviewer(s) have recommended major revisions to the submitted manuscript, before it can be considered for publication. Therefore, I invite you to respond to the reviewer(s)' comments and revise your manuscript. Eventual acceptance is contingent upon addressing all reviewers' concerns and the editor-in-chief's final approval. The editor-in-chief reserves the right to not accept a paper if the author does not address all reviewers' and senior editor's concerns.

To revise your manuscript, log into https://mc.manuscriptcentral.com/jarhe and enter your Author Centre, where you will find your manuscript title listed under "Manuscripts with Decisions." Under "Actions," click on "Create a Revision." Your manuscript number has been appended to denote a revision.

You will be unable to make your revisions on the originally submitted version of the manuscript. Instead, revise your manuscript using a word processing program and save it on your computer. Please also highlight the changes to your manuscript within the document by using the track changes mode in MS Word or by using bold or coloured text.Once the revised manuscript is prepared, you can upload it and submit it through your Author Centre.

When submitting your revised manuscript, you will be able to respond to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you make to the original manuscript. In order to expedite the processing of the revised manuscript, please be as specific as possible in your response to the reviewer(s).

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to the Journal of Applied Research in Higher Education, your revised manuscript should be uploaded as soon as possible. If it is not possible for you to submit your revision in a reasonable amount of time, we may have to consider your paper as a new submission.

Please note that Emerald requires you to clear permission to re-use any material not created by you. If there are permissions outstanding, please send these to Emerald as soon as possible. Emerald is unable to publish your paper with permissions outstanding.

To help support you on your publishing journey we have partnered with Editage, a leading global science communication platform, to offer expert editorial support including language editing and translation.
If your article has been rejected or revisions have been requested, you may benefit from Editage's services. For a full list of services, visit: authorservices.emeraldpublishing.com/
Please note that there is no obligation to use Editage and using this service does not guarantee publication.

Once again, thank you for submitting your manuscript to the Journal of Applied Research in Higher Education and I look forward to receiving your revision.

Sincerely,
Dr. Patrick Blessinger
Senior Editor, Journal of Applied Research in Higher Education
patrickblessinger@gmail.com, blessinp@stjohns.edu

Referee(s)' Comments to Author:

Referee: 1

Recommendation: Minor Revision

Comments:
This paper only used one respondent, which provides less valid results scientifically because it is based on one person's perspective and cannot represent the whole. The author can add respondents to expand perspectives so that the research becomes stronger and can be implemented scientifically and in practice.

Additional Questions:
1. Originality: Does the paper contain new and significant information adequate to justify publication?: Yes

2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: Yes

3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: The paper only used 1 respondent as a sample. I think the paper can have more respondent to make the point of view wider

4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: Clear

5. Implications for research, practice and/or society: Does the paper identify clearly any implications for research, practice and/or society? Does the paper bridge the gap between theory and practice? How can the research be used in practice (economic and commercial impact), in teaching, to influence public policy, in research (contributing to the body of knowledge)? What is the impact upon society (influencing public attitudes, affecting quality of life)? Are these implications consistent with the findings and conclusions of the paper?: This paper only used one respondent, which provides less valid results scientifically because it is based on one person's perspective and cannot represent the whole. The author can add respondents to expand perspectives so that the research becomes stronger and can be implemented scientifically and in practice.

6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: Clear

Referee: 2

Recommendation: Major Revision

Comments:
Please review the detailed comments provided in the file to guide the improvements needed to enhance the quality of your manuscript.

Additional Questions:
1. Originality: Does the paper contain new and significant information adequate to justify publication?: Yes, the paper contains new and significant information relevant to this field, which justifies publication. However, revisions are necessary as detailed in the comments provided within the file.

2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: Yes, the paper demonstrates an adequate understanding of the relevant literature and cites an appropriate range of sources. However, it would be beneficial if the author also included more recent articles, specifically from the last five years, to ensure the discussion reflects the latest developments in the field.

3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: The paper needs to enhance the methodology section, as outlined in the comments. Currently, the authors fail to clearly present the methodology procedures to the reader, which is crucial for establishing the reliability and validity of the research. Strengthening this section will better support the paper's arguments and ensure they are built on a robust methodological foundation.

4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: The results are presented clearly, but the authors need to more effectively highlight the key findings and clearly show how the conclusions relate to the themes discussed in each section of the findings. This will help tie together the paper's various elements more cohesively.

