Investigation of the Effectiveness of Personalized Book Advice Smart Application on Secondary School Students' Reading Motivation*

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Abstract: The purpose of this study is to investigate the effect of Personalized Book Advice Smart Application on secondary school students' motivation as well as determining the views of students, teachers, and parents regarding the application. In the research, a mixed method approach, in which quantitative analysis and qualitative analysis methods are used together, was adopted. In the quantitative part, 585 secondary school students, 300 of whom are in the experimental group and 285 in the control group; In the qualitative part, 105 students, 6 teachers and 247 families were included in the research. Similarly, the qualitative of the study involved 105 students, 6 teachers, and 247 parents. In the quantitative part of the research, data collected with the Reading Motivation Scale developed by Durmus. In the qualitative part, the data were collected through a questionnaire. The quantitative data were analyzed using parametric descriptive statistics, while the qualitative data were analyzed using descriptive analysis technique. According to the findings obtained from the research, there is a significant difference in reading motivation of secondary school students in terms of post-test scores. It is seen that the students like to read adventure books and think that the books proposed by the application are suitable for their interests. Teachers state that they find the application successful, and they like that the application forms reading habits, and recommends books according to their interests, moreover, the recommended books are suitable for the students' levels. On the other hand, the teachers think that teacher control is necessary. Additionally, parents state that they like the application because it recommends books according to the children's interests and those recommended books were suitable for their levels, however, they added that the number of the books needs to be increased.

Keywords: *Reading motivation, secondary school students, KOP-KITApp application.*

Introduction

In today's world following the developments in the world, acquisition of the new information and experiences, development of an innovative viewpoint, self-development in all fields, learning how to adapt the existing knowledge to the novel situations, finding practical solutions in different situations, and more importantly learning how to access knowledge and update the knowledge as well as having the ability to understand and interpret the knowledge can only be possible through reading. Reading, one of the basic language skills, is a process that starts with seeing, continues with acquiring knowledge with attention and perception, and ends with comprehension in the brain (Kusdemir & Bulut, 2018). In the Turkish Science Terms Dictionary (2018) reading skill is defined as having the proficiency and expertise in activities such as recognizing, comprehending and remembering words which are essential for a successful reading. Program for International Student Assessment (PISA) study defined the reading skill as "An individual's understanding, using, thinking on and dealing with written texts in order to take part in the society, develop his potential and knowledge and reach his aims." (Ministry of National Education (MoNE), 2016). It can be stated that reading is much more than watching the letters or texts, it is a process of understanding and comprehension. Recognizing the words, finding the main idea of the text, finding the details, analyzing the structure of the text, understanding the ideas of the writer, comprehension of the importance of the ideas in the text, critical evaluation of

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these ideas, and remembering processes are important components in this process. In addition to this, in the 2015 PISA National Preliminary Report it can be seen that reading skill is considered as a concept further than just analyzing and understanding, and it is handled in a wider perspective rather than limiting it to the approach of the reader to the texts and the purpose behind the reader's use of the text, and accessing practical information, but covering a wide and comprehensive perspective including the understanding of thinking and existence ways (MoNE, 2016).

The objectives regarding reading skill are developing reading skills of the children; enabling them to acquire a writing habit; developing the skills such as researching, discovering, interpreting and restructuring knowledge in mind, and ensuring that they evaluate and question what they read from a critical perspective (MoNE, 2019). Since the purpose of the first stage in primary education is to develop the students' early reading skills, from the 1st to the 3rd grades in order to enable fluent reading, make the reading a spontaneous and kinetic process, and enable the act of reading to turn into a psychomotor skill; at this stage read-aloud practices are included in the process, in addition, the development of their reading skills is aimed by means of providing books that can attract the children's interests, however, the exercises regarding the comprehension of the texts are not extensively included (Karatay, 2011). Secondary school is a critical period in terms of the acquisition of the reading skill (Balci, 2009). At this stage, the purpose of the reading activities is getting information from the texts, reading comprehension, and becoming conscious readers. However, it is observed that reading habit is considerably low in 7th and 8th grades (Smith et al., 2012), it is even lost by the end of the secondary school (Campbell & Kmiecik, 2004).

The development of reading skill is related to the individual's personal characteristics and environmental factors. The act of reading is an internal process. In this process, the individual's having interest and motivation towards reading is effective in terms of acquiring and maintaining the reading habit. In order for the reading habit to become an enjoyable activity for the individual and to be maintained, the person needs to be motivated, which is an indicator that the domains responsible for the affective functions of the mind are also important factors in the process of gaining reading habit (Aydemir & Ozturk, 2013; Kurudayioglu, 2011; Ulper, 2011). A good reader should have the reading skill and a desire to read (Cambria & Guthrie, 2010) and possess a reading habit (Schiefele et al., 2012). Reading motivation is known to be related to language skills, reading skill, reading rate, and reading habit (Kirchhoff, 2013; McGeown et al., 2015; Meniado, 2016; Sahin, 2019; Yildiz, 2013). Although a reader's acquisition of reading skill is enough for him to understand the text, lack of enough motivation hinders being a good reader.

