



## Article

# Assessing Pre-Service English Teachers' Folkloric-based Readings through Their Online Reading Accessibility

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## ABSTRACT

This study attempts at assessing pre-service English teachers' (PSETs') informational, substantial, and contextual materials through the online selected folkloric-based readings—*Lutung Kasarung* and *Calon Arang*. It bridges the distinctive challenges through PSETs' reading habit, reading effectiveness, and reading for pleasure accessibility. This study used the quantitative method by involving 248 sophomores and juniors PSETs at a private university in Yogyakarta, Indonesia. Data collection used simple random sampling through Likert scale's self-rated questionnaire. The Respondents were 47 (19%) males and 201 (81%) females, ranged in between 19 to 22 years old (Mage = 20.50; SD = 2.769). Data analysis used descriptive statistics, chi-square test, and factor analysis to reveal PSETs' online reading accessibility. Reading habit was very accomplishable with 41.1% respondents, whereas reading effectiveness was accomplishable with 63.7% respondents, and reading for pleasure was accomplishable with 56.5% respondents. Pearson correlations showed positive and significant relationships toward reading predictors ( $r = .902$ ,  $n = 248$ ,  $p < .000$ ), Kaiser Meyer-Olkin was .688 exceeding .6 as confirmed, and Bartlett's Sphericity test ( $df = 3$ ;  $p = .000$ ) statistically showed significant results with correlational matrix factorability. Further, principal components analysis indicated the proximity of three folkloric-based online reading predictors outreaching Eigenvalue's square root (86%; 11%; 2.9%) with coherent interpretation. Reading habit shows the highest gain, creates literacies, elaborates ideas to reading accessibility, and triggers sense of positive and meaningful self-awareness relating to PSETs' reading proficiencies, critical thinking, and verbal fluencies. The folkloric-based online readings accomplish PSETs' affordability with the applicable digital technology for engaging their reading accessibility.

## I. INTRODUCTION

Reflecting the pre-service English teachers' (PSETs') previous reading performance, some unsatisfactory results are still on the deep concern to recover the crucial reading fulfilments. Previous studies supported that most students still depended

on either single-word meaning chosen as the ultimate focus for obtaining comprehension or most notable challenge in their English reading texts effectively since they theoretically failed to polish the equivalently translated texts into a common sense of translatable meanings (Dardjito

et al., 2023). Another unsatisfactory result lacked the robustness of reading's intelligence prediction to enrich the quality of the performance becomes ineffective reading comprehension individually or collectively (Sumekto, Taufiqulloh, & Aryani, 2022). Hence, fostering students' intrinsic reading interests, bridging up their sense of reading confidence, and penetrating the value of reading become the priority on fulfilling reading performance (Ma & Zhao, 2025).

When we realize this condition, reading texts analysis, forming hypothesis, and constructing contents become the significant matter to do (Unstad & Fjørtoft, 2021). This significant matter determines readers' proficiency level and needs, reading situation, readers' interest, positive learning, and online and offline readers' habits (Sendur, Boxtel, & Drie, 2021). At least, it perceives the L2 readers to memorize detailed texts, understand topic sentences, and to disrupt reading fluencies which accomplished readers' competences (Zimmer, McTigue, & Matsuda, 2021; Liu, 2020). All these accomplishments become readers' promotion that culturally shape realities and notify the unique reading pattern of the outputs-driven contexts (Delgado & Salmerón, 2021). In recovering PSETs' unsatisfactory reading performance, reading for pleasure activity attempts to bridge this deficiency through increased comprehension and vocabulary, enhanced academic performance, engaged in reading motivation and confidence, driven cognitive skills development, and augmented empathy, and positive attitudes towards reading activities.

Reading for pleasure substantially requires practices and exposures of directly conveying the response to intervention, one-to-one discussion or small-group, and technology integration upon deficient reading performance causes. In a certain reading situation, Watkins (2020) offered collaborative reading that proves fertile ground for readers' development and experientially becomes social reading activity since the significance of the individual relationships build beyond reading texts together among the readers.

Recently, reading for pleasure shows mainly respective increases with engaging readers in creative, interactive, affective, and personalised reading contributions through their developmental outputs (Watkins, 2020; Kucirkova, 2020), although

some L2 readers still focus the leisure times on concentrating with online reading for pleasure moments (Smith & Li, 2020; Hodgson, 2020), as well as anticipate the phenomenon of reaching irrelevant academic purpose efforts. So far, readers' online reading preference still closely rely on the amusements and social networking relationships with educational purposes (Brandão, 2021; Choi et al., 2021). This phenomenon intentionally promotes readers' reading comprehension with the eligible effectiveness, for which L2 readers may associate with their previous reading experience, comply the questions and answers session, focus on the keywords, use structural sentences review of figuring out the grammars, and reading and re-reading times (Kuipers & Westphal, 2021; Drieghe et al., 2019). Reading accessibility addresses and stimulates readers' cognitive maturation, broad-mindedness, and aptitude in accordance with foregoing facts, resuming ideas, and concluding the substance of reading references (Marek et al., 2021; Virinkoski et al., 2021) within the lexical interactions (de León & García-Sánchez, 2021). Meanwhile, vocabulary and text structure support reading commitment to improve the content knowledge upon the simultaneous reading activities and L2 readers' acquisition.

The accessibility of reading habit, reading effectiveness, and reading for pleasure strengthen their alignment to support readers' skills. It profiles and puts the bottom-up regarding scanning and using the cues setting and top-down referring to skimming and driving schemata, meta-cognitive covering apprehension and evaluating strategy use, and affective activities collaborating reading tasks with peers (Shirazizadeh & Amirfazlian, 2021; Arnican, Oberauer, & Souza, 2021). The strategies put the remarkable strengths of reading proficiencies that conditionally stimulate an improvement within consistent reading progress (Chen, Li, & Chen, 2020) since reading activities multiply consider readers' thinking of comprehending the literary texts (Gopal & Singh, 2020). At this point, the reading objective assists readers with low level to high level reading proficiencies with some orders and intensities (Al-Qahtani, 2021).

