

## **STUDENTS' READING HABITS AT THE ENGLISH EDUCATION DEPARTMENT OF UNIVERSITAS NEGERI MANADO**

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**Abstract:** This research aims to find out the reading habits of the students of class 2018 at English Education study program. This research was conducted at English Education Department, Faculty of Languages and arts Universitas Negeri Manado. Descriptive quantitative survey was the method used in this research and the instrument to collecting data by using a questionnaire. That was distributed to 25 students. The result of this research showed that the respon of students' reading habits based on their experiences to the statements was mostly positive. And researcher concluded that the students of class 2018 at English Education Study Program, English Education Department of Universitas Negeri Manado who were the samples in this study like to read, feel happy, and are also excited when reading. They also love to read for fun and to get information. Hopefully, this research can present information as reference material for the next researchers and English teachers in providing assistance, motivation to maintain good reading habits, improve teaching techniques, in order to increase and improve their English reading skills.

**Keywords:** *Reading, Reading Habits, English Education, EFL*

### **INTRODUCTION**

English as a foreign language was introduced as a subject since 1945, from elementary school to university in Indonesia, covering four language skills, namely listening skills, speaking skills, reading skills and writing skills (Lambe, 2017: 263). One of the skills that should be developed in learning English is reading. Because it will support the ability to master other skills. That is why they cannot be separated.

In addition, a person's language skills will not develop without mastering reading skills (Tatipang, Oroh & Liando, 2021). A student really needs reading skills, because it can improve their language skills. By reading, a student can increase their English vocabulary, which in the end will greatly help develop their writing and speaking skills. There are still many students who experience difficulties in developing their reading skills, especially in the process of learning English. So that causes their ability to understand an English text to be low.

A major cause of students' low ability to read is their lack of reading habits. In English subject, students usually unsuccessful for the reading examination because their reading habit of English reading material is still low. According to Swan (1975), some reasons for lack of understanding related to low reading habits. Based on this statement, it can be concluded that poor reading habits will cause a person's low ability to understand a reading text. However, the students' habit nowadays prefers to do other activity instead of reading, for example hanging out with friends, watching television, or playing games, because reading is also considered a boring activity. Samrotul (2014) states that reading habits can affect a person's reading ability. Thus, the ability to read becomes one of the important factors that determine the success of a student in mastering English. Students are strongly encouraged to improve their reading habits, in order to strengthen their reading comprehension. In addition to reading habits, reading choices to attract students' interest are also very helpful for a student in mastering this skill.

In everyday life, reading is an important activity. Because by reading, not only to get information, but also to increase knowledge. In addition, reading can also increase creativity, thinking skills and get new ideas (Rombepajung, 2019: 37). For students who learn English, the benefits of reading habits are great for them. Because by making the reading habits as their routine activity, it will help students understand English texts fluently, can increase their knowledge, and also broaden their horizons. Furthermore, good reading habits can improve their analytical skills in understanding a reading text. In addition, the habit of reading will also really help students to be able to speak confidently.

From PBING Official WhatsApp, based on data Sistem Informasi Akademik Universitas Negeri Manado, it was found that the grades of reading courses ranging

from basic, intermediate, to advance achieved by students of class 2018 at English Education Study Program have progressed. In the Basic Reading course, as many as 63 students got a C grade, while only 21 students got an A grade out of a total of 169 students. In the Intermediate Reading course, as many as 67 students got a B grade, while only 31 students got an A grade out of a total of 134 students. Then in the Advance Reading course, the number of students who got an A grade increased, namely 71 students out of a total of 110 students. Afterward, the fact of the data is what makes researchers interested in finding out how the reading habits of students of class 2018 at English Education Department students are.

## **RESEARCH METHODOLOGY**

Descriptive quantitative survey was the method used in this research and the instrument to collecting data by using a questionnaire to find out reading habits of the students of class 2018 at English Education Department. Surveys can also help researchers acquire a lot of information in a short amount of time at a low cost. Thus, surveys are a very efficient approach for researchers and teachers to learn more about students' origins, habits, and interests. Surveys are divided into two types: cross-sectional and longitudinal. Cross-sectional surveys collect data from a predetermined group or populations at a single point in time. While longitudinal surveys are studies where data is gathered at several points in time to evaluate changes across a long period of time (Frankael, Wallen and Hyun, 2012). A cross-sectional survey was used in this research. This design is chosen because the data collection has only been done once.