In addition to the individual's internal desire, external stimuli, or having external motivation increase the reading frequency and arises willingness to read. The fact that the preschool period children with access to books prefer spending time alone by looking at or examining the books (Baker et al., 1997) can be considered as an indicator that reading is, in fact, an enjoyable activity. Having the opportunity to access the reading materials and environments enables the child to have a desire to read and spare time for reading. The positive attitude towards the acquisition of reading habit, especially starting from the early periods, and the continuation of reading habit through the acquisition and support of continuous, regular, and critical reading skill brings reading motivation, which is an important component of reading. Reading motivation is a way of determining individuals' willingness to read, ensuring that they have maintained reading skills, and revealing reading deficiencies (Ileri Aydemir & Ozturk, 2013).

Slavin (2013) defines motivation as a desire, impulse, need, or ambition that creates an effect on the organism, activates the organism for a purpose, ensures that this activation continues, and determines the direction of the movement. Motivation can be interpreted as a power that encourages a person to take action and be successful by providing the necessary energy. Motivation refers to the values, beliefs, needs, and goals of a person (Guthrie & Wigfield, 2000). Whether readers show interest and effort towards reading activities is related to the suitability of these activities for their own goals, beliefs, and needs. The fact that the reader does not find the reading activities interesting and not worth the effort results in a loss of motivation to read. At this point, it is important to emphasize that motivation is a dynamic structure, in order to realize that a situation that satisfies or motivates a person will not happen in another person in the same way.

Since reading is an activity that requires making choices, motivation is very important in terms of enabling participation in reading. Individual and environmental differences such as the purpose of reading (Urun Karahan, 2017), previous knowledge, whether the individual has a desire to read or not, how they see themselves as readers, their beliefs in their ability to understand what they read, and their cognitive processes employed in the reading process (Yildiz & Aktas, 2015) affect their reading motivation. Even if the reader has strong cognitive skills, if his motivation is insufficient, it leads him to spend less than enough time for reading (Atas et al., 2017; Wigfield et al., 2004). The benefit of reading is primarily related to the willingness to read, take time for reading, and the tendency to read (Savaskan & Ozdemir, 2017). In this respect, internal and external processes play a decisive role in ensuring the motivation of reading and orientation of the individual to reading.

Intrinsic motivation is related to reading participation, reading curiosity, frequency of reading, and the amount of reading; on the other hand, extrinsic motivation is associated with appreciation, getting high marks, and competition (Tercanlioglu, 2001). Intrinsic motivation is to act according to what an individual finds interesting and enjoyable in order to do an activity (Adedigba & Sulaiman, 2020; Depasque & Tricomi, 2015; Neugebauer, 2013; Reterlsdorf et al.,

2011; Ryan & Deci, 2000). People with intrinsic motivation towards reading spend more time on reading as they act in line with their own choices. Intrinsic motivation contributes to an individual's acquisition of reading proficiency (Gunobgunob-Mirasol, 2019; McRae & Guthrie, 2009; Schiefele et al., 2016). On the other hand, extrinsic motivation can change according to age, depending on the effects of the stimuli coming from the family or peers (Becker et al., 2010; Kholisiyah et al., 2018), personal characteristics, rewards, or conditions (Grolnick, 2012; Grolnick et al., 2015). Individuals show a tendency to read according to the reasons such as obtaining a reward, avoiding punishment, meeting teacher expectations, interacting with family members, earning a reputation as a good reader, and being more successful than their friends (Hidi, 2000; Wang & Guthrie, 2004; Yildiz & Akyol, 2011). External motivation factors have less influence on an individual. People with high motivation believe that reading is important, love reading books, can discuss what they read, enjoy buying books or going to the library and create opportunities for themselves to read, while the ones with low motivation towards reading are those who do not like buying books, sharing books, or expressing opinions about what they read.

Reading motivation is composed of personal values that affect the reading process, subject, and results (Guthrie & Wigfield, 2000). Therefore, in order to be able to motivate persons to read, first of all, their interests need to be targeted and they should be guided towards books suitable for their interests. Krapp (1994) states that interest is basically preferring something, and choosing a certain thing and sticking to it for a long time. Factors such as environment and age play an important role in the development and transformation of interest. While the children show approaching behaviors to all of the activities and objects in their early years, by 10-12 years of age the tendency is towards approaching further to certain activities while avoiding others (Kuzgun & Deryakulu, 2014). In this period, the child begins to create his own interests, apart from the direction from the environment, the culture in which he lives, the family, or school culture. This transformation occurring in the interest areas of the child plays a quite important role in book selection.