The online accessibility of reading habit, reading effectiveness, and reading for pleasure attempts to present some necessities of readers' cognitive skills acquisition whose differentiated prediction performed in the following across

reading outputs, such as controlled characters and cognitive domains, conditionally entrenched reading with text elaborateness, and particularly reading fluencies (Spencer et al., 2019), including self-efficacy and autonomy that mostly influence L2 readers' online reading acquisition. It triggers motivational interventions in task-avoidant and task-engagement behaviours, and skills growth among readers (Dardjito et al., 2023), and peer collaboration that positively contributes reading predictors (Arthur Jr., Hagen, & George Jr., 2021).

Online reading necessity will deal with oriented-reading focus, portable computers, hypertexted-written sentences, and non-verbal and verbal expressions that shall recover L2 reading acquisition and competences since at multiple stages of reading acquisition support the visual analysis roles (Yeo et al., 2020; Commodari et al., 2019). The multimedia designs are compatible with the necessities of readers' words recognition for contributing the effective online reading activities. Readers' words recognition may address virtual reality, informative figures, icons, and animated symbols (Ehri, 2020; Müller, Richter, & Karageorgos, 2020; Li & Tong, 2019). Designs compatibility covers main ideas conciseness and derives texts highlighting reading organization, present macro-strategies at the text gist that underlies generalization, construction, inhibition, and reading integration in terms of readers' previous experience as well (Pereira, 2020; Shelton et al., 2020). The online reading lexically conceptualizes and sub-lexically transfers word procedures demonstrating L2 readers' stimulus inversion various reading styles (Bullock, McKnight, & Todd, 2020; Ben-Yehudah et al., 2019). It means that reading readability attempts to abolish the burdensome characteristics in online reading determinants concisely as a consequence of performing prospective readers (Sztajn et al., 2020; Babayiğit, Roulstone, & Wren, 2020; Gruhn et al., 2020). Therefore, the readers gain opportunities to comprehend the proportional inputs through the selected reading themes (Arnaud & Gutman, 2020; Smith, Pacheco, & Khorosheva, 2020; Zhou, 2020), for instance reading for pleasure exemplifies an outstanding rate in readers' reading experience. This core reading approach constitutes readers' self-efficacy (Forzani et al., 2020; Aydeniz, Bilican, & Senler, 2020) which bridges slow and fast readers' cognition and motivation (Soto,

Napolitano, & Roberts, 2021; Griffin, Farran, & Mindrila, 2020). Nevertheless, L2 readers' poor proficiency case show fundamental barriers (Taşçı & Turan, 2020; Sengottuvel et al., 2020) that degrade reading enjoyment, reading times, and remaining low-fluency-stagnancy, inflected by readers' behavioural matters (Krzemien et al., 2021; Roberts et al., 2019).

Moreover, online reading approach becomes a better independent variable on determining processes and outputs since this extrinsic predictor will be more relevant with readers' observable reading behaviours focus (Sharma et al., 2021; Su & Davidson, 2019). Thus, the content-based focus is considered to be a sense of reading accomplishment throughout the online texts, for which readers' increased skills can be traced from the comparable challenges and influences (Dardjito et al., 2023; Avery & Marsden, 2019). Conversely, online reading circumstances can stimulate readers' exposures towards the authentic reading materials and comprehend flexible linguistic features under applicable coaching (Hwang, Wang, & Lai, 2021; Meltzer-Asscher, 2021). The substance and coachability of readers' strategies, engagement, development, and performance may empirically show the ascertainment processes on online reading practices (Hadley & Mendez, 2021; Romijn, Slot, & Leseman, 2021).

Some studies had decided empirical evidences to align PSETs' online folkloric-based readings experience to improve their reading performance. Readers' communication, exploration, elaboration, and collaboration in relevance with their assignment authenticity may strengthen their online reading effectiveness (Krzemien et al., 2021). The fluency and vocabulary cognition including readers' intrinsic reading motivation also determine indirect influence on reading comprehension (Halim, Arif, & Supramaniam, 2020). The more online reading activities are frequently performed, the better performance the readers gain with their online reading achievement and experience (Babayiğit, Roulstone, & Wren, 2020), as if readers' recent performance do not concordantly portray their conventional reading accomplishment with the printed hardcopies source (Forzani et al., 2020). Piasta et al. (2021) highlighted that readers' authentic reading matters positively strengthened behavioural and motivational toughness since these matters were experientially engaged in

pedagogical and theoretical discussion upon the reading awareness strategy cultivation. This cultivation strategy improved high-quality lexical representations for word-recognition processes (Drieghe et al., 2019) with readers' interaction and performance efforts naturally and the internal and external locus of readers' control and interrelationships on the metacognitive reading strategies became important (Cromley, Kunze, & Dane, 2021; Heidbrink & Weinrich, 2021), besides constructing reading innovation through the identifiable grammar and vocabulary (Onnis et al., 2021; de León & García-Sánchez, 2021) that could be facilitated by the electronic dictionary devices, word recognition proficiency, and sentence familiarity (Liyanage, Walker, & Shokouhi, 2021; Curiel, Gutierrez-Soto, & Rojano-Caceres, 2020) for gaining an effective reading messages.