### ***Population and sample***

According to Sugiyono (2013: 80), the definition of population is "a classification of things or persons that have particular attributes and characteristics that researchers have selected to be studied and then derived conclusions from". This population took the students class of 2018 at the English Education Study Program of Universitas Negeri Manado, which amounted to 121 students, consisting of 3 classes.

Arikunto (2019: 109) states that "sample means subset or representative of the population being studied". Arikunto (2019) also states that "it is preferable to take the whole sample (use the population) if the population is less than 100 individuals. But if the population is higher than 100 people, 10-15% or 20-25% of the overall population can be sampled". Then, the sample is 20% of 121 students.

The following is the calculation to get the sample:

$$n = 20\% \times N$$

Where:

n = Sample size

N = Population size

$$n = 20\% \times 121$$

$$n = 24.2$$

Then, rounded up to 25 students of class 2018 at English Education Study Program.

### ***Instrument***

The research instrument means a data gathering tool that is used to quantify natural and social phenomena that are observed (Sugiyono, 2013: 102). Thus, the purpose of using research instruments is to discover all of the facts regarding an issue, natural or social phenomenon.

According to Kasmadi & Sunariah (2013: 70) a questionnaire is a list of questions written down that require responses to both conformity and non-conformity from the participants' attitude. The statements written in the questionnaire are in accordance with the indicators. The questionnaire used in this study was based on Smiths' (1991) Adult Survey of Reading Attitude (ASRA), with several modifications. The questionnaire section consists of students' interest in reading, reading activity, and four additional questions about reading (reading time spent per day, students' leisure time activities, students' reading preferences and language that students prefer in reading).

The questionnaire section consists of students' interest in reading and reading activity are following below:

No.	STATEMENTS
<b>Students' Interest in Reading</b>	
1.	I like reading
2.	I always read carefully
3.	When I read, I am excited and joyful
4.	If there is a new reading material, I will read it immediately
5.	I read for assignment and examination only
6.	I feel bored when I read
<b>Students' reading activity</b>	
7.	I talk about the books/ reading material that I have read with my friends
8.	I can read and speak English words
9.	I read English reading material to increase my comprehension in English
10.	I inquire the lecturer about the significance of the sentences that I do not comprehend from the English reading material
11.	It is easier for me to comprehend what I read if there are pictures, tables, and diagrams
12.	I read for English reading materials because I am forced to read
13.	I am easy to forget what I read
14.	I feel anxious if my lecturer request me to read in the fore part of the class
15.	I read more than 2 reading titles in a day
16.	I read the entire contents of the reading material
17.	I read only the important parts
18.	I read only the interesting parts that I like

And four additional questions about reading (reading time spent per day, students' leisure time activities, students' reading preferences and language that students prefer in reading) are following below:

19. How much do you read the reading material in a day?

- Less than 1 hour
- 1-2 hours
- 2-3 hours
- 3-4 hours
- More than 4 hours

20. What kind of activity do you spend in leisure time?

- Watch television
- Sports
- Play game
- Reading
- Surf the internet

21. What type of reading material do you prefer to read?

- Novel
- Journal/ Academic book
- Magazine
- Comic

22. What language of reading material do you prefer to read?

- English
- Bahasa Indonesia

The Likert Scale was used in this study to provide accurate data. According to Sujarweni (2015:104), the Likert Scale is a scale used to assess a persons' or groups' attitudes, opinions, and perceptions of social phenomena. The instrument

used to measure the variables of this study was Likert Scale 4 points. The following is the rating weight used to measure the Likert Scale:

No.	Alternative Answers	Symbol	Score
1.	Strongly Agree	(SA)	4
2.	Agree	(A)	3
3.	Disagree	(D)	2
4.	Strongly Disagree	(DS)	1