The review of the related literature revealed a number of studies conducted on reading motivations of secondary school students. Yildiz (2010) in his study, investigated the relationship among reading comprehension, reading motivation, and reading habits, he found out that intrinsic motivation positively affected reading comprehension, and the competition dimension of extrinsic motivation had a positive effect on reading comprehension. Ileri (2011) conducted a study to determine whether reading on a screen had a positive effect on fifth-grade students' reading comprehension and motivation or not. She found out that reading on a computer screen had no positive effect on students' motivation, as well as no statistically significant difference was found between the motivation levels of students who read on a computer screen and the ones who read from published materials. Kurnaz and Yildiz (2015) carried out a study to determine the secondary school students' reading motivations in terms of different variables and their study revealed that the students had a high reading motivation, and there was a statistically significant difference between the students reading motivations and their genders, grades, academic success, number of books read by them, their parents' reading habits at home, and their use of the internet. Urun Karahan (2016) in her study she investigated the relationship between fifth and sixth-grade students' reading motivations and their academic motivation. In her study, she found out that the participants' reading motivation was high, and reading motivation and academic motivation had a high level of correlation. According to Akdogan's (2019) study in which she investigated the effect of narrative texts on seventh-grade students' reading motivations, she revealed a statistically significant difference between the experimental group and control group students' reading motivation pre-test and post-test scores revealed a statistically significant difference.

In order to arouse interest in children and help them gain a reading habit, first of all, it is necessary to determine their tendencies. The books recommended to the children needs to be suitable for their ages, include information about other cultures, include controversial situations that can be discussed, and have literary value. In this respect, when the school libraries are considered, the inclusion of various books that do not appeal to children's interests have a negative effect on children's reading interest (Karatay, 2011). However, when the children choose the books themselves, interact with their peers or adults to discuss their readings, and feel successful; they are more willing to read and they read more frequently (Gambrell et al., 1996). When the students are independent in their selection of books and when there is a high similarity between the books they choose, it results in a high level of motivation. In this respect, whether the students choose books according to their wishes and interests or not creates motivational differences.

Although many studies are conducted in Turkey on increasing reading motivations of students, these studies revealed that the desired and expected outcomes could not be achieved. When the results of PISA is investigated it can be seen that in PISA 2003 3.8% of the students, in PISA 2006 2.10% of the students, in PISA 2009 1.8% of the students reached the 5th level in terms of reading skills. In PISA 2009, the mean score in reading skill was 464 while in PISA 2012 the mean score increased to 475. The results of PISA 2015 revealed the highest decrease in the scores of reading skill was experienced and the result was revealed as 428. In PISA 2018 3% of the students were placed in the 5th and 6th levels. Reading motivation is extremely important in the acquisition and development of reading skill. Nowadays the use of intelligent software is rapidly increasing; however, no study was conducted on the effect of intelligent software on reading motivation. Since no scientific information on the effectiveness of these applications exists, this situation needs to be tested. The effect of intelligent applications on reading motivation was investigated. The purpose of the present

study is to investigate the effectiveness of the Personalized Book Advice Smart Application (KOP-KITApp) application on reading motivation, the application determines the reading levels of students and suggests books to the students according to their interests. In this respect, the answers to the following research questions were sought in this study.

1) Does it exist that a statistically significant difference between the reading motivation post-test scores of the experimental group who used KOP-KITApp and the control group who did not use?

2) What are the views of secondary school students, teachers, and parents on the KOP-KITApp application?

Methodology

Research Design

This study adopted a mixed-method. Using qualitative and quantitative methods together in the same study is a frequent practice. According to Greene et al. (2005), the purposive use of several data collection or analysis methods in social sciences is referred as the mixed-method approach. The main purpose of the mixed-method approach is to obtain multiple data by incorporating different strategies, methods, and approaches (Creswell & Plano Clark, 2006). In other words, it can be considered as the researcher's presentation, analysis, and combination of an event or a situation using various methods and techniques. Onwuegbuzie and Leech (2004) stated that the purpose of preferring the mixed-method approach is not to verify an idea but to increase the researchers understanding of the situation. In the current study, the data were collected using both quantitative and qualitative data collection tools and the data collected by means of quantitative approach were expanded with the help of qualitative data.

The quasi-experimental method was incorporated into the quantitative dimension of the study. Quasi-experimental design is a model with high application validity used in educational studies in which it is not possible to control all variables (Buyukozturk et al., 2015). The quasi-experimental design was used in the study as pretest data was not present. In the current study, a post-test design with experimental and control groups was adopted. In this research model, experimental and control groups are employed which are determined through random sampling. Both groups are administered the same test as a post-test and the scores of both groups are compared. The changes that occur at the end of the implementation in the experimental group as a result of the experimental processes are measured and compared with the control group and a conclusion is reached (Kincal, 2015; Sonmez & Alacapinar, 2014).

Table 1. The Quasi-Experimental Model of the Study

Groups	Implementation	Post-test
Experimental Group	4 months	O1
Control Group		O2

O1: The Reading Motivation Scale implemented to the experimental group
O2: The Reading Motivation Scale implemented to the control group

The qualitative dimension of the study was designed as a descriptive survey study. Descriptive study is the description and explanation of what is happening, what is already existing, and the living beings (Sonmez & Alacapinar, 2014). Since the purpose of survey studies is to describe the subjected individual or object as they are under their own conditions, any type of modification or influence does not occur. Generally, a description is made by taking a picture of the existing situation related to the research topic (Buyukozturk et al., 2015).