The research gap distinguishes challenges in reading habit, reading effectiveness, and reading for pleasure activities, from which they are not structurally found in the previous studies. Overall, those reading factors compromise with decoding and words recognition, limited comprehension, lack of reading fluency, unfamiliar with vocabulary, and low motivation. Hence, PSETs' folkloric-based readings accessibility contextually bridge its reading applicability including text readability, decreasing readability that impacts reproducibility of initially comprehending the selected folkloric-based readings—*Lutung Kasarung* and *Calon Arang*.

This study addresses two research questions in terms of assessing pre-service English teachers' online folkloric-based readings accessibility. First, do pre-service English teachers' reading habit, reading effectiveness, and reading for pleasure significantly address their online readings accessibility? Second, do the online folkloric-based readings contribute pre-service English teachers' informational, substantial, and contextual materials and bridge their distinctive challenges in reading activities?

## II. METHODS

This study addressed descriptive quantitative method, undertaking 248 undergraduate PSETs from one university in Yogyakarta, Indonesia as the sample size. Besides structurally being eligible to access the sophomores and juniors to set up their reading class activities and to ask for fulfilling

the questionnaire, the respondents academically also undertook the reading subjects at their running semesters, whereas the reading lecturers accommodated the scenario of delivering two lecturing sessions differently, although this study was not designed as the experimental research. This study used simple random sampling, from which the respondents were chosen from sophomores and juniors' basis in the 2023-2024 academic year. The composition of PSETs (47 or 19% males and 201 or 81% females) participated by filling in the questionnaire. The respondents' profile classified from 19 to 22 years old (Mage = 20.50; SD = 2.769).

The Cronbach's alpha was previously examined to gain the homogeneous alpha's value criteria prior to continuing this study. The alpha ( $\alpha$ ) value showed .816, which derived from three reading predictors, starting from .426 to .816. The pilot test used to accommodate thirty-three ( $n = 33$ ) respondents, from which they voluntarily participated to validate the research instruments including its reliability results accordingly. The following Cronbach's alpha ( $\alpha$ ) accomplished PSETs' reading habit (.816), reading effectiveness (.728), and reading for pleasure (.759). Meanwhile, reading frequency and trends did not stand for reading predictor since it showed insignificant reliability coefficient test result.

The PSETs' folkloric-based readings accommodated two lecturing sessions. A minor teaching adjustment upon the selected folkloric-based readings—*Lutung Kasarung* and *Calon Arang* in English version were individually provided and assigned to sophomores and juniors. They autonomously engaged in their online reading applying for technology devices, such as smartphones, iPads, tablets, and laptops with the accessibly WiFi and personal internet connections. Reading allocation took more or less 25 minutes for each meeting. The folklore titles were first discussed as imaginative stories or tales. The PSETs' folkloric-based readings focused substantial efforts on multiple strategies for generating text substance, summarizing, resuming words and phrases, and predicting paragraphs concisely as well as strengthening behavioural and motivational toughness, engaging communication, exploration, elaboration, and collaboration, and stimulating creativity, interaction, affection, and pleasurable moments and amusements during their reading

sessions.

Data collection used Likert scale's self-rated questionnaire that represented PSETs' online reading habit, reading effectiveness, and reading for pleasure experience and accessibility through the closed statements' fulfilment instrumentation. The questionnaire ranged from 5 to 1 (5 = very accomplishable, 4 = accomplishable, 3 = sufficient, 2 = less sufficient, 1 = insufficient) toward 248 sophomores and juniors. Data were analyzed through the descriptive statistics, chi-square test, and factor to gain PSETs' folkloric-based readings experience and accessibility.

### III. RESULTS

The descriptive statistics analysis relied on treasuring the PSETs' folkloric-based readings experiences. Firstly, PSETs' reading habit frequencies showed 33.9% for fair category, 25% for accomplishable category, and 41.1% for very accomplishable category. Out of 248 respondents, 84 PSETs experienced with their folkloric-based online readings which placed in fair category, 62 PSETs were placed in accomplishable category, and 102 PSETs were placed in very accomplishable category with *Lutung Kasarung* and *Calon Arang* readings. The PSETs' reading habit histogram

showed  $M = 4.07$ ,  $SD = .865$ ,  $n = 248$  (Table 1 and Figure 1). Herein, PSETs' reading habit gained very accomplishable category with 102 (41.1%) sophomores and juniors.

The PSETs' reading habit became a routine behavior for PSETs to enhance their knowledge. To cultivate this habit, they could set realistic goals, select engaging reading materials, schedule dedicated reading time, and create a conducive environment. The benefits of reading could be further enriched by exploring e-books, magazines, and articles on diverse topics, improving skills through regular practice, developing creativity and empathy through stories that stimulated the imagination, and enhancing different perspectives understanding. Additionally, PSETs' reading habit improved focus through concentration exercises that addressed multiple tasks accordingly.

This experience might consolidate PSETs' empirically remarkable cultures through folkloric-based online reading accessibility. The more habitual PSETs accessed the folkloric-based online reading experience through the internet connection, the more motivated PSETs acknowledged their reading cultures and experiences. The PSETs' online reading habit could be accessibly figured out from experiences with some reading methods.

