Promotion Reading Project Based Learning to Enhance Reading Habit and Learning Culture for Inclusion Students

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Abstract—The objective of this research was using the promotion reading project based learning to enhance reading habit and learning culture for inclusion students. The sample used for experimental group consisted of 38 undergraduate students in the Promotion of Reading and Lifelong Learning course in the 2016 academic year, Library and Information Science Program. There were 28 normal students and 10 special need students. The research instruments were the instructional of using the promotion reading project based learning plan for inclusion students, and the reading habit and learning culture questionnaire. The methods of the study were 8 processes as followed: 1) preparation and introduction, 2) identify the task or the story of knowledge, 3) resource allocation for project implementation, 4) the process of promotion reading project based, 5) suggestive and scaffolding, 6) continuously conduct activities and brainstorming, 7) presentation of the results of the performance, and 8) reflection stage. These processes were 14 weeks, which promotion reading project based to enhance reading habit and learning culture for students. The data obtained were analyzed by using mean, standard deviation, and t-test dependent. The finding of reading habit and learning culture of inclusion student were as follows: 1) the over all of reading habit were level 4 ($\overline{X}$ = 3.87, S.D. = 0.68), the experimental sample increased 17.95 %, and every special need student's development 4.00 – 57.20 %. 2) The over all of learning culture were level 4 ($\overline{X}$ = 4.01, S.D. = 0.70), the experimental sample increased 19.91 %, and every special need student's development 1.40 – 37.40 %.

Index Terms—Promotion reading project based, reading habit, learning culture, inclusion students.

I. INTRODUCTION

PISA (Program for International Student Assessment) results of Thailand, the trend from PISA 2000 to PISA 2015 has found that the results of all three assessments are science, reading and mathematics trend to decrease. Although PISA 2009 through PISA 2012 scores on science, reading and mathematics scores are on the upward trend, but PISA 2015 scores on all three sides have fallen from PISA 2012, reading down 32 points, followed by science (23 points lower), both of which decreased significantly. The OECD (Organization for Economic Co-operation and Develop) average score for Reading in PISA 2015 is a benchmark of 493. The average reading score for Thai students was 409, well below the OECD average. [1]

National Statistical Office Thailand has identified a policy to support reading, how to campaign for the best reading habit. To instill of reading habit through parents and families, the school has a campaign to promote reading. Interesting books and content or use a simple language, promote library for mobile library, reading corner in the community or public areas, and make books available for purchase or easy access. [2] The promotion of reading culture must promote continuous reading habits as a person's habit, in all areas of lifestyle. The reader feels valued and sees the benefits of reading until the transmission, promotion, support reading to the others. [3] Saying that reading culture not just reading on an individual level only, but try to cultivate a culture with people. From community families, the result of this reading will have an effect on the learning of the person.

Teaching with the project is a learning activity in a friendly atmosphere. Give priority to learners as one with equal rights. Create a strong feeling to show courage. The instructor is always there to support learner when learner need it. Teachers are not knowledge transferors, but it will be the organizer of the classroom environment and the preparation of materials that will allow the student to engage in activities that are interesting and challenging to the learner. Provide opportunities for learners to discover and learn from their experiences, stories, places, people, and events, within the community of learners according to individual methods. Allows learners to evaluate their work, have seen their development and success or failure. The instructor provides positive feedback and helps the learner succeed in the activity. [4] Therefore, the project promote reading habit activities organized for learners to carry out activities related to promoting reading, whether it is a narrative of interest, or other creative activities. That promotes reading, which challenges the ability of the learner. Provides opportunities for learners to discover and learn from their experiences in reading activities aimed at promoting reading habits for reading culture, promoting reading, and learning culture to learners.

In the current state of education, education has provided students with special needs. And the characteristics of students with special needs to study with students are also diverse, such as students with vision impairment, students with hearing impairment, and students with learning disabilities. Therefore, the inclusion learning management for the learning and promotion of learning culture, it is necessary to fit the students in this inclusion learning. According to the belief that no matter how severe the student is, the severity of the disability, they need to be educated in class; students need special instruction, technology to facilitate, and therapy or personal help. It is something that must be provided in regular

classes. This concept reflects the educational right of children with disabilities to receive educational equality. Inclusion management is philosophy of education is that, education for all, the study of human rights education. No education barriers due to disability or social inequality, because each students are different in body, intellect, emotion, and society. Therefore, the needs of all learners are different even in the same class. Institute of education and teachers have to change so that all learners can learn together and get the full potential of each individual. [5], [6]

Inclusion management for students with special needs, and regular students need a variety of methods. There is an integration of science that enables learners to prepare for change in the global way of the project. Promote mutual learning from outside classroom practice, taking into account the social and community dimensions. Self directed of knowledge, teamwork, adaptation, leadership, and motivate learners to thinking. Taking into account the educational equality that must be respected. Foster and fulfill educational rights for all learners. This study is using a promotion reading project based to development of reading habit and learning culture for inclusion students. Special needs students receive educational opportunities to promote a culture of learning that is comparable to that of a typical learner. This is an activity to promote learning culture that is in line with 21st century learning skills so that all learners can learn the realities of the project. Affect the quality of life of all learners and continue to drive the country.