Quasi-Experimental Implementation

In the KOP-KITApp application, approximately 150 books on science fiction, daily life, adventure, astronomy, nature, entertainment, comedy, social issues, values, sports, music, visual arts, etc. are categorized according to students' interests. The levels and types of Turkish books in order to be used in the application were determined in the phase of the analysis of the books. The 150 books determined by two experts to be used in the application were classified as advanced, intermediate and low level in accordance with the students' levels. In the next phase, the types of 150 books were determined by two experts once again.

Easy, medium, and difficult questions were prepared for each of these books based on the first half and second half of the book separately. Therefore, 48 questions; being 6 of them easy, 12 of them medium, 6 of them difficult, were prepared for each book.

The KOP-KITApp application recommends books according to students' areas of interest and achievement levels. Every student reads a short interesting section from the recommended book and decides whether he will read the rest of the book or not. In the next step, the student borrows the recommended book from the school library. When the student starts reading the book, a follow-up procedure is also initiated from the smart app. First, the student answers 1 easy, 2 medium, and 1 difficult level reading comprehension questions on the application. In the second step, the student answers similarly designed comprehension questions after reading the second half of the book. During the KOP-KITApp

implementation, the students in the experimental group selected and read books according to their areas of interest for 4 months. The students in the control group chose and read books without using the application. At the end of the implementation process, both groups were implemented a Reading Motivation Scale, and the results of the post-test were compared.

Participants

In quantitative studies accessing the whole population for data collection is difficult. Therefore, the main practice in quantitative studies is to collect data from as many people as possible and generalize the results to the whole population. Large samples can be determined depending on the size of the population and accessed (Kincal, 2015). The researchers choose a sample that can reflect the characteristics of the population. They conduct certain implementations on the selected sample and at the end of the implementation, the changes that occur in the sample are observed and measured. The resulting differences are generalized to the population. In the quantitative dimension of this study, a simple random sampling method which is one of the random sampling methods was adopted to select the participants. In simple random sampling method, each member of the population has an equal and independent chance of being selected for the sample (Buyukozturk et al., 2015). A total of 585 secondary school students were employed in the study among whom 300 of them were placed in the experimental group while 285 of them were in the control group. Among these students, 288 of them were females while 297 of them were males. Among the participants, 224 of them were fifth grade, 154 of them were sixth grade and 207 of them were seventh-grade students.

In qualitative studies, there is not an intention of generalizing the results after breaking the cases into segments and analyzing (Yildirim & Simsek, 2016). The researcher conducts an in-depth analysis of a limited number of individuals or incidents. In qualitative studies, purposive sampling methods are preferred. The participants of the qualitative study were composed of fifth, sixth, and seventh-grade students attending secondary schools in Konya city center and their teachers, and parents. The participants were selected through criterion sampling which is one of the purposive sampling methods. The criterion for inclusion in the sample was determined as using KOP-KITApp application for four months, teachers and parents of these students were also employed in the sample. The basic principle of criterion sampling is including the units which meet the criteria determined in the sample (Buyukozturk et al., 2015). Of the participants included in the qualitative dimension of the study, 67 were females while 38 were males. Among the teachers in the sample 2 of them were females while 4 of them were males. Among the teachers who participated in the study, 3 of them tried the application 5 times, 1 of them 8 times, and 2 of them 10 times. Teachers stated that they observed a minimum of 20, a maximum of 60 students during the implementation. Among the parents who participated in the study 183 of them were mothers while 64 of them were fathers. 140 parents were graduated from primary school, 46 of them were high school graduates while 13 of them had a bachelor's degree.

Data Collection Tools

Reading Motivation Scale

In this study, the Reading Motivation scale developed by Wigfield and Guthrie (1997) and adapted by Durmus (2014) was used. The validity and reliability tests of the scale were conducted with 357 students attending 5th, 6th, 7th and 8th grades of three schools in Malatya. The Cronbach's Alpha internal consistency coefficient which is used to calculate the reliability of the scale items was found as 0.904. The construct validity was ensured by means of exploratory/explanatory factor analyses. Among the 54 items in the reading motivation scale, several of them were excluded from the scale as a result of the reliability and factor analysis procedures, and the remaining 35 items were used in the scale. As a result of the difficulty of naming the Factor 5 and Factor 6 and due to the lower reliability value, a total of 6 items were excluded from the scale as well, the final 29 items were used instead. The scale is composed of four factors as Importance and Care, Competition, Social Environment, and Book Type and Quality. The internal validity coefficients for the four factors were found as 0.840, 0.782, 0.740, and 0.685. The items were designed with a four-point Likert scale as 1 (Very Different From Me), 2 (A Little Different From Me), 3 (A Little Like Me), and 4 (A Lot Like Me).