Table 1. The PSETs' reading habit frequency

	Measuring Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00 (Fair)	84	33.9	33.9	33.9
	4.00 (Accomplishable)	62	25.0	25.0	58.9
	5.00 (Very accomplishable)	102	41.1	41.1	100.0
	Total	248	100.0	100.0	

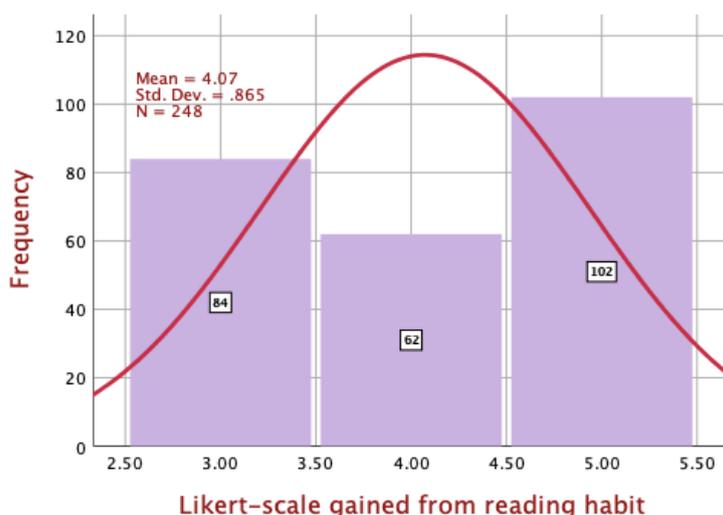


Fig. 1. PSETs' reading habit histogram

Secondly, reading effectiveness frequencies among PSETs showed 15.3% for moderate category, 63.7% for accomplishable category, and 21% for very accomplishable category. Out of 248 respondents, 38 PSETs perceived folkloric-based online reading experience placed on fair category, 158 PSETs indicated accomplishable category, and 52 PSETs perceived very accomplishable category when they experienced with two folkloric-based online reading—*Lutung Kasarung* and *Calon Arang*. The PSETs’ reading effectiveness histogram showed  $M = 4.07$ ,  $SD = .601$ ,  $n = 248$  (Table 2 and Figure 2).

Reading effectiveness for PESTs included previewing, skimming, and scanning to boost comprehension and retention. Their reading effectiveness proved conditionally relating to some developing foundational skills in phonemic awareness, phonics, vocabulary, fluency, and comprehension that enhanced their engagement with texts. The influenced reading effectiveness factors, however included motivation, concentration, and the ability to connect new information with prior knowledge.

Reading effectiveness engaged communication, exploration, elaboration, and

collaboration. The steps consistently set up the realistic goals, for example, reading for 10 to 15 pages every day. By setting the realistic goals, PSETs were more motivated and avoided burnout accordingly. Choosing any e-references that might suit their reading interests and objectives. By reading interesting e-references, reading sessions became more enjoyable. Scheduling regular times to read every day also improved PSETs’ reading effectiveness as well as allocating regular times to naturally gain better. In addition to measuring PSETs’ reading progress, the effectiveness constraints might determine either to align its reading effectiveness regularly.

Thirdly, PSETs’ frequencies of reading for pleasure showed 23.4% for fair category, 56.5% for accomplishable category, and 20.2% for very accomplishable category. Out of 248 respondents, 58 PSETs perceived folkloric-based online reading experience was on fair category, 140 PSETs perceived it on accomplishable category, and 50 PSETs indicated very accomplishable category when they experienced with two folkloric-based online reading—*Lutung Kasarung* and *Calon Arang*. The PSETs’ reading for pleasure histogram showed  $M = 3.97$ ,  $SD = .66$ ,  $n = 248$  (Table 3 and Figure 3).

Table 2. PSETs’ reading effectiveness frequencies

	Measuring Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00 (Fair)	38	15.3	15.3	15.3
	4.00 (accomplishable)	158	63.7	63.7	79.0
	5.00 (Very accomplishable)	52	21.0	21.0	100.0
	Total	248	100.0	100.0	

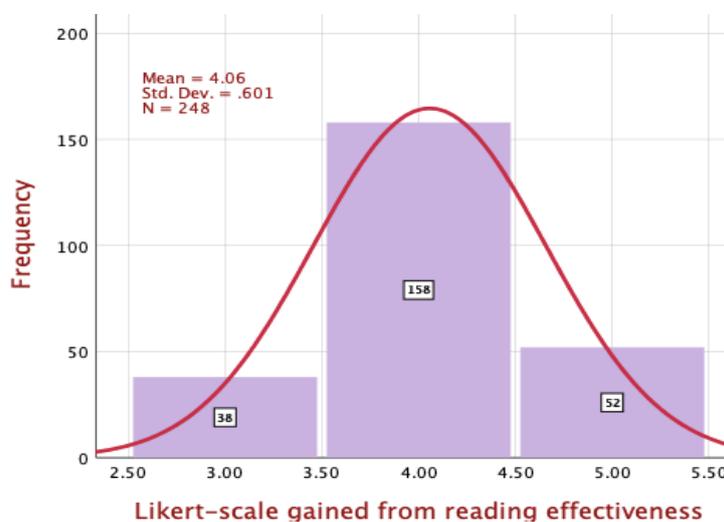
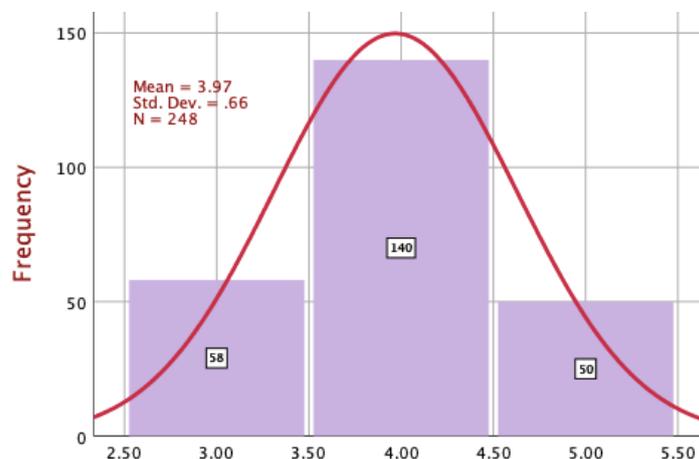


Fig. 2. PSETs’ reading effectiveness histogram

**Table 3. PSETs’ reading for pleasure frequencies**

	Measuring Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00 (Fair)	58	23.4	23.4	23.4
	4.00 (accomplishable)	140	56.5	56.5	79.8
	5.00 (Very accomplishable)	50	20.2	20.2	100.0
	Total	248	100.0	100.0	



**Likert-scale gained from reading for pleasure**

**Fig. 3. PSETs’ reading for pleasure histogram**

The PSETs’ reading for pleasure was empirically motivated by their personal satisfaction, curiosity, or enjoyment, rather than academic, professional, or religious obligations. It fostered a sense of personal agency, allowing them to choose topics that was interesting, such as fiction, non-fiction, digital, or print materials with pictorial sources, and engaged in their own pace. Characteristics of reading for pleasure include free will, anticipated satisfaction, personal interest, a variety of texts, and opportunities for imagination and exploration. These traits supported cognitive development, social and emotional growth, and provided lifelong benefits.

