TENTH-GRADE STUDENTS' READING HABIT
(A Study Conducted at SMA Negeri 1 Tabukan Utara)

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Abstract : The present study tries to find out how students' reading behavior in this digital era, especially during Covid 19 pandemic by assessing SMA students' preference for online materials, their preferred language when reading online materials, the online reading habits of the students, and the amount of time they spend in reading online every day. The study was a survey that involved 44 tenth graders at SMA Negeri 1 Tabukan Utara in Likungan, Sangihe. The data were collected using a questionnaire adapted from Abidin, Pour-Mohammadi, & Jesmin (2011). The data collected were analyzed in percentages. Results of the analysis indicated that (1) the most common activities they are interested in are chatting, surfing the internet, and games, (2) concerning online reading materials, they prefer reading e-books, e-mail, stories, or novels, and comic strips/jokes. The majority of the respondents 89% prefer reading online reading materials in Indonesia, and (3) male respondents read more news, e-mails, and comic strips/jokes. Female respondents, on the other hand, preferred reading e-magazines, e-books, and movie reviews, and (4) the highest percentage of respondents (43%) spent 1-3 hours online daily reading. It is concluded that female respondents spent more time on online reading compared to their male counterparts.

Keywords : *Reading Habits, Covid 19 Pandemic, Online Material, Preferred Language*

INTRODUCTION

In our daily life, there are some sayings about the importance of reading. For example, "Reading is the window of the word" or "Readers are leaders". Not all leaders are readers". These sayings indicate how important reading is for our life. We can read for pleasure or to gain a better understanding of the language we're reading. In other words, reading broadens our minds, helps us understand who we are, and enables us to foresee the future and learn from those who have gone before us as well as from the past. According to Liando (2009), "Motivation is one of several factors that play an important role in learning a second language. This is why reading is a way to understand the world around us."

Reading is very important; that is why reading must be not only our hobby but also our daily habit. For example, in developed countries, people often enjoy reading. Numerous people reading books, periodicals, and newspapers there continuously is a common sight. It is not just students, scientists, and intellectuals that dominate this activity. It's common to see bus drivers, cab drivers, construction workers, and street vendors reading while they're taking a break and having little time. People come willingly and intentionally just to libraries to read. According to Maru (2014), "Teaching and learning activities are conducted as

attempts to build the wholeness of human beings in the light of divine sublimity and meaningfulness. Briefly, Reading has become part of their lifestyle and culture."

In developing countries, Indonesia is an example, it is a daily sight that we rarely see people reading while sitting in public places spending their spare time. They are not reading, but talking. Only 10% of Indonesians over the age of 10 who released data in 2015 said that they were interested in reading (Putri, et al. 2022). According to a different survey, Indonesia is the nation with the 60th-highest reading interest out of 61 nations (Kusuma, 2017). According to UNESCO, Southeast Asia has the least common reading habits. The list of other nations in the area is ranked with Indonesia at the bottom (Durotoye, 2014). Very few people—only one in a thousand—have good reading habits. Indonesian society was born with oral tradition, and up to now, reading culture is growing but cannot overcome the oral tradition (Kurniasih, 2016). This is one of the reasons why our society is categorized as a talking society, not a reading society.

Iftanti (2012) performed a study with 546 EFL college students in East Java regarding reading in English. Although the kids have been reading in English since elementary school, the results show that they do not exhibit good reading habits. Only a small percentage of them have been found to read well in English. Only homework obligations seem to be their primary driving force to read. Before class, pupils study the book that teachers use to develop their lesson plans. The content will be discussed at the start of class, sparking an engaging discussion. Though this is rarely the case, everything appears to be alright.

Reading is lot simpler now than it was twenty or thirty years ago. The way to get the information not only from printed version but "it can be through accessing electronic book at which they can save and then it can be taken anywhere with ease" (Akarsu & Dariyemez, 2014). To find books, we do not need to visit bookstores or libraries. The books we're looking for are right at our fingertips right now. The books are right there in front of us after just one or two clicks. Since only a small percentage of students are known to have good reading habits (see Putri, et al., 2022, Kurniasih, 2016, & Wibowo, 2015), it is important for the researcher to ascertain the third graders' online reading behavior during the Covid-19 pandemic at the SMA Negeri 1 Tabukan Utara in Likung, Sangihe.