### ***Data analysis***

Following data collection, the researcher used a percentage calculation to analyze the responses in a statistical descriptive method:

$$P = \left( \frac{F}{N} \right) \times 100\%$$

Where:

P : Percentage

F : Frequency of respondents who selected

N : Total number of people who responded

(Sudijono, 2012: 175)

## **FINDINGS AND DISCUSSION**

The reasearch was conducted at English Education Department of Universitas Negeri Manado. As explained in the previous chapter, to find out reading habits of the students of class 2018 at English Education Study Program, this study used descriptive quantitative survey research with a questionnaire as the instrument. Researcher collecting the data by using a questionnaire through Google form with several alternative answers and Likert Scale was used.

## **Findings**

In this presentation of the data, the researcher showed the research findings on students' reading habits at English Education Department class of 2018. The researcher used Likert scale 4 points, such as SA= Strongly Agree, A= Agree, D= Disagree, and SD= Strongly Disagree.

The findings are as follows:

<b>STATEMENTS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
I like reading	7	17	1	0	25
I always read carefully	7	15	3	0	25
When I read, I am excited and joyful	5	19	1	0	25
If there is a new reading material, I will read it immediately	1	17	7	0	25
I read for assignment and examination only	2	8	13	2	25
I feel bored when I read	2	8	12	3	25
I talk about the books/ reading material that I have read with my friends	6	10	7	2	25
I can read and speak English words	6	18	1	0	25
I read English reading material to increase my comprehension in English	7	17	0	1	25
I inquire the lecturer about the significance of the sentences that I do not comprehend from the English reading material	4	11	9	1	25
It is easier for me to comprehend what I read if there are pictures, tables, and diagrams	9	13	3	0	25
I read for English reading materials because I am forced to read	2	10	11	2	25
I am easy to forget what I read	2	15	7	1	25
I feel anxious if my lecturer request me to read in the fore part of the class	1	8	13	3	25
I read more than 2 reading titles in a day	1	15	9	0	25
I read the entire contents of the reading material	1	17	7	0	25
I read only the important parts	2	9	14	0	25
I read only the interesting parts that I like	1	12	12	0	25



The following table are the percentage formula score for each item that was counted:

No.	Statements	Percentages	
		A	D
1.	I like reading	96%	4%
2.	I always read carefully	88%	12%
3.	When I read, I am excited and joyful	96%	4%
4.	If there is a new reading material, I will read it immediately	72%	28%
5.	I read for assignment and examination only	40%	60%
6.	I feel bored when I read	40%	60%
7.	I talk about the books/ reading material that I have read with my friends	64%	36%
8.	I can read and speak English words	96%	4%
9.	I read English reading material to increase my comprehension in English	96%	4%
10.	I inquire the lecturer about the significance of the sentences that I do not comprehend from the English reading material	60%	40%
11.	It is easier for me to comprehend what I read if there are pictures, tables, and diagrams	88%	12%
12.	I read for English materials because I am forced to read	48%	52%
13.	I am easy to forget what I read	68%	32%
14.	I feel anxious if my lecturer request me to read in the fore part of the class	36%	64%
15.	I read more than 2 reading titles in a day	64%	36%
16.	I read the entire contents of the reading material	72%	28%
17.	I read only the important parts	44%	56%
18.	I read only the interesting parts that I like	52%	48%

Percentage of students' frequency of reading time spent per day

<b>Frequency</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Less than 1 hour	11	44%
1-2 hours	10	40%
2-3 hours	2	8%
3-4 hours	1	4%
More than 4 hours	1	4%
<b>Total</b>	<b>25</b>	

Percentage of students' leisure time activities

<b>Activity</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Surf the internet	13	52%
Reading	5	20%
Sports	3	12%
Watch television	2	8%
Play game	2	8%
<b>Total</b>	<b>25</b>	

Percentage of students' reading preferences

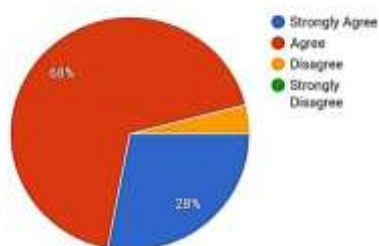
<b>Type of Reading Material</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Novel	12	48%
Comic	8	32%
Magazine	3	12%
Journal/ Academic book	2	8%
<b>Total</b>	<b>25</b>	