Moreover, reading for pleasure counted as learning either, created all sorts of academic achievements. It led to be a joyful, purposeful, exciting experience and learning skills. Reading for pleasure had a positive impact on reading attainment, text comprehension and grammar, breadth of vocabulary, positive reading attitudes, and self-confidence remarks. It was strongly correlated with better reading comprehension, since it allowed PSETs to gain access to a broad array of vocabulary and other relevant knowledge. However, factors engaging readers in online reading accomplishment relied on their printed and digital e-books or other e-references accessibility,

autonomous readers to select and decide their own sources to read, and to gain regular opportunities to be role model of readers independently. Reading for pleasure supported the relevant reading themes they might read in the leisure time. It stimulated creativity, interaction, affection, and pleasurable moments and amusements. In accordance with the reading for pleasure or joyful reading, PSETs’ imagination explored new ideas, increased literacies, social interactions, and reading outcomes. The PSETs raised reading attainment regarding criticality, digitality and literacy, besides immersing sense of empathy and knowledge development, and empowering them in the psychological well-being and constructive behaviors.

Further, PSETs’ skewness and kurtosis on selected folkloric-based online readings confirmed the reading habit (-.141; -1.652), reading effectiveness (-.022; -.221), and reading for pleasure (.034; -.690) with 248 respondents ( $n = 248$ ) since the reading predictors were normally distributed (Table 4).

To strengthen this study, the Pearson correlation coefficients showed three predictors of folkloric-based online readings to be significant. The preliminary analysis ensured that there was no assumptions transgression upon the normality, linearity, and homoscedasticity tests. The Pearson

**Table 4. Skewness and kurtosis' reading predictors**

Reading Determinants	N	Min	Max.	Mean	Std. Dev.	Skewness		Kurtosis	
	Stat.	Stat.	Stat.	Stat.	Stat.	Stat.	Std. Error	Stat.	Std. Error
Reading habit	248	3.00	5.00	4.0726	.05491	-.141	.155	-1.652	.308
Reading effectiveness	248	3.00	5.00	4.0565	.03816	-.022	.155	-.221	.308
Reading for pleasure	248	3.00	5.00	3.9677	.04194	.034	.155	-.690	.308
Valid N (listwise)	248								

**Table 5. Pearson correlation coefficients among reading predictors**

Reading Predictors	M	SD		1	2	3
1. Reading habit	4.072	.864	Pearson Correlation	1	.693**	.770**
			Sig. (2-tailed)		.000	.000
			N	248	248	248
2. Reading effectiveness	4.056	.600	Pearson Correlation	.693**	1	.902**
			Sig. (2-tailed)	.000		.000
			N	248	248	248
3. Reading for pleasure	3.967	.660	Pearson Correlation	.770**	.902**	1
			Sig. (2-tailed)	.000	.000	
			N	248	248	248

\*\* Significant correlation lies at .01 level (2-tailed),  $p < .01$ ; c. Listwise (n = 248)

had a positive and very significant correlations among three predictors—reading habit, reading effectiveness, and reading for pleasure (Table 5), where  $r = .902, n = 248, p < .000$ . Reading predictors proved an empirical substance upon PSETs' folkloric-based online readings accessibility. Reading practice exploited approach and topical discussion that might also be effectively engaged PSETs' reading standards and captious rationales. Empirically, the mean value of reading habit (M = 4.072; SD = .864) and reading effectiveness (M = 4.072; SD = .600) empirically represented a large statistics, typically indicated a highly statistically significant result that was far from what would be expected by chance. It referred to a finding with a very low p-value and suggested the statistical-based results that were highly unlikely to have occurred by random chance or sampling error, offered strong evidence for the existence of the real effect on PSETs' reading habit and reading effectiveness.

Further, the mean value of reading effectiveness (M = 3.967; SD = .600) empirically represented a high or good category on statistics evidence, typically indicated a statistically significant result that was still far from what would be expected by chance. It referred to a finding with a very low p-value and suggested the statistical-based results that was unlikely to have occurred by random chance or sampling error, offered strong evidence for the existence of the real effect on PSETs' reading for pleasure.

Further, three reading predictors upon folkloric-based online readings conveyed the principal components analysis (PCA) by examining factorial analysis. The parallel matrix resulted the coefficients value of .107 upwards. Meanwhile, the Kaiser Meyer-Olkin (KMO) showed .688, which exceeded .6 as firmly confided and Bartlett's Sphericity test ( $df = 3; p = .000$ ) showed the significant statistics results and the correlational matrix factorability (Table 6). The KMO measure of sampling adequacy of .688 indicated that the data was suitable for factor analysis. This value was generally considerable to be sufficient or acceptable range at most standards, from which the sample size was considered adequate for this statistical analysis.

Further, it assessed the variance proportion among factors of reading habit, reading effectiveness, and reading for pleasure that might be the underlying factors. The value of .688 concluded that the relationships among reading habit, reading effectiveness, and reading for pleasure that bridged PSETs' folkloric-based readings were likely due to the common variance rather than the unique variance of the PCA.