Based on the discussions above, this research is conducted to answer the question, "How is Tenth-grade students' reading habit?" The goal of this study is to describe the online reading habits of the tenth-grade students at SMA Negeri 1 Tabukan Utara in Likungan, Sangihe based on their preferred online reading materials, their preferred language when reading online materials, their online reading habits, and the number of hours per day that they spent online.

RESEARCH METHOD

The goal of this study was to describe how students felt or perceived their online reading behaviors. This study was categorized as survey research because it focused on students' perceptions and opinions. Survey research involves gathering information to test theories or provide answers to queries regarding the views of various groups of individuals on various issues (Nardi, 2018). This survey was deemed to be a cross-sectional survey

because the data were only gathered once. A cross-sectional survey is one in which information is gathered from a group of people all at once (Wang and Cheng, 2020).

All of the students of SMA Negeri 1 Tabukan Utara in Likungan, Sangihe during the academic year 2020–2021 comprised the study's population. There were 121 students in all. The sample was specifically chosen with the intention of learning more about the respondents' online reading habits. Only individuals with access to computers and the internet were chosen as the sample. Thus, 44 respondents—19 men and 25 women—were chosen among 121 students in the tenth grade. 36% of the population was represented by these 44 responders.

The survey's main focus was on students' perceptions; hence a questionnaire was used to get the information. According to Lodico et al. (2006), "A survey or questionnaire is the main tool or instrument used to collect data in a descriptive-survey research study." The data were collected using a questionnaire adapted from Abidin, Pour-Mohammadi, & Jesmin (2011).

Data pertaining to the initial study issue were quantitatively examined in percentages. The data were quantitatively examined because this survey research was quantitative in character. The percentage of respondents who chose each alternative for each item was the simplest method to display the data. The following steps were used when assessing the data:

1. Participants were given the questionnaire.
2. After the participants had done answering the questionnaire, it was collected.
3. Quantitative information was prepared. The gender of the study participants who responded to the questionnaire was counted and grouped.
4. The findings of the questionnaire were shown as percentages.

The analysis was done quantitatively in percentage form, using this formula:

$$\% = \frac{\text{Total response/item}}{\text{Total respondents}} \times 100\%$$

FINDINGS AND DISCUSSIONS

As mentioned in the scope of the study, the present study focuses on online reading behavior during the Covid pandemic, in particular, the preference of SMA students for online materials, their preferred language when reading materials in online, the online reading habits of male and female students, and how much time they spend reading online every day.4.1.1 Computer Access.

Only 44 respondents have computers with Internet access. (32 respondents or 73%) followed by the use of computers at their friends' houses, 7 respondents, or 17%; and 5 respondents (or 11%) used the computer at school (4. or 5%). None used the computer at cyber cafes.
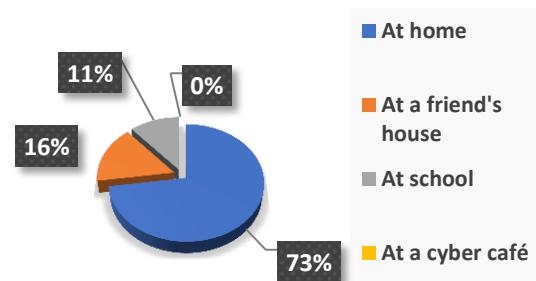

Figure 1. Respondents with Computer Access to the Internet

Computer activities preference

As Figure 2 shows, there are seven common computer use activities, namely gaming, web browsing, school research,

word processing, email, chat, and music downloading. At 23%, respondents chose chatting as their most common activity. Surfing the Internet was chosen as the second highest activity on the computer with 9-20% of respondents. Games were the third highest activity with 7 or 16% of respondents. The least chosen activity was download music with 3 or 7% respondents.
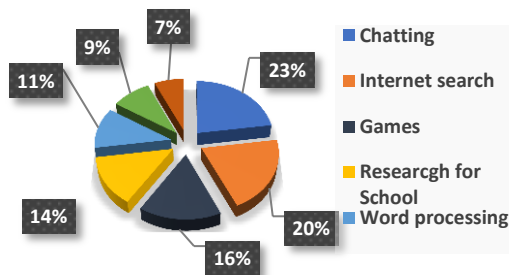