II. MATERIALS AND METHODS

A. Subject Selection and Criterions

The sample group to this study consisted of 38 undergraduate students enrolled in the Library and Information Science program who registered the course of Promotion of Reading and Lifelong Learning in 2016 academic year. The criterions were inclusion students, 9 students with hearing impairment and one with visual impairment.

B. Instrument

The research instruments were as follows:
1) The instructional of using the promotion reading project based learning plan for inclusion students.
2) The reading habit and learning culture questionnaire with 5 levels that perform highest (level 5), high (level 4), medium (level 3), few (level 2), and least level (level 1).

C. Research Design

One group pretest-posttest design was research design in this study

$$T_1 \quad X \quad T_2$$
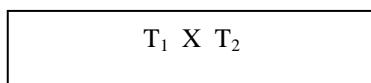
X : Experiment or Treatment
T_1 : Pretest
T_2 : Posttest

D. Statistic

The statistical package was uses for mean, standard deviation, t-test dependent.

The meaning of reading habit as follows:
4.21 – 5.00 was the reading habit level 5
3.41 – 4.20 was the reading habit level 4
2.61 – 3.40 was the reading habit level 3
1.81 – 2.60 was the reading habit level 2
1.00 – 1.80 was the reading habit level 1
The meaning of learning culture as follows:
4.21 – 5.00 was the learning culture level 5
3.41 – 4.20 was the learning culture level 4
2.61 – 3.40 was the learning culture level 3
1.81 – 2.60 was the learning culture level 2
1.00 – 1.80 was the learning culture level 1

E. Methods

The experimental group will use promotion reading project based learning for 14 weeks, the steps as follows:
Step 1: Preparation and introduction
- Create a positive attitude in the classroom including regular students and students with special needs.
- Clarification on the course forms of teaching activities both in the classroom and outside the classroom.
- Group 6-7 students per group, with one special student in each group.
- Identify roles of members within the group, communication tools for project implementation.
Step 2: Identify the task or the story knowledge
- Instructor provides job details. Provide knowledge about the content of the course and link it with the implementation of the program to promote reading for the target audience.
- Participants discuss selected target groups or area for reading activities.
Step 3: Resource allocation for project implementation
Teachers and learners provide the resources needed to carry out reading promotion programs that are appropriate to the target audience, such as pupil-centered textbooks, hand-held materials needed to carry out activities.
Step 4: The process of promotion reading project based
Learners follow the planned process steps and planned procedures. Include test and validation and evaluation in progress.
Step 5: Suggestive and scaffolding
- Instructor help facilitates to learners.
- Regular learners provide assistance to students with special needs.
Step 6: Continuously conduct activities and brainstorming
The students conduct brainstorming and brainstorming to encourage cooperative learning between both regular and special needs students.
Step 7: Presentation of the results of the performance
The students present multimedia animation activities. Presentation of how to conduct reading promotion activities that appropriate to the target, audience, results and best practices, and group discussion.
Step 8: Reflection stage
Make a presentation, share ideas, and reflect on classroom learning and social networking.

III. RESULTS AND DISCUSSION

A. Reading Habit

The reading habit comprehension was at a high level, level 4. In the first place, students could use technology to enhance their reading habit for themselves and others. That were learners have the ability to use information technology. These skills improve the 21st century's knowledge and skills in the context of learning to access content and skills; to know how to learn, critical thinking, troubleshooting, use of information, communication, innovation production, and work together. [7] In subsequent reading activities, students used free reading resources for extra reading which learning resources. To be used in current reading activities, access to learning resources was easy. Current reading promotion can lead to social media, Facebook, Twitter, Instagram (IG), SMS, or email to promote reading. In addition, interesting media formats such as books with many illustrations. There are new visuals, new media, infographics, books that are easy to read. Would be a favorite because these open the world to read and understand. [2] The use of information technology to drive the promotion of reading and access to digital library resources, or digital learning resources. So that users can easily access and connect. It will need to continually improve digital services. [8] Digital media enhances reading habits and behavior in complex environments. Because reading helps in human development, both promoting self-respect and empowering individuals, public participation, economic growth, and cultural change. [9] Finally, the students' comments indicate that the reading promotion program could encourage students to have reading habit. As can be seen from the organization of a campaign for the promotion of reading environment organized in organizations, both public and private, it was found that the ongoing promotion of reading promotion programs continued can enhance the reading habit as follows. Based on the research on reading and the experience of a powerful reading project, it indicates that the early stages of education in the school system of children help offset the unfavorable home environment for the development of reading skills. [10]

Development of reading habit could using by promotion reading project based learning. The students' reading habit before and after undertaking promotion reading project based learning was shown in Table I The individual reading habit of the sample.