Questionnaire

The qualitative data of the study were collected through three different questionnaires composed of open-ended questions for students, teachers, and parents. The questions included in the questionnaire were prepared considering the main purpose and sub-purposes of the study. Questions regarding the demographic information of each participant group were also included in the questionnaire. In the demographic information form for students' gender and class; in the demographic information form for teachers gender, the number of total application use, the number of students tracked during the implementation; and finally, in the demographic information form for parents, information about the relation to the student and their level of education were included. The questionnaires were consulted to two field experts and the necessary revisions were completed in accordance with their suggestions. The questionnaires were handed over to the schools by the researchers, so the teachers and students had access to them. The questionnaires were delivered to parents with the help of the school management and teachers. The parents were given one week to

fill in the questionnaires and at the end of the week; the questionnaires were picked up from the schools.

Data Analysis

The data collected in the quantitative phase of the study were subjected to parametric statistical analysis procedures since they revealed a normal distribution. In line with the purpose of the study among the parametric analysis techniques an independent samples t-test was employed in order to determine whether the total scores received from the scale reveal a statistically significant difference according to the independent variable. At the end of the statistical analyses, a Cohen's d effect size was used to calculate the effect size on the t-test results which revealed a significant difference as a result of the comparison of the difference between the mean scores. The Cohen's d effect size is interpreted as 0.20≤ low; 0.50≤ medium; and 0.80≤ high (Cohen, 1988).

A descriptive analysis technique was employed in the qualitative dimension of the study. According to this approach, the collected data are summarized and interpreted according to the previously determined themes. In descriptive analysis technique, the aim is to present the obtained findings to the reader in an organized and interpreted way. Associating, interpreting, and making predictions of the emerging themes are among the dimensions that the researchers interpret (Yildirim & Simsek, 2016). In qualitative research, it is stated that sharing the results of the study with the experts in the field and receiving feedback increases the reliability of the research (Glesne & Peshkin, 1992). In order to ensure the reliability of the data of the current study, feedback was received from two experts, and their suggestions were included in the study.

Findings

In this section, the collected data were analyzed, and the answers to the research questions and sub-questions were sought. The findings were shown in tables and explained.

In the first sub-question of the study, it was aimed to reveal whether there was a significant difference in terms of reading motivation post-test scores of the experimental group who used the KOP-KITApp application and the control group who did not use. The obtained data are shown in Table 2.

Table 2. Evaluation of the Experimental and Control Group Students' Reading Motivation Post-test Scores

	N	x̄	SD	t	p	Cohen's d
Experimental Group	300	88,43	15,761	2,185	0,029	
Control Group	285	85,71	14,231			0,181

p<0,05

Table 2 presents a statistically significant difference (p<0,05) in terms of the post-test scores. Accordingly, the reading motivation levels of students who used the KOP-KITApp application for four months to read books were significantly higher compared to the students who read books without using the app. Therefore, it can be stated that the KOP-KITApp application increases the reading motivation of students. The Cohen's d coefficient (0,181) reveals a low effect size of the difference between the mean scores regarding reading motivation and the KOP-KITApp application.

The answers of students to the question "What type of books do you enjoy reading?" are presented in Table 3.

Table 3. Book Types

Book Types	f	%
Adventure	71	45
Action	32	20,25
Science	16	10,12
Comedy	15	9,49
Scary	11	6,96
Emotional	10	6,32
Autobiography	3	1,89
Total	158	100

It can be seen in Table 3 that the types of books that students enjoy reading are categorized under seven titles. The highest number of students preferred adventure books (71; 45%) while the lowest number of students preferred autobiography (3; 1,89%) books.

The answers of students to the question "What aspects of the application did you like?" are presented in Table 4.

Table 4. The Aspects That Students Like

Aspects	f	%
Complies with the students' interests	52	52
Educative	24	24
Helps the students develop a reading habit	13	13
Suitable for the phone	7	7
Useful	2	2
Economic	1	1
Entertaining	1	1
Total	100	100

Table 4 reveals that the aspects that students like most about KOP-KITApp application are as follows; it complies with the students' interests (52; %52), it is educative (24; %24), it helps the students develop a reading habit (13; %13). The aspects such as being economic (1; %1), and entertaining (1; %1) are the least highlighted ones by the students.

The students' answers to the question "What are the difficulties did you experience during the implementation?" are presented in Table 5.

Table 5. Difficulties Experienced by the Students

Difficulties	f	%
System issues	28	32,94
The high number of knowledge level questions	17	20
Lack of page numbers	17	20
Uploading	15	17,64
Deleted information	7	8,23
Inability to answer the questions	1	1,17
Total	85	100

Table 5 reveals that the students experienced difficulties regarding system issues (28; %32,94), the high number of knowledge level questions (17; %20), the lack of page numbers (17; %20), and uploading (15; %17,64) issues. The lowest number of students stated that they experienced difficulties regarding the inability to answer the questions (1; %1,17).

The students' answers to the question "What do you think about the suitability of the books you read (unknown words, reading comprehension, etc.)?" are presented in Table 6.

Table 6. Suitability of the Books

Suitability of the Books	f	%
Not Suitable	47	52,8
Suitable	42	47,19
Total	89	100

Table 6 reveals that the students think that the books were not suitable (47; 52,80%) for them.

The students' answers to the question "What do you think about the suitability of the books you read to your interests?" are presented in Table 7.