Figure 2. Ranking of Common Computer Activities

Online Reading

There are seven options of reading materials given to respondents. Ranking in Figure 3 shows the respondents preferred the online reading materials to printed materials.
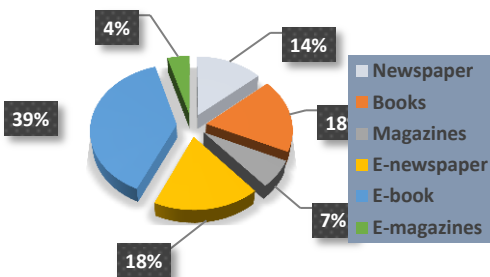

Figure 3. Preference for online reading materials and printed.

Online Materials

Figure 4 demonstrate that e-book reading (34%) is the most widely read, followed by e-mail (27%) and comics / jokes. (19%); In often column, Stories/Novels is often read by 52%

respondents, followed by E-mail (41%), and E-book and comic strips or jokes (36%); In sometimes column, movie reviews are sometimes read by 34% respondents, followed by stories/novels (30%) and comic strips/jokes 27%; online reading materials which is rarely read by the respondents is movie reviews (32%), followed by online news (27%) and online magazines (18%); and of the seven reading materials offered, horoscope is the most never read reading materials by 86% respondents, followed by online news (34%), and movie reviews (14%). Visually, the data is shown in Figure 4.
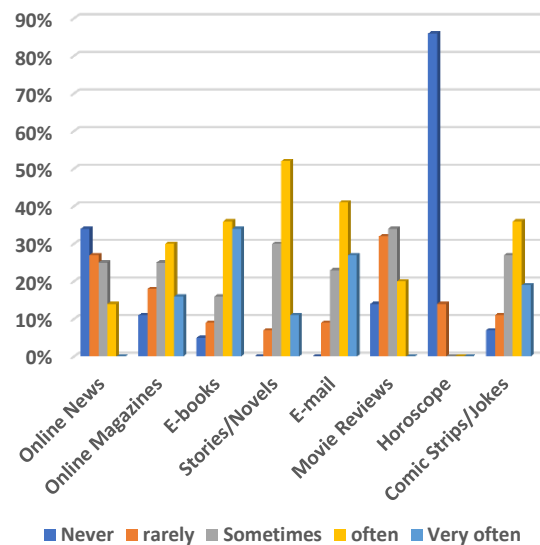

Figure 4. Students' Preferred Online Materials

Language Preference

A frequency test was conducted to find the preferred language in printed reading materials and online reading materials. The most preferred language in printed reading materials is Indonesia, which is chosen by 39 or 89% of respondents. Only 5 (11%) of the respondents preferred to read English printed reading materials (Figure 5).
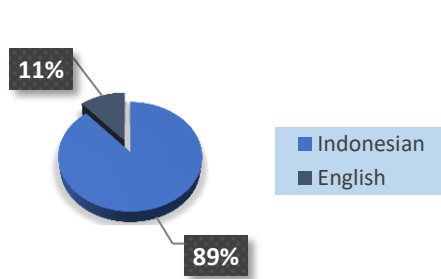
Figure 5. Preference of Language in reading printed materials

Almost the same as printed materials, finding on online reading materials shows that the most preferred language in online reading materials is Indonesian which was chosen by 38 (86%) respondents. Only 6 (14%) respondents preferred reading online printed reading materials in English (Figure 6).
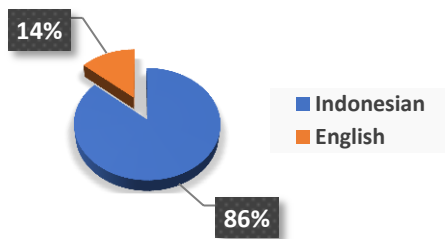