TABLE I: THE INDIVIDUAL READING HABIT OF THE SAMPLE

Student No.	Reading Habit		
	Pre-test (5 points)	Post-test (5 points)	Development (%)
1	4.33	4.80	9.40
2	3.53	4.33	16.00
3*	2.93	3.40	9.40
4	4.27	4.73	9.20
5	2.20	2.80	12.00
6	2.60	4.33	34.60
7	3.20	4.33	22.60
8	2.53	2.87	6.80
9*	3.60	3.93	6.60
10	2.80	3.67	17.40
11*	3.07	3.33	5.20
12*	2.20	2.60	8.00
13*	1.67	4.53	57.20
14*	3.00	4.33	26.60
15	1.80	3.20	28.00
16*	2.53	3.00	9.40
17	3.07	3.93	17.20
18	3.00	4.40	28.00
19	2.40	2.67	5.40
20*	3.60	4.47	17.40
21*	2.27	2.47	4.00
22	2.13	3.33	24.00
23*	3.67	4.53	17.20
24	2.73	2.80	1.40
25	4.33	4.67	6.80
26	4.07	4.40	6.60
27	3.07	4.33	25.20
28	2.93	4.00	21.40
29	2.53	3.87	26.80
30	4.27	4.67	8.00
31	1.53	4.00	49.40
32	2.47	4.33	37.20
33	2.73	3.93	24.00
34	2.47	3.73	25.20
35	4.20	4.27	1.40
36	2.47	3.53	21.20
37	2.87	4.60	34.60
38	3.93	4.00	1.40
Overview	**2.97**	**3.87**	**17.95**

*Special need student

Table I shown the reading habit before and after undertaking promotion reading project based learning of students. For the development of reading habits, the sample was 17.95% higher. All the students had a higher development rate 1.40 % to 57.20%. All students with special needs improved rate 4.00 % to 57.20 %. It can be said that the use of reading promotion program can promote reading habits of the operator. The promotion of reading can be carried out in the form of human resources development projects and use of resources to promote reading. [2], [11], [12]

Characteristics of reading promotion activities must be diversified. Meet the diverse needs of the target audience. Activity does not require direct reading. But it can be done through other activities. Target audience then it's linked to reading to support your favorite target audience. Organizations involved in the promotion of reading, such as library, and information technology institute. Strategies to attract people to use the library will improved service quality, to provide readers with the opportunity to use the service to read books easily, especially in rural communities. And increase reading activities for self-directed learning of the citizen for human resource development and economic development of the country. Librarians all should promote reading in both the library and the classroom, acting as role models in reading. There should be a promotion, reading, competition, book club and exhibit. Let the person see the child's reading ability. See the importance of reading. The environment etc.; at home, schools help instill a love of reading habit by providing space. Reading media having good examples to promote the reading habit, correlated with reading factors, and makes more reading time. [13]

B. Learning Culture

The overall learning culture has a high level (level 4) of performance. The first was that students practice their

thinking skills to create activities in the program of reading activities. Consistent with the idea that the ultimate goal of promoting reading was development of quality of life and the ability to live on their own. Reading was a learning channel that leads to the ability to "think". Reading was a way to enhance knowledge and potential of thinking in a variety of ways, including critical thinking, critical thinking, analytical thinking and imagination. [2] In the following, students could adjust to the activities of reading activities with friends, group members and target groups. The implementation of this project was based on collaborative teamwork, so students must study as a team. Learn with the implementation of successful projects, and developed around the 21st century learning goals. [14] And from the student readiness activities, students practice their responsibilities and leadership. It can be said that the activities promoting reading not only promote the reading habit. But also develop other areas. [8]

Development of learning culture could using by promotion reading project based learning, the students' learning culture before and after undertaking promotion reading project based learning was shown in Table II.

Table II shown the learning culture before and after undertaking promotion reading project based learning. Development of learning culture found that, the overall sample size was 19.91%, with all students developing at a high level, between 1.40 % - 46.60 %, all students with special needs improved by between 1.40 % - 37.40 %. Therefore, the reading promotion program can carry out activities for all ages in all fields of study, emphasizing the habit of reading for a sustainable way is a lifelong learner, creates a 21st century learning community. [8] Reading promotion is an important factor in the reading culture of individuals, families, communities, and educational institutions, where all levels of organizations engage and build networks of partnerships to create lifelong learning.