Table 7. Suitability of the Books to the Students' Interests

Suitability of the Books	f	%
Good	37	41,11
Suitable	35	38,88
Boring	14	15,55
Not Suitable	3	3,33
Bad	1	1,11
Total	90	100

Table 7 reveals that the students revealed positive views about the suitability of the books to their interests (72; 79,99%). They rated the suitability of the books as good (37; 41,11%) and suitable (35; 38,88%). The students who indicated negative views about the suitability of the books stated that the application was boring (14; 15,55%), not suitable (3; 3,33%), and bad (1; 1,11%).

The students' answers to the question "What other features would you like to be in the application?" are presented in Table 8.

Table 8. Suggestions

Suggestions	f	%
More books	45	78,94
Seeing the test results	9	15,78
Wh- questions exercises	1	1,75
Audiobooks	1	1,75
Reading the books on their smartphones	1	1,75
Total	57	100

Table 8 reveals that the students' suggestions were inclusion of a higher number of books in the application (45; 78,94%) and being able to see the test results (9; 15,78%).

The teachers' answers to the question "What do you think about the application?" are presented in Table 9.

Table 9. Views towards the Application

Views towards the Application	f	%
Beneficial	4	57,14
Positive	1	14,28
Good	1	14,28
Successful	1	14,28
Total	7	100

Table 9 reveals that the teachers' views towards the application as positive (7, 100%). The highest number of the teachers found the application beneficial (4; 57,14%), others stated that it was positive (1; 14,28%), good (1; 14,28%), and successful (1; 14,28%).

The teachers' answers to the question "What are the aspects did you like about the application?" are presented in Table 10.

Table 10. The Aspects That Teachers Like

Aspects	f	%
Forms a reading habit	2	22,22
Suitable for the areas of interest	2	22,22
Mid-evaluation	1	11,11
Assessment of the Skills	1	11,11
Regular	1	11,11
Competition	1	11,11
Scoring	1	11,11
Total	9	100

Table 10 reveals the aspects that teachers liked as forming a reading habit (2; 22,22%), and suitability for the areas of interest (2; 22%).

The teachers' answers to the question "What are the difficulties did you experience during the implementation?" are presented in Table 11.

Table 11. Difficulties Experienced

Difficulties	f	%
System immaturity	6	54,54
Occasional recurring recommendation	2	18,18
Order	1	9,09
Disconnection	1	9,09
Some questions don't show up	1	9,09
Total	11	100

Table 11 reveals that the most frequent difficulties faced during the use of the application were the system's immaturity (6; 54,54%). Additionally, they stated that occasional recurring recommendations of the books was also a

problem (2; 18,18%).

The frequencies of the teachers' answers to the question "What do you think about the suitability of the books that the application recommends to the students?" are presented in Table 12.

Table 12. The Suitability of the Books

The Suitability of the Books	f	%
Suitable	6	100
Total	6	100

Table 12 reveals that all the teachers agree (6; 100 %) that the recommended books were suitable for the students' levels.

The teachers' answers to the question "What do you think about the suitability of the books recommended to the students to their interests?" are presented in Table 13.

Table 13. Suitability of the Books to the Students' Interests

Suitability of the Books to the Students' Interests	f	%
Suitable	6	100
Total	6	100

Table 13 reveals that all the teachers agree (6; 100%) that the books recommended by the application were suitable for the students' interests.

The teachers' answers to the question "What other features would you like to be in the application?" are presented in Table 14.

Table 14. Suggestions

Suggestions	f	%
Teacher tracking	3	42,85
The higher number of books	2	28,57
Ranking to support competition	1	14,28
iOS application	1	14,28
Total	7	100

Table 14 reveals that teachers' suggestions were teacher tracking (3; 42,85%), higher number of books (2; 28,57%), ranking to support competition (1; 14,28%), iOS application (1; 14,28%).

The teachers' answers to the question "What else do you want to say about the application?" are presented in Table 15.

Table 15. Views

Views	f	%
Successful	2	66,66
Good	1	33,33
Total	3	100

Table 15 reveals that the teachers' views towards the application were successful (2; 66,66%), and good (1; 33,33%).

The frequencies regarding parents' answers to the question "What do you think about the application?" are presented in Table 16.

Table 16. Views towards the Application

Views towards the Application	f	%
Good	235	100
Total	235	100

Table 16 reveals that all of the parents agree that the application was good (235; 100%).

The frequencies regarding parents' answers to the question "What are the aspects did you like about the application?" were presented in Table 17.

Table 17. The Aspects That Parents Like

Aspects	f	%
Suits the interest areas of the students	104	45,41
Forms a reading habit	92	40,17
Test	30	13,1
Practical	3	1,31
Total	229	100

Table 17 reveals that parents like the aspects as the application suits the interest areas of the students (104; 45,41%), it forms a reading habit (92; 40,17%), includes testing (30; 13,10%), and it is practical (3; 1,31%).

The frequencies regarding parents' answers to the question "What are the difficulties that you faced about the application?" were included in Table 18.