Percentage of language that students prefer in reading

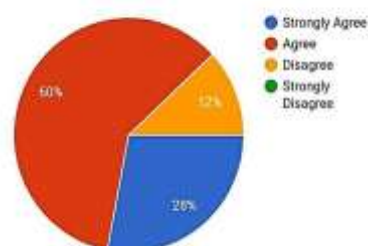
Language	Number of Respondents	Percentage
Bahasa Indonesia	8	32%
English	17	68%
<b>Total</b>	<b>25</b>	

The tables above showed the students' reading habits data. Thus, the researcher describes the details of the data findings that have been illustrated with diagrams. The following were the description of the diagrams taken from the results of collected data through Google form:

1. I like reading  
25 jawaban

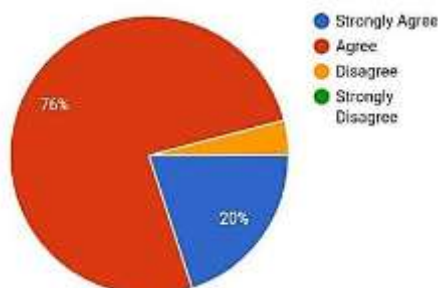


2. I always read carefully  
25 jawaban



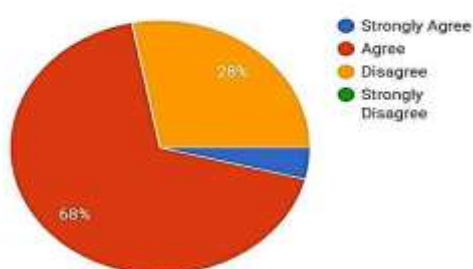
Based on the diagrams above that students have chosen strongly agree 28%, agree 68% for the first statement. And for the second statement, students have chosen strongly agree 28%, agree 60%, disagree 12%. It showed that students liked reading and always read carefully as well.

3. When I read, I am excited and joyful  
25 jawaban

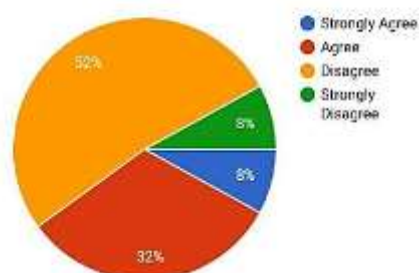


On the two diagrams above, can be seen that students feel excited and joyful when they read and most students will read immediately if there is a new reading material. The percentages strongly agree 20%, agree 76% for statement number 3. Meanwhile, the percentages agree 68%, disagree 28% for statement number 4. It showed that they feeling happy and excited about new reading material.

4. If there is a new reading material, I will read it immediately  
25 jawaban

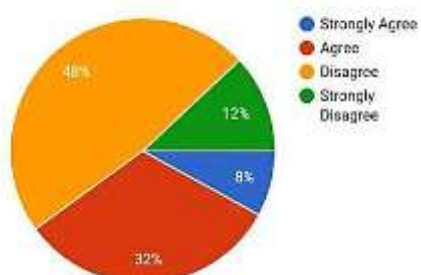


5. I read for assignment and examination only  
25 jawaban

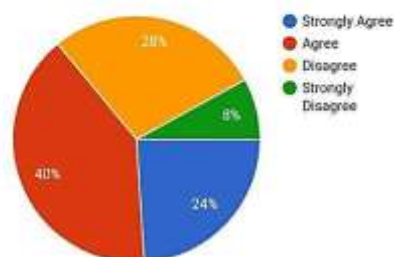


The diagrams above for statement number 5 illustrated that students have chosen strongly agree 8%, agree 32%, disagree 52%, strongly disagree 8%. And for statement number 6 with percentages strongly agree 8%, agree 32%, disagree 48%, strongly disagree 12%. It indicated that students did not read for assignment and examination only, and they did not feel bored when they read.