5. Implications for research, practice and/or society: Does the paper identify clearly any implications for research, practice and/or society? Does the paper bridge the gap between theory and practice? How can the research be used in practice (economic and commercial impact), in teaching, to influence public policy, in research (contributing to the body of knowledge)? What is the impact upon society (influencing public attitudes, affecting quality of life)? Are these implications consistent with the findings and conclusions of the paper?: The authors have not adequately demonstrated the implications and limitations of the study. It would strengthen the paper to clearly identify how the research can impact practice, contribute to public policy, or affect societal attitudes. These implications should be directly derived from and consistent with the findings and conclusions presented in the paper.

6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: Yes, the paper clearly expresses its case, using the technical language appropriate for the field and the journal's readership.

Referee: 3

Recommendation: Major Revision

Comments:
Dear Author/s,

Please see my comments above for the improvement of the article.

Additional Questions:
1. Originality: Does the paper contain new and significant information adequate to justify publication?: The article has significant information worthy of publication in JARHE but it requires significant improvement.

2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: 2.1. The article lacks theoretical discussions on the gaps in the literature. The author/s mentioned the gap without grounded justification (supported by literature).
2.2. Also, discussions on readers' identity and engagement seem to be descriptive. Analysing relevant issues/debates from the existing literature in the field is useful. For instance, what has current research suggested to these topics? What different evidence does previous research provide? Etc.
2.3. More literature needs to be discussed and this is useful for the analysis.

3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: I would suggest the article be structured using a standard article format, IMRAD or so. In the method part:
3.1. Please clarify what 2 credits mean. International readers might not understand it.
3.2. Why only Olif out of 38 students? Justify
3.3. Can the author/s provide the interview questions/protocols?
3.4. Can the authors provide a descriptive results of the thematic analysis?
3.5. "For data analysis, we utilize thematic analysis (Gibson & Brown, 2009), a method that involves identifying, analyzing, and summarizing patterns or key themes within qualitative data". How did the authors apply these steps? More details are useful for readers, such as who identified, what results did the author find? and so on.
3.6. Hod did the authors analyse the learning artefacts?

4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: 4.1. It is better to provide an introductory paragraph/s under the findings section, introducing how the authors present the findings.
4.2. Please provide a structure for presenting the findings and do not mix interpretation and findings.
4.3. Image 1. Olif and her teammate performed a reader theatre. Did the author get permission for this?

5. Implications for research, practice and/or society: Does the paper identify clearly any implications for research, practice and/or society? Does the paper bridge the gap between theory and practice? How can the research be used in practice (economic and commercial impact), in teaching, to influence public policy, in research (contributing to the body of knowledge)? What is the impact upon society (influencing public attitudes, affecting quality of life)? Are these implications consistent with the findings and conclusions of the paper?: "Nevertheless, these findings have pedagogical implications, particularly for educators seeking to motivate students to engage in reading, both personally and academically. Educators can develop lesson plans that encourage critical analysis and incorporate technology to enhance classroom activities, thereby fostering a

culture of reading engagement among students". This is too general. Can the authors elaborate more? How?

6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: The article needs a format restructure for better reading.

Referee: 4

Recommendation: Minor Revision

Comments:
Expand Literature Review: Provide a more comprehensive review of the existing literature on reader identity, engagement, and sociocultural influences in TESOL. This would situate the study within a broader academic context and highlight its contributions.
Theoretical Integration: Integrate more theories related to identity formation, motivation, and engagement in reading. Drawing on established theories can help substantiate the study's findings and provide a stronger theoretical foundation.
Enhance Methodological Rigor
Detailed Methodology: Offer a more detailed description of the methodology, including the specific interview questions, duration of interviews, and criteria for selecting artifacts. This transparency will help others replicate the study and evaluate its reliability.
Triangulation: Emphasize the use of triangulation in data collection (e.g., combining interviews, artifacts, and observations) to enhance the validity and reliability of the findings.
Deepen Data Analysis
Thematic Analysis: Provide a more detailed account of the thematic analysis process. Explain how themes were identified and validated. Including examples of coding and theme development can illustrate the rigor of the analysis.
Participant Narratives: Present more in-depth narratives from the participant, Olif. Use direct quotes to provide rich, illustrative examples of how she negotiates her identity as an engaged reader.
Broaden the Scope
Comparative Analysis: Compare Olif's experiences with those of other students or similar studies in different contexts. This comparison can highlight unique aspects of the case and its broader implications.
Longitudinal Perspective: If possible, extend the study to follow Olif's progress over a longer period. This would provide insights into the long-term impact of reading engagement on identity development.
Address Potential Limitations
Acknowledge Limitations: Clearly acknowledge the study's limitations, such as the focus on a single participant and the specific cultural context. Discuss how these limitations might affect the generalizability of the findings.
Suggestions for Future Research: Offer suggestions for future research to address these limitations, such as studies with larger, more diverse samples or in different cultural settings.
Improve Presentation and Style
Clarity and Cohesion: Ensure that the writing is clear, cohesive, and free from jargon. Use headings and subheadings to guide the reader through the sections.
Engaging Writing Style: Write in an engaging style that highlights the significance of the research and its findings. Use storytelling elements to make the narrative inquiry compelling.