Table 18. The Experienced Difficulties

Difficulties	f	%
System Problems	162	100
Total	162	100

Table 18 reveals that parents mostly experienced system problems (162; 100%).

The frequencies regarding parents' answers to the question "What do you think about the suitability of the books recommended by the application?" were presented in Table 19.

Table 19. The Suitability of the Books to the Students' Levels

Table 19 reveals that most of the parents considered the books recommended by the application as suitable for the students' levels (180; 84,90%).

The frequencies regarding parents' answers to the question "What do you think about the positive or negative effects of the application on your children?" were presented in Table 20.

Table 20. Positive Effects

Positive Effects	f	%
Forming a reading habit	143	100
Total	143	100

Table 20 reveals that parents thought that the application formed a reading habit (143; 100%) as a positive influence.

The frequencies regarding parents' answers to the question "What other features would you like to be in the application?" were presented in Table 21.

Table 21. Recommendations

Recommendations	f	%
A higher number of books	105	82,67
Test evaluation	19	14,96
Being able to read on smartphones	3	2,36
Total	127	100

Table 21 revealed that parents recommended the inclusion of a higher number of books in the application (105; 82,67%). In addition to this, parents also recommended test evaluation (19; 14,96%), and being able to read on smartphones (3; 2,36%).

Discussion and Conclusion

How students choose the books to read or factors that play a role in deciding to read these books have an impact on reading motivation. It is known that secondary school students are affected by others; they chose books based on teacher or peer recommendation, or what they hear about the books. Therefore, reading books that do not appeal to their interests or serve their goals negatively affects their reading motivation since secondary school is an important period to be a good reader and develop a reading habit. In this study, it was aimed to examine the effect of KOP-KITApp application, which recommends books according to students' interests, on their reading motivation as well as evaluate this application according to the views of students, teachers, and parents.

When reading motivation of secondary school students is considered, the motivation of students who used KOP-KITApp was found significantly higher compared to the students who read without using the application. This finding can be interpreted as KOP-KITApp application significantly increases the reading motivation of secondary school students. Bonaria (2011) conducted a study to find out the effect of book choice on reading comprehension and reading motivation and reached the conclusion that methods of choosing books at the library increased reading motivation.

The majority of the secondary school students (45%) preferred adventure books, while some of them (25%) preferred action books. A very limited number of students (1,89%) stated that they preferred autobiography books. This finding is in parallel with the results of the studies conducted by Tosunoglu (2002) and Deniz (2015). Tosunoglu (2002) found out in her study in which she aimed to determine the reading tendencies and habits of children that the majority of the students preferred action books (56%). In her study, Deniz (2015) revealed that secondary school students enjoyed reading adventure books (59,7%). It can be stated that adventure books are interesting and engaging since they contain a series of incidents that are unlikely for the children to experience in their daily lives. However, the literature presents studies with different findings as well. For instance, Calp (2018) found out that secondary school students mostly opted for novels (32%) and stories (27%) while only a very little number of students chose to read adventure books (1%). The topics of the books that the students chose varied depending on their age and development level. The preference for adventure and action books can be related to the students' interests at that age. The students' motivations can be increased by means of providing books in these genres for the reading time.

Most of the students (52%) stated that the recommendation of books suitable for their interests is the feature they liked in the KOP-KITApp application. Other features of the application that students liked were the educative nature of the application (24%) and forming a reading habit (13%). Reading motivation is a whole with the love of reading and interest in reading. Making the students read books that they do not like results in more harm than good. For this reason, having an idea of reading interests is effective on developing reading habits (Arici, 2018). Calp (2018) reached the conclusion that 33% of junior high school students decide to read with the recommendation of their teachers while 90% recommend the books they have read to their peers. Deniz (2015) reached a similar conclusion and stated that 36% of students chose books as they were affected by their families. This shows that students are dependent on others when choosing books. KOP-KITApp application is effective on reading motivation as the students have the opportunity to choose books according to their interests.

The majority of the secondary school students (32,94%) indicated that they experienced system problems with the application, some of the students (40%) also stated that the high rate of the knowledge level questions and the lack of page numbers were other problems with the application. In order to motivate students to read and to enable them to maintain a lifelong reading habit, it is necessary to use developing technologies (Alyilmaz & Urun Karahan, 2018). The application used in the study contributes to the reading motivation of students as it is based on their interests. In this context, evaluating the difficulties the students face in the use of the application will contribute to preventing difficulties in the future uses of the application.

The majority of secondary school students (52,80%) thought that the level of the books recommended by the application was not suitable for them while others (47,19%) thought that it was. On the other hand, the majority of the students thought that the books recommended by the application were suitable for their areas of interest (79,99%), while a small proportion of them (19,99%) thought they weren't. The students who shared positive opinions stated that the books in the application were good and suitable, while the students who shared negative opinions stated that they were boring, not suitable, and bad.