6. I feel bored when I read  
25 jawaban

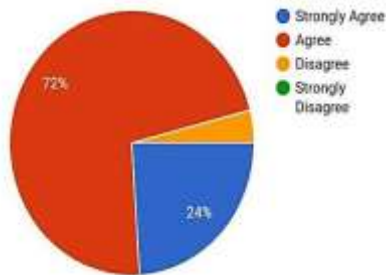


7. I talk about the books/ reading material that I have read with my friends  
25 jawaban

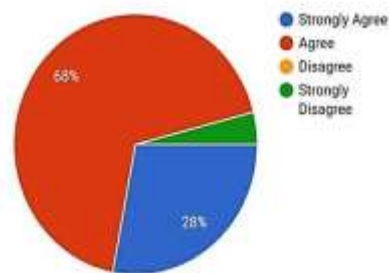


It can be seen from above that the percentages strongly agree 24%, agree 40%, disagree 28%, strongly disagree 8%. Some of the students discussed the books/ reading material that they have read with their friends.

8. I can read and speak English words  
25 jawaban

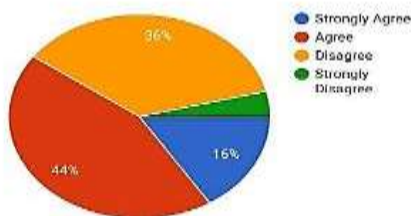


9. I read English reading material to increase my comprehension in English  
25 jawaban

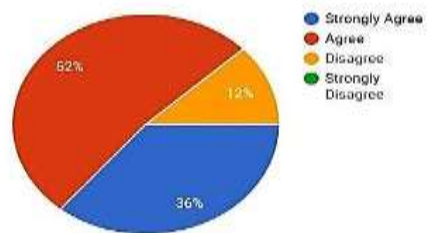


The diagrams above showed that students can speak and read the words in English with the percentages strongly agree 24%, agree 72%. Meanwhile, the percentages strongly agree 28%, agree 68% for the statement number 9 that the students read the English reading material to increase their comprehension in English.

10. I inquire the lecturer about the significance of the sentences that I do not comprehend from the English reading material  
25 jawaban

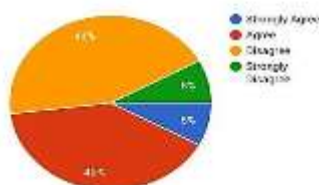


11. It is easier for me to comprehend what I read if there are pictures, tables, and diagrams  
25 jawaban

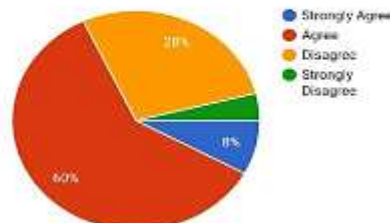


It can be seen from above that the percentages strongly agree 16%, agree 44%, disagree 36%. Many of the students asked their lecturer about the meaning of the sentences that they did not understand from the English reading material.

12. I read for English reading material because I am forced to read  
25 jawaban

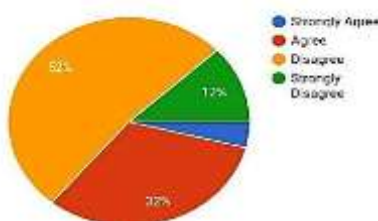


13. I am easy to forget what I read  
25 jawaban



Based on the diagram above that students have chosen strongly agree 36%, agree 52%, and disagree 12%. Most of them felt that pictures, tables, and diagrams were included in reading material was easier for them to understand.

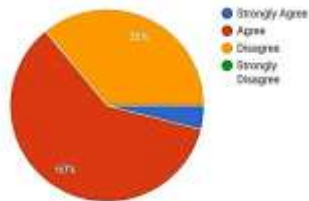
14. I feel anxious if my lecturer request me to read in the fore part of the class  
25 jawaban



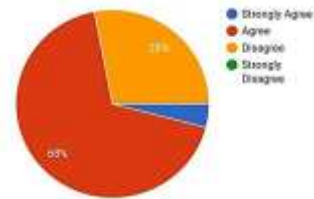
From the diagrams, the percentages strongly agree 8%, agree 40%, disagree 44%, strongly disagree 8% for statement number 12. And percentages strongly agree 8%, agree 60%, disagree 28% for statement number 13. This percentages conveyed that half of them did not feel forced to read English reading material and most of them were not easy to forget what they read.