Figure 6. Preference of Language in reading printed materials

Time to Read

The analysis shows that the highest percentage of students read online 13 hours a day. Table 6 shows that 19 respondents spend 13 hours a day on the Internet;13 (or 30%) respondents spent less than an hour, and 12 others (27%) did online reading for 4 to 6 hours. This shows that students gave emphasis to using the internet.
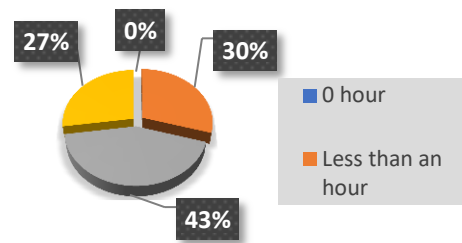

Figure 7. Hours daily spent on online reading

Online Reading Time by Gender

A comparison of gender and online reading time shows that men spend more time reading online than the women surveyed (Table 1). A total of 5% of males read less than one hour compared to females 11%; a total of 16% of males spent 1 – 3 hours reading per day compared to females 27%. A higher percentage of males (22%) spend 4 – 6 hours reading online compared to females, 18%. Overall, female respondents spent more time on online reading compared to their male counterparts.

Table 1. Hours daily spent online according to gender

Time spent on online reading based on gender							
Gender	0 hour	Less than an hour	%	1-3 hours	%	4-6 hours	%
Male	0	2	5%	7	16%	10	22%
Female	0	5	11%	12	27%	8	18%

Male and Female Students' Reading Habits

If data in often and very often column were combined, it can be stated that male respondents (32%) read more news than their female counterpart (11%); female respondents (39%) read more e-magazines than did their male counterpart (16%); female respondents (43%) read more e-book than their male counterpart (27%); male respondents (39%) read more e-mails compared to their female

counterpart (13 or 30%); female respondents (23%) read more movie reviews than their male counterpart (3 or 7%); male respondents (36%) read more comic strips/jokes than their female counterpart (16%); and Neither male nor female respondents read horoscope. It could be roughly concluded that male respondents read more news, e-mails, and comic strips/jokes. Female respondents, on the other hand, preferred reading e-magazines, e-books, and movie reviews. None of male and female respondents prefer reading horoscope.

Table 2. Gender and reading habits

	Never	Rarely	Sometimes	Often	Very often
News					
Males	0	2	3	10	4
Females	7	6	7	5	0
Magazines					
Males	0	5	7	6	1
Females	1	2	5	12	5
E-books					
Males	0	2	5	11	1
Females	0	0	5	15	5
Stories/Novels					
Males	0	0	9	10	0
Females	0	0	6	15	4
E-mails					
Males	0	0	2	10	7
Females	0	5	7	8	5
Movie reviews					
Males	4	6	6	3	0
Females	2	5	8	10	0
Constellations					
Males	14	3	2	0	0
Females	20	3	2	0	0
Comic strips and jokes					
Males	0	0	3	10	6
Females	0	10	8	7	0

Results of the data analysis show that although the sampling respondents have computer with internet access, not all of them have their own equipment. Of the 44 respondents, only 33 (or 75%) of them have computers at their homes. The rest, 16% and 9% went to their friends' house and school for the internet.

Concerning preference of computer activities, of seven activities offered to the respondents, chatting is their most common activity with 23%, surfing the internet is the second highest activity, 20% respondents. Games was the third highest activity with 16% respondents. The least chosen activity was download music with 7% respondents. In relation to preference of printed and online reading materials, of seven options offered, the more respondents preferred online reading materials to the printed ones. Of the three online reading materials, e-books are the first highest, and the second highest are e-newspaper and printed books with 18% respondents. Concerning printed reading materials, printed book are the highest and second highest is newspaper.

In addition to online reading materials, respondents were offered 8 online reading activities: online news, online magazines, e-books, online stories / novels, emails, movie reviews, horoscopes, and comics / jokes.. Of these activities, E-books is very often read with 34%, E-mail (27%) in the send position, and Comic Strips/Jokes (19%) is the third. In often column, stories/Novels is often read by 52% respondents, followed by E-mail (41%), and E-book and comic strips/jokes (36%). If the two columns are combined, e-book is in the highest position, e-mail is in the second highest, and reading stories or novels is in the third. Thus, e-book is very often or often read.