TABLE II: THE INDIVIDUAL LEARNING CULTURE OF THE SAMPLE

Student No.	Learning Culture		
	Pre-test (5 points)	Post-test (5 points)	Development (%)
1	3.60	4.47	17.40
2	3.20	4.40	24.00
3*	3.60	3.67	1.40
4	4.33	4.87	10.80
5	2.13	3.13	20.00
6	3.27	4.73	29.20
7	2.67	3.80	22.60
8	2.33	2.60	5.40
9*	3.40	3.60	4.00
10	3.13	4.00	17.40
11*	3.20	3.40	4.00
12*	2.13	2.73	12.00
13*	1.93	3.80	37.40
14*	3.00	4.33	26.60
15	1.87	3.73	37.20
16*	1.93	2.80	17.40
17	3.13	4.67	30.80
18	3.87	4.87	20.00
19	2.47	2.67	4.00
20*	3.53	4.27	14.80
21*	2.00	2.93	18.60
22	2.20	3.80	32.00
23*	3.00	4.47	29.40
24	2.80	2.80	0.00
25	4.47	4.67	4.00
26	4.60	4.93	6.60
27	3.47	4.53	21.20
28	3.20	4.27	21.40
29	2.93	4.27	26.80
30	3.87	4.53	13.20
31	1.87	4.20	46.60
32	2.53	4.40	37.40
33	2.80	4.67	37.40
34	2.47	4.13	33.20
35	4.00	4.87	17.40
36	2.73	3.60	17.40
37	2.87	4.67	36.00
38	4.00	4.07	1.40
Overview	**3.01**	**4.01**	**19.91**

*Special need student

IV. CONCLUSION

Educational management is a comprehensive education for all people. According to human rights principles special needs students receive educational opportunities to promote a culture of learning that is comparable to that of a typical learner. Teaching by using reading promotion project based learning is an activity to promote the culture of learning. In addition, the project will help students develop their thinking skills, information technology skills, problem solving skills, and communication skills are in line with 21st century learning skills. Let all learners learn the practicalities of running a joint projects; have developed around self-knowledge building affect to the quality of life of all learners. Learning activities to focus on the learners in the 21st century is able to survive the global community to their full potential.

APPENDIX

The activities of promotion reading project base learning are shown in Fig. 1- 2.

Fig. 1. The promotion reading project base learning for early childhood

The reading habit and learning culture questionnaire are

shown in Table III-IV.

TABLE III: THE READING HABIT QUESTIONNAIRE

Question	Practice				
	highest	high	medium	few	least
1. You spend more time reading voluntarily in daily life.					
2. You have expanded your reading comprehension.					
3. You change your free time to read.					
4. You use reading as a way to educate yourself.					
5. You spend more money for reading.					
6. You use free resources for more reading.					
7. You give your favorite books to others, or give it to someone else.					

TABLE III: THE READING HABIT QUESTIONNAIRE

Question	Practice				
	highest	high	medium	few	least
8. You are a reading group member within a class, or social network.					
9. You are always promoting reading activities for others.					
10. You organize reading activities for your reading group.					
11. You participate in the activities of reading groups regularly.					
12. You can take advantage of the media to promote reading habits.					
13. You can produce a media campaign to promote reading, or participate in activities.					
14. You can use technology to enhance your reading habits for yourself and others.					
15. Reading activities can encourage students to have a habit of reading.					

TABLE IV: THE LEARNING CULTURE QUESTIONNAIRE

Question	Practice				
	highest	high	medium	few	least
1. You have learned the operation from the reading habit project based.					
2. You learn as a team from a project to promote reading activities.					
3. You practice thinking skills to create activities in the program of reading activities.					
4. You have practiced problem solving in organized activities.					
5. You learned together with the group members and including communication through activities.					
6. By carrying out a reading promotion activity, you practice your responsibility and leadership.					
7. You can adapt to the activities of reading activities with friends, group members and target groups.					
8. You have developed an information literacy foundation from the project.					
9. From the project, you develop the production of the media for the presentation of the project.					

TABLE IV: THE LEARNING CULTURE QUESTIONNAIRE

Question	Practice				
	highest	high	medium	few	least
10. You have used information technology to carry out reading activities.					
11. Promoting reading activities enhances your life skills.					
12. Promoting reading skills helps to build your social skills.					
13. You can improve your study method.					
14. You can take advantage of the media to promote lifelong learning.					
15. You can produce the media to promote life-long learning for yourself and others.					

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