It can be seen from above that the percentages agree 32%, disagree 52%, strongly disagree 12%. Many of the students were not anxious and worry if their lecturer ask them to read in front of the class.

15. I read more than 2 reading titles in a day  
25 jawaban

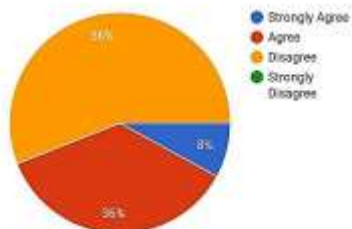


16. I read the entire contents of the reading material  
25 jawaban

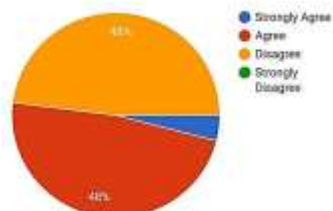


Based on the diagrams above, that students have chosen agree 60%, disagree 36% for the statement number 15. And for the statement number 16, students have chosen agree 68%, disagree 28%. It could be seen from the percentages that most of the students read more than 2 reading titles in a day and also read the entire contents of the reading material.

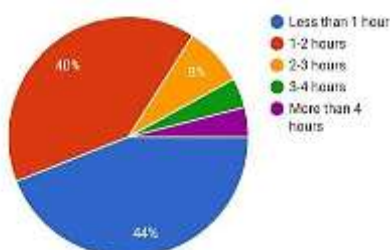
17. I read only the important parts  
25 jawaban



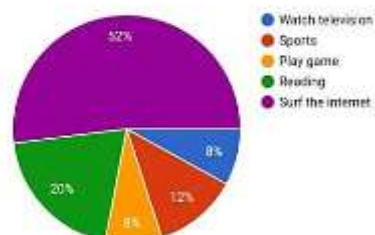
18. I read only the interesting parts that I like  
25 jawaban



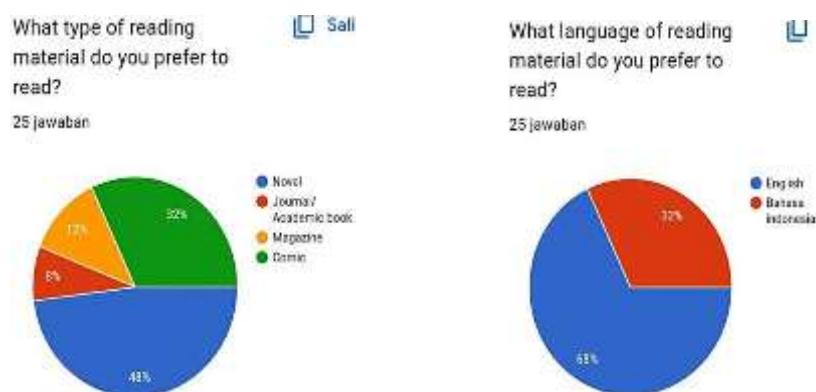
How often do you read the reading material in a day?  
25 jawaban



What kind of activity do you spend in leisure time?  
25 jawaban



The diagrams above for statement number 17 illustrated that students have chosen strongly agree 8%, agree 36%, disagree 56%. Meanwhile statement number 18 with percentages agree 48%, disagree 48%. Half of the students read only the important parts and the interesting parts that they liked.



Based on the diagrams above, that students have chosen less than 1 hour 44%, 1-2 hour 40% for the frequency of reading time spent per day. For percentage of students' leisure time activities, students have chosen surf the internet 52% and reading 20%.

The diagrams above illustrated that students have chosen novel 48% and comic 32% for students' reading preferences. Furthermore, students have chosen English 68% and Bahasa Indonesia 32% for their preferred language in reading.