A great majority of the students (78,94%) who answered the question "What other features would you like to be in the application?" stated that they wanted a higher number of books in the application. Students choose books that they find interesting and read good stories more enthusiastically (Edmunds & Bauserman, 2006). Students state that the characteristics of the book and choosing the book themselves are factors that motivate them to read (Katranci, 2015). Students ask for more content in the application and this may be related to the fact that they read the books they choose and love. In addition to this, some of the students stated that they wanted to see test results (15,78%), a limited number of students wanted the inclusion of Wh- questions exercises (1,75%) and audiobooks (1,75%).

It is important for teachers to introduce different types of books to the students, to ensure that these books are read, to create an appropriate classroom environment where the reading action can take place, to teach students how to choose and access books according to their interests (Wilhelm, 1997). Teachers should have the knowledge of the books in the classroom and school libraries, also they should have the knowledge about the books that can be recommended to students considering their levels, the aspects of these books suitable for the students, recent publications and ways of obtaining these publications (Ispiroglu, 1997). The teachers should consider the students' needs and interests and also the teachers should read the books beforehand to determine their suitability (Aksoy & Ozturk, 2018) to contribute to the students reading motivations. Since this is not always possible, the students cannot access the books suitable for their levels and interests. Therefore, there is a need for a mechanism developed to meet the needs of the students in this regard and the determination of the feedback of the students, their teachers, and their parents gain importance for the development of the mechanism. According to the findings of the study, all of the students (100%) revealed positive

opinions towards the application and found the application beneficial, positive, good, and successful.

Most of the teachers (44,44%) stated that they like the application since it forms a reading habit. All of the teachers (100%) found the books suitable for the students' levels and areas of interest. It is stated in literature that the biggest problems that students and teachers face are, not knowing what to read and what to recommend as well as lack of books appropriate for the level of the students (Hopper, 2005; Sevim, 2004), teachers not carrying out interesting reading activities and the fact that students are not able to find books that appeal to their interests (Aksoy & Ozturk, 2018).

When the suggestions of the teachers regarding the KOP-KITApp application are considered, most of the teachers (42,85%) wanted teacher tracking, some (28,57%) of them wanted inclusion of a higher number of books, and a few (14,28%) of them wanted ranking for competition and iOS operating system alternative of the application (14,28%). In general, the teachers stated that the application was successful (66,66%) and good (33,33%).

The related literature revealed that the factors that affect having a high interest, willingness, and reading motivation are family relationships, family members' being role models, and having a reading environment at home (Aksoy & Ozturk, 2018). However, the studies revealed that a very limited number of families spend the effort to give their children a love of reading (Yalcin, 2002). When considered from the perspectives of families, it can be stated that there is a need for a system that can recommend suitable books for their children. The results of the study revealed that all of the parents (100%) found the application good.

The vast majority of parents (45,41%) stated that they liked the application in terms of the fact that the books recommended by the application were suitable for the interests of the children and that an important proportion of them (40,17%) stated that it forms a habit of reading. Some of the parents (13,10%) stated that they liked the testing feature of the application while a few of them (1,31%) stated that they liked that the application was practical. The features of the application that parents liked are in parallel with the ones stated by the teachers and students. Based on this, it can be considered that the KOP-KITApp application contributed to the students reading motivations.

All of the parents (100%) stated that they experienced system problems. It was revealed that there is a mutual opinion about the most frequent problem faced by the students, teachers, and parents regarding the use of the application was system problems.

The majority of the parents used the KOP-KITApp application (84,90%) stated that the books were suitable for the students' levels, while the rest of them (15,09%) stated that they were not.

All of the parents (100%) thought that the application forms a reading habit, therefore, has a positive effect on the students. It is necessary to develop reading habits so that students do not lose interest in reading (Snowball, 2008). For this reason, it is known that providing appropriate reading materials to students and reading materials chosen to fit the individual needs of students reinforce reading motivation. Reading becomes a habit when reading materials are consistent with the choice of students (Bayat & Cetinkaya, 2018).

The majority of the parents (82,67%) suggested that there should be more books in the application. Additionally, some (14,96%) of the parents thought that the results of the tests should be accessible (14,96%), and a few of them (2,36%) stated that being able to read the books on the smartphones would contribute.

Recommendations

Reading, discussion and information sharing activities can be organized in accordance with their interests, based on environmental impact and book recommendations, the ability of students to choose the books to read, and as a result it is effective in reading motivation and reading continuity. Considering the increased reading motivation in KOP-KITApp, the fact that the use of in-process stimulus and symbol reinforcements of applications widely used in different fields serves to develop this application will contribute to the motivational aspect of the application. In KOP-KITApp, researches on the exchange of interests and development processes can be designed based on the data of determination of their interests and increasing reading motivations with this result. When it is considered that secondary school students' reading motivation was increased by means of the books recommended according to their levels or interests, further studies can be conducted on improving the application to be used in different stages and investigating its effects on their reading motivation.

Limitations

This study provided information about the effect of KOP-KITApp application on secondary school students' reading motivation and an evaluation of the application according to students', teachers' and parents' views. First, this study is limited to the effect of KOP-KITApp application on students' motivation to read. Secondly, the research is limited to quantitative data collected with the Reading Motivation Scale. Finally, this research is limited to qualitative data collected from users.

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