Additional Questions:
1. Originality: Does the paper contain new and significant information adequate to justify publication?: Strengths: This article explores a relatively under-researched topic, namely the reflection on the identity of engaged readers among undergraduate TESOL students. The retrospective narrative approach used is also quite unique and offers deep insights.
Weaknesses: Despite the interesting topic, the research focuses only on one individual, which may reduce the generalizability of the findings. This can be seen as a weakness in terms of originality because the results may not apply to a broader population.

2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: Strengths: The article integrates various relevant literature well, linking its findings to existing theories on reader identity, reading engagement, and the EFL context.
Weaknesses: Some references seem outdated and may not fully account for recent developments in this field. Additionally, the article is not sufficiently critical in comparing its findings with previous studies.

3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: Strengths: The narrative approach and the use of in-depth interviews along with learning artifacts provide rich and deep insights into the subject's experience.

Weaknesses: The focus on a single participant raises issues of external validity. Also, there is no detailed information on data validation procedures or how bias was minimized during interviews and data analysis.

4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: Strengths: The findings are interesting, showing how personal and academic motivations influence reading engagement and the development of reader identity.
Weaknesses: The findings may be too specific to the participant studied and might not reflect the broader experiences of other TESOL students. There is a tendency to generalize from a single case, which may not be representative.

5. Implications for research, practice and/or society: Does the paper identify clearly any implications for research, practice and/or society? Does the paper bridge the gap between theory and practice? How can the research be used in practice (economic and commercial impact), in teaching, to influence public policy, in research (contributing to the body of knowledge)? What is the impact upon society (influencing public attitudes, affecting quality of life)? Are these implications consistent with the findings and conclusions of the paper?: Strengths: This article provides valuable insights into how readers can be encouraged to engage more deeply with texts, which can be useful for educators and curriculum developers.
Weaknesses: Due to the limited scope of the study to a single individual, its impact on society might be restricted. The implications may lack strength without support from broader studies.

6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: Strengths: The language used in the article is clear and easy to understand. The article is also well-structured, with a logical flow from the introduction to the conclusion.
Weaknesses: Some sections are overly descriptive and could be more concise. The excessive use of academic jargon may make the article less accessible to the general reader.

📄 * How-to-submit-a-revision.pdf
668.2kB

39
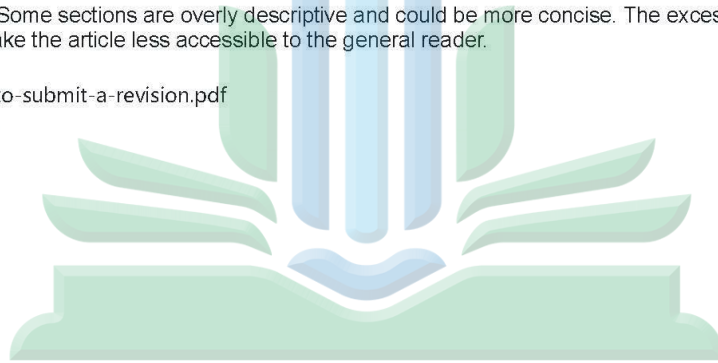
Appendix 7

RESEARCHER ACTIVITY

Personal Information

Name	: Nailil Marom
SRN	: 202101060008
Place/Date of birth	: Jember, 16 November 2002
Address	: Dusun Sumber Wadung, Kecamatan Sukowono, Kabupaten Jember
Faculty	: Tarbiyah and Teacher Training Faculty
Program	: English Education Department
University	: UIN Kiai Haji Achmad Siddiq Jember

Education Background
1. TK Al MUBTADI'IN JEMBER in 2008

2. SDN DAWUHAN MANGLI 01 in 2013

3. SMP AL QODIRI in 2017

4. MAN 2 JEMBER in 2020