The PCA showed the proximity of three folkloric-based online reading predictors outreaching the eigenvalue of 86%, 11%, and 2.9% orderly (Table 7). These eigenvalues derived the percentage of total variance in the dataset by

each corresponding principal component. The interpretation stated that the principal component 1 (86%) accounted for the enormous majority of the variability in the original data and represented the eigenvector along which the data points were highly disseminated and indicated a very primary underlying factor strongly. Meanwhile, the principal component 2 (11%) verified a smaller and secondary amount of the remaining variance. It captured information that was not performed by the principal component 1 and was uncorrelated or orthogonal upon it. Further, the principal component 3 (2.9%) proved an even smaller amount of the total variance that some time could not be considerably significant.

Moreover, the scree plot evidence (Figure 4) indicated the reading habit, reading effectiveness, and reading for pleasure which aligned the component numbers of PSETs' folkloric-based online readings predictors.

Herein, two extracted components on the factorial analysis showed 97% of the variance,

in which component 1 presented 86% and component 2 presented 11%. The oblimin rotation was determined to interpret component 1 and 2. Therefore, the revolving solution indicated a simple structure presence within both components that showed the extraction sum of squared loadings for three reading predictors of folkloric-based online reading themes—*Lutung Kasarung* and *Calon Arang* that substantially loaded on component 1. These interpretable PCA correlations indicated reading predictors of the simply calculation through the component values beneath Eigenvalues' square root. The coherent analysis of two components relied on the initial upshots of PSTEs' folkloric-based online readings readability scale, as if both component 1 and 2 empirically proved positive results. The interpretation also corresponded with either positive results as the partial scales underlining from the PCA's pattern and structure matrix with the reading predictors' oblimin rotation (Table 8) or decreased datasets dimensionality and increased its interpretability. On the other hand, the pattern and structure matrix also showed current

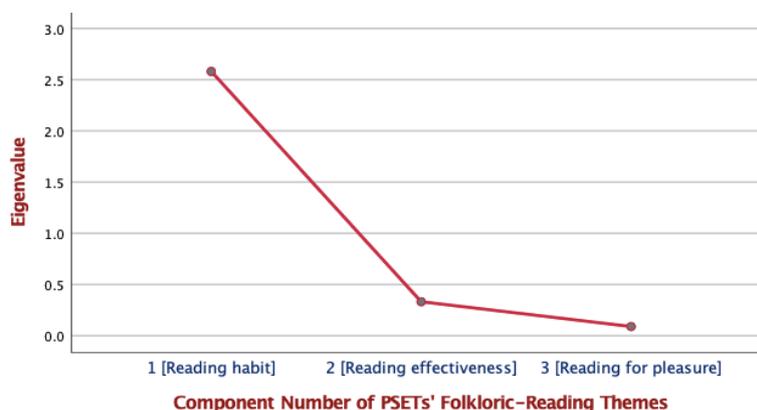
**Table 6. Kaiser Meyer-Olkin and Bartlett's Sphericity test**

KMO Measure of Sampling	.688		
	Approx. Chi-Square	632.427	
Bartlett's Sphericity test	df	3	
	Sig.	.000	

**Table 7. PSETs' online reading predictors within principal components analysis**

Reading Predictors	Initial Eigenvalue		Extraction Sums of Squared Loadings			Rotation Sums of Squared I	
	Total	% of Variance	Cum.%	Total	% of Variance	Cum.%	Total
Reading habit	2.580	86.000	86.000	2.580	86.000	86.000	2.295
Reading effectiveness	.331	11.044	97.044	.331	11.044	97.044	2.073
Reading for pleasure	.089	2.956	100.000	.089	2.956	100.000	2.406

The PCA's extraction method—When components are associated, sums of squared loadings cannot be annexed to gain a total variance.



**Fig. 4. Scree Plot of PSETs' reading predictors generalizability**

**Table 8. PCA’s pattern and structure matrix with the oblimin rotation**

Reading Predictors	Pattern coefficients		Structure coefficients		Communalities
	Component 1	Component 2	Component 1	Component 2	
3. Reading for pleasure	.964	N/A	.964	N/A	1.000
2. Reading effectiveness	.936	N/A	.936	N/A	1.000
1. Reading habit	<b>.880</b>	.472	<b>.880</b>	.472	1.000

Note: Boldface indicates the major loadings.

uncorrelated factors that sequentially increased the variances, and achieved stableness for the obtainable sample sizes, since folkloric-based online reading efficiency motivated readers and lecturer’s communication in putting the applicable beneficences with each other through the technology devices with the internet connection.

The PSETs’ folkloric-based online readings conceptually conformed teaching strategies during the reading session. The strategies emphasized PSETs-initiated reading behaviors and peer-discussion whereas folkloric-based online readings were accommodated. The PSETs performed an appropriate frequency modification including working with the collective remedy both *Lutung Kasarung* and *Calon Arang*. They reflectively dealt with monitoring, modifying, questioning, commenting, and analysing the topics with the constructive feedback when apprehending reading barriers, such as determining main ideas, problematic events, and resolution. The PSETs’ reading activities practically demonstrated a significant contribution as the consequence of reading awareness. Shortly, the strategy prediction among PSETs’ expressions related to unfamiliar words or phrases with the inappropriate intelligence guessing that became the priority to solve.

#### IV. DISCUSSION

The PSETs’ dynamic reading habit, effectiveness, and reading for pleasure stimulate reading activities (Chong & Soo, 2021) through two local Indonesian folklores—*Lutung Kasarung* and *Calon Arang*, since they are available to read texts frequently showing a sense of awareness upon text-based structures, knowledge increase, fluency pronunciation, creation purpose, vocabulary, grammar, meaning stress, and spelling skills particularly selected readings with more challenging themes (Kuipers & Westphal, 2021).