### **Discussion**

This section presents the results of the research that has been done. This research focuses on students' reading habits in the students of class 2018 at English Education Study Program, English Education Department of Universitas Negeri Manado on 25 students. The discussion of this study relates to students' reading habits. Researchers find the results after conducting research by collecting data through the Google form.



This study revealed that almost all of the students of class 2018 liked reading, were happy, and also excited when reading with a percentage of 96% was responded to by most of the sample. This research also shows that students read not only for assignments or only during exams. Because most of them do not feel bored when reading. However, when they were asked to read in front of the class by their lecturers, they felt anxious and worried. Even though they understand, can speak and read the words in English. It can also be seen that the students' reading habits are quite good, namely around 68% or 17 students out of 25 students prefer to read reading material in English rather than Bahasa Indonesia because the findings show that almost all students, namely 96% read English reading material to increase their comprehend in English. As for some of the students only read on the part that they find interesting even though that part is less important. These results are also comparable to the 72% of students who read the entire of the reading material. Thus, for students who only focus on reading material that is simple and short enough, they must accept the consequence that in dealing with the current conditions they will be overwhelmed (Maru, Paranduk, and Tuerah, 2021).

On the other hand, the findings also show that 44% or 11 out of 25 students spend less than 1 hour reading. Although 60% of them do not feel bored when reading. Apart from that, there were also interesting findings, most of the students made reading as a hobby or entertainment. According to Mogeia (2019) in her research about reading, reading can be divided into two purposes, namely reading to get information and reading to get pleasure. This can be seen based on research results which show that 48% of students like reading novels, 32% like reading comics, then the others are magazines and journals/academic books.

In addition, surfing the internet remains the choice of most students when they are active in their leisure time. Although actually the ability to use the internet is one of the uses of technology that can affect the quality of education, because it can have a positive influence in terms of motivation, class activity, and thinking skills (Liando, Maru, and Kalangi, 2019).

## **CONCLUSION AND SUGGESTION**

This section discusses the conclusions based on the research findings, results and explanations. Then, regarding the conclusion, the researcher of course also provides several suggestions with better hopes in the future.

### ***Conclusion***

Based on the findings of the research results, the researcher would like to conclude that the students of class 2018 at English Education Study Program, English Education Department of Universitas Negeri Manado who were the samples in this study like to read, feel happy, and are also excited when reading with a percentage of 96 % responded to by most of the sample. Generally, students respond positively to the statements that have been shared through Google form. It can be seen from their reading habits based on their experiences.

The conclusion of this study also shows that students read not only for assignments or only for exams. Because most of them do not feel bored when reading. Even though they understand, can speak and read the words in English, when they are asked to read in front of the class by their lecturer, they feel anxious and worried. It can also be seen that the students' reading habits (especially in English) are quite good, namely around 68% or 17 students out of 25 students prefer to read reading materials in English rather than Bahasa Indonesia because the findings show that almost all students, namely 96% read English reading material in order to increase their comprehension in English. As for some of the students only read on the part that they find interesting even though that part is less important. These results are also comparable to the 72% of students who read the entire of the reading material. On the other hand, 11 out of 25 students spend less than 1 hour reading. Although 60% of them do not feel bored when reading. However, surfing the internet remains the choice of most students when they are active in their leisure time.

On the other hand, based on the interesting findings presented in the previous chapter, it can also be concluded that most of the students make reading as a hobby or entertainment. They also love to read for fun and to get information. Because it can be seen from the findings, that most of them prefer to read novels in English to practice their mastery of English skills.

### ***Suggestion***

From this research, it is hoped that students, especially English students, can further increase their motivation and maintain good reading habits. Because if students have good and sustainable reading habits, in this case especially reading material in English, then this will really help students in mastering vocabulary, it will be easier for students to understand the material, as well as increase knowledge and confidence in class.

In addition, it is also intended that this research give information about reading habits of students at the English Education Study Program, the English Education Department of Universitas Negeri Manado who were the research subjects. Furthermore, it can present information as reference material for the next researchers and English teachers in providing assistance, motivation to maintain good reading habits, improve teaching techniques, in order to increase and improve their English reading skills.

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