When asked about preference of language in both printed and online reading materials, majority of the respondents (almost 90%) preferred to read both printed and online reading materials in Bahasa Indonesia. Only several respondents, not more than 14%, preferred reading English reading materials to Indonesian reading material.

This is understandable due to their lack of English ability.

In terms of time spent reading, the analysis shows the highest percentage of the number of respondents (43%) spent 1-3 hours online daily reading, 12 others (27%) did online reading for 4 to 6 hours, and 13 (or 30%) respondents spent less than an hour. A comparison of gender and hours spent reading online shows that men read more hours than women (Table 3). 5% of men read less than an hour compared to 11% of women; a total of 16% of males spent 1 – 3 hours reading per day compared to females 27%. A higher percentage of males (22%) spend 4 – 6 hours reading online compared to females, 18%. Overall, female respondents spent more time on online reading compared to their male counterpart.

Related to time spent based on gender, the data in Table 1 shows that two male respondents (5%) spent less than an hour, 16% spent 1 – 3 hours, and 22% read 4 to 6 hour per day. Female respondents, on the other hand, spent more time on online reading compared to male respondents. Of 25 female respondents, 9% spent less than an hour, 27% spent 1 – 3 hours, and 20% read 4 – 6 hours. Data on male and female respondents' reading habits show that if data inoften and very often column were combined, it can be stated that male respondents read more news, e-mails, and comic strips/jokes. Female respondents, on the other hand, preferred reading e-magazines, e-books, and movie reviews. None of male and female respondents prefer reading horoscope.

CONCLUSION

In this study, four research questions are addressed. the first research question is: What are tenth grade SMA students' preferred online materials? Concerning the first research question, the data show that students of SMA Negeri 1 Tabukan Utara in Likungan, Sangihe preferred online reading to printed reading. The most common activities they are interested in are chatting, surfing the internet,and games. Concerning online reading materials, they prefer reading e-book, e-mail, stories or novels, and Comic Strips/Jokes.

The second research question is: What language do these students prefer when reading materials online? The data show that majority of the respondents 86/89% prefer reading online reading materials in Indonesia. Only a few (not more than 14%) prefer to read English reading materials in English. The third research question is: What are the online reading habits of students? Data obtained show that female respondents, on the other hand, spent more time on online reading compared to male respondents. Male respondents read more news, e-mails, and comic strips/jokes. Female respondents, on the other hand, preferred reading e-magazines, e-books, and movie reviews.

The last Research Question: How many hours do you read online students every day? The analysis shows the highest percentage of number of respondents (43%) spent 1-3 hours online daily reading. Concerning gender and time spent on online reading, female respondents spent more time on online reading compared to their male counterparts. Related to time spent based on gender, the data in Table 1 shows that two male respondents (5%) spent less than an hour, 16% spent 1 – 3 hours, and 22% read 4 to 6 hour per day. Female respondents, on the other hand, spent more time on online reading compared to male respondents. Of 25 female respondents,

9% spent less than an hour, 27% spent 1 – 3 hours, and 20% read 4 – 6 hours.

Data on male and female respondents' reading habits show that if data in often and very often column were combined, it can be stated that male respondents read more news, e-mails, and comic strips/jokes. Female respondents, on the other hand, preferred reading e-magazines, e-books, and movie reviews. None of male and female respondents prefer reading horoscope. The findings show that majority of the respondents prefer reading online reading material in Indonesian to reading materials in English. This is mainly due to its low English language commands. Language barriers can prevent them from reading reading materials in English.

In this context, English teachers have played an important role in promoting English reading in online newspapers by allowing students to browse the group of books and stay up-to-date with the latest information. In this sense, e-newspapers, e-magazines, and e-books can be used as teaching aids. This research is a quantitative study that focuses solely on reading frequency, hours, types of materials, and online reading activity. Therefore, qualitative research is recommended to understand the real effects of reading online. The online reading quasi-experiment will help researchers better understand the research. The results of this research will help teachers to select the appropriate online reading materials for English courses.

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