Their reading habit also strengthened behavioral and motivational toughness. This experience determined reading objectives with

reasonably ideas support in order to stimulate PSETs obtained more reading opportunities though the reading books and or other references with the definite daily reading schedules. This experience was proven when reading habits among PSETs may indicate a domain specialization providing integration insights into how general maturation neutrally derives reading improvement and potentially bridges readers at risky reading difficulties (Wu et al., 2025). Meanwhile, Smith and Li (2020; Bilgi, 2020) strengthen that L2 reading transfer can be achieved when a minimum skill velocity has been fulfilled, such as PSETs’ individual background characteristics and language-specific features of phonological awareness, cognates, orthographic system. Additionally, current reading literacy arguably drives more explicitly instructed in L2 reading and L2 readers gain higher reading ability.

The PSETs might gain reading schedule that was flexibly arranged but consistently deal with available times dan occasions. Its session accomplished the timely reading sources diversity within the audiobooks and e-books versions although they had limited accessibility. Reading habit empirically proved a continual reading activity and became readers’ routines regarding their motivation and knowledgably interest to comprehend important information. This continual reading activity and PSETs’ routines, according to Müller, Richter, and Karageorgos (2020) establish poor PSETs’ syllable-based reading with inefficient word-recognition processes who can be drilled to recognize words more accurately through less cognitive efforts. This intervention seems to engage readers’ mental representations in strengthening syllables and orthographic aspects. However, this transfer effects on text-based reading comprehension that is completely mediated by word-reading skills improvement.

This reading habit extended readers’ reading initiation, frequency, and reading selection topics. It addressed readers’ well-planned reading

patterns that naturally triggered reading selection to acknowledge their textual and contextual contents. This study convinced PESTs' reading habit from affording their cognitions, affections, and behaviours. So, longitudinal reading is practically eligible to profile PSETs' inference comprehension and other reading tasks across various level of reading cognition barriers (Silagi et al., 2020). They could familiarize their reading habit through the audible, kindle, and pocket applications as posted in their cell phones' screen and portable dashboard, initiated thoughts, and annotations purpose. In practice, PSETs' reading habit could effectively deal with the skimming, scanning, intensive, and extensive readings.

Theoretically, reading habit drives readers' critical thinking skills, verbal and pronunciation fluencies, increases academic outputs (Balan et al., 2019), and enlightens mental capability as well (Meltzer-Asscher, 2021). Therefore, online reading habit activities stimulate readers' various modes capacity and significantly impacted the instructional advocacies (Choi et al., 2021). As the beneficial position where skilled readers among PSETs might increase a conditional capacity and further, online reading effectiveness among PSETs addressed comfort and seizure to a tremendous information frequency, informed quick access towards various reading materials with the rapid updates, accessed readers to flexibly select any fonts and text size with accessible readability enhancement. In terms of focusing on reading comforts and seizures, Yeom and Jun (2020) point out that more studies dealing with English as a foreign language learners become one of the ultimate standardized reading comprehension both classical and online reading modes. The L2 reading processes can be distinguishable different from the L1 reading process since the L2 readers can drive different approaches to compensate for their lack of reading proficiency.

This situation matched with the iterative approach and the hypothesis that drive the information gleaned along the readers' ways. Any commendable sensitivity to the reading variability and extension prove the success of readers' factors. However, the failure of recognizing previous reading legitimacy would lead to the critics of accusing readers' performance (Soto, Napolitano, & Roberts, 2021). Besides incorporating with the multimedia sources, such as videos, images, and

interactively available features to engage PSETs' reading circumstances. This is revealed when social persuasions effectively boosted reading confidence and accumulation, as well inspired readers to sort distinguished effects of social persuasion when determining social cognitive references (Xu & Huang, 2020).

However, PSETs might experientially interact with other online readers through participation and discussion adaptably. The PSETs' online reading effectiveness depended on their individual preferences, objectives, and topics naturally. On the other hand, online reading effectiveness empirically did not support all reading issues and tasks, particularly those involving comprehensive engagement in various academic purposes. The reason for dealing with the academic reading complies a higher order strategic process that partly mediates the contributable executives functioning into reading comprehension for both dual language learners and English monolingual towards the considerably PSETs' reading strengths and increases (Barber et al., 2020).

Constructively, online reading effectiveness accomplished multiple situational reading activities (Kazemi, Bagheri, & Rassaei, 2020), in which its effectiveness logically corresponded with reading's instructional supervision, equivocality, modelling, observability, and guided reading syntax to acknowledge PSETs' higher-order thinking skills using the flexible and independent online reading references (Virinkoski et al., 2021). Its effectiveness may help readers bridge their deficiencies, by maximizing their glossaries, quizzes, notes, and audio-visual media as the e-textbook features (Ragan et al., 2019).

In reading practice, PSETs could have recommendations to note down any e-books or e-references while reading, and drive down any thoughts related to those e-books or e-references as well as any comments they had about what being read. Besides that, PSETs were able to review and refresh memories or to acknowledge new ideas, hence to carry e-books or other e-references on their smartphones, PDAs, iPads, tablets, and other digital devices would be more available times to read.

In recovering readers with some deficiencies, reading effectiveness way needs to organize problem-solving significantly by comprehending

readers' literacy skills with the digitized references (Krzemien et al., 2021). When readers start with their online connection, the affective contribution of using words, phrases, or sentences may strengthen the contextual topicality in noun and relative clauses identification (Kuipers & Westphal, 2021).

Hence, Kannianen et al. (2019) convey an evaluation effectiveness may trigger readers' online activities, for which they become more concise working with the relevant online texts, accomplishing novelties for engaging reading strategy. Even though in a particular condition, metacognitive reading strategy and peer-tutoring may not effectively support readers' performance, but reading comprehension may conditionally do (Halim, Arif, & Supramaniam, 2020) with the affordable circumstances. To find out reading effectiveness, the readers could decide representative venues to read. It had better find out the venues with quietness without any disturbances or distractions. Choosing private beds, sitting on comfortable sofas or park benches, and visiting libraries became the priorities. A conducive reading environment included good lightings, comfortable chairs, and calm atmospheres that supported reading concentration and immersion. In this respect, silent reading way may stimulate some reading genres more efficient (Roberts et al., 2019), since readers' activities attribute their negation, lexical treasure, intelligence guessing, repetitive and collaborative practice, and persuasion (Supramaniam & Shahirah, 2022).

The PSETs readily select reading sources for pleasure can be affordable online through the websites, namely textbooks and storybooks, newspapers, magazines, and song lyrics (Liyanage, Walker, & Shokouhi, 2021), narrative fiction, non-fiction (Heidbrink & Weinrich, 2021), pictorial comics, graphic novels, blogs, and other social media (Curiel, Gutierrez-Soto, & Rojano-Caceres, 2020) as the available references. Reading for pleasure implicates readers' reading experience and social peremptory that describe concise readers' vocabulary modality for individual improvement (Kamal, 2019), show empathy, recover relationships and well-being, and eliminate the depression strike symptoms as well (Willard & Buddie, 2019).

Using technology to support reading might accomplish technological advantages, like free and or payable reading applications which supported

PSETs' joyful reading within reading circumstances. In addition, facilities such as word search and text size adjustment could also help improve the online reading experiences among PSETs.

Further, the theory-driven approach identifies matters of how readers' reading for pleasure can apply the conceptual elaboration of digitalization on online reading affordances (Sumekto, Taufiqulloh, & Aryani, 2022). Reading for pleasure majorly engages readers in accomplishing their creative reading practices and inquiries in the present and future works (Al-Qahtani, 2021), internally comprehend readers by establishing the category of reading references. The emphasis on online reading for pleasure activities will incorporate the internet accessibility elsewhere more flexible and representative rather than focusing reading activities on the classroom or certain venue merely (Santos et al., 2019; Choi et al., 2021).

Upon all the discussion above, this study also addresses some limitations regarding three reading predictors found among PSETs' folkloric-based online readings. It experientially conveys any perceptive reading mechanism and interactions which solely involves 248 sophomores and juniors. This sample size still potentially indicates an ambiguity in figuring out their widely constructive reading availability and performance since this study merely focuses the homogeneous respondents from the undergraduate level of English education department without extending the larger data and accommodating the heterogenous academic backgrounds from other universities.

The generalizability of perceiving folkloric-based online readings among sophomores and juniors' reading experience are considerably still revealed. Moreover, the robustness of the descriptive statistics analyses becomes a normative result to quantify PSETs' online reading comprehension intensively and extensively.

The limitation also conveys that folkloric-based readings are typically extended the various stories over situation and lined-up generations. This fluidity complicates the original establishments of *Lutung Kasarung* and *Calon Arang* versions and determines final analyses and interpretable challenges. However, the intrinsic partiality may relinquish folkloric references less reliable to gain historical claims.

Further, two above folkloric-based readings

drives clearly defined character types of heroes and devils that emphasizes rigidly moral teachings. However, beneath this framework to tough literary characters may refer to oversimplification and potentially overlook the nuance and depth of character development and plot. Lack of contextual knowledge can hinder nuanced information, implicit meanings, and the moral values inherence found in both folklores.

## V. CONCLUSION

The folkloric-based online readings among PSETs' selected reading themes—*Lutung Kasarung* and *Calon Arang* constitutes their individual accessibilities, habits, effectiveness, and pleasures on texts comprehension. Practical online reading activities have accessed onto smart-phone, iPad, and portable computer as the applicable technology tools. Three empirically folkloric-based online reading predictors—reading habit, reading effectiveness, and reading for pleasure show PSETs' performance and awareness conditionally. The descriptive statistics experientially proves PSETs' reading awareness and performance accordingly in Likert scale—very accomplishable, accomplishable, fair, less sufficient, and insufficient reading experience. In this study, technology devices help their folkloric-based online reading to bridge up learning mechanism and aligning multiple types of online reading interactions to engage PSETs' participation in the constructive feedback. As a matter of fact, PSETs' online reading habit posts the highest level on folkloric-based online reading, creates literacies, and elaborates ideas to reading performance enhancement. The PSET's reading habit reasonability triggers sense of positive and meaningful self-awareness relating to their reading proficiencies. It also stimulates the critical thinking abilities and verbal fluencies through the instructional interventions accordingly. In this study, PSETs' online readings capacity and

engagement experientially needs a support from reading effectiveness and reading for pleasure evidences to create collaborative and socio-emotional reading circumstances.

## ETHICS STATEMENT

Informed consent was granted from all respondents, and their identities had been on the private and confidential files. This study fully complies with the ethical standards and publication guidelines of Jurnal Arbitrer

## CREDIT AUTHOR STATEMENT

**Didik Rinan Sumekto** drafted questionnaire, data analysis and interpretation, wrote article and proofread the draft, handled publication process, and acquired the research funds.

**Taufiqulloh** deepened relevant and current references, prepared research instrument for interviews, and reviewed the article draft.

**Theresia Dwi Widiastuti** collected references, reviewed, prepared observation and data recordings, and supervised the article progress.

**Utami Budi Atri** input master data to the SPSS, worked with the SPSS, and laid out the article towards the template of Jurnal Arbitrer.

**Dylan Irdianza** checked misspelling words with grammar revision and aid out the article relating to Jurnal Arbitrer template.

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The authors declare no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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