Analyzing university student's reading habits in extensive reading class

Dilla Emilia [a,1*], Hafizhatu Nadia [b,2], Miftah Al Farhan [c,3]

[a, b, c] Universitas Muhammadiyah Banjarmasin, Kalimantan Selatan, Indonesia

[1] dillaemilia01@gmail.com ; [2] hafizhatunadia@gmail.com; [3] miftahalfarhan9@gmail.com

*corresponding author

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ABSTRACT

The background of this research is to find out students' reading habits; it is necessary to analyze reading habits in extensive classes reading. This study aims to determine students' reading habits in the extensive class reading at one of the private universities in Banjarmasin. This type of research uses qualitative research methods with case studies. The research instruments used interviews and documentation. The research subjects were students in the extensive class reading at one of the private universities in Banjarmasin. The results of this study show that almost every college student has a habit of reading. Based on the results of interviews with respondents in a day, they can read 1-3 times every day and, in one reading, can spend 30 minutes - 2 hours. While within one week to one month, they can produce reading material for 3 - 10 journals. In addition to journals, respondents also read other types of reading, such as novels and comics. And as for the media used for reading, most students are easier to read through electronic media such as mobile phones. And based on the study's results, it can be known that the factors that influence their reading habits are mood and lack of motivation.

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1. Introduction

Reading is important in learning English because by reading, someone will get a lot of new knowledge and information. Not only that, students can more easily understand the lesson because students who have the habit of reading will have broader knowledge. Today many students read only when doing assignments. If there is no assignment, then they won't be reading. Therefore, reading is considered important.

The highest level of knowledge development in acquiring knowledge is through reading because reading is a very important component in a person's learning and education process. Dadzie (2008) defines reading as the ability to understand words written in a textual form, enabling the readers to improve their knowledge for personal development (Owusu-Acheaw & Larson, 2014). Reading is no longer about the handiest embody spotting letters or phrases and uttering or arranging them correctly; instead, extra importantly, it consists of the capacity to apprehend the meanings of those arrangements (Hassan et al., 2021).

Reading is the most common materials in classroom activities and can be independently studied by a student in their time outside the classroom (Cahyo et al., 2019). Everyone does reading activities with different goals, one of which is reading intending to get information or knowledge and to relax. Reading is a physical and mental activity that can become a habit. Students must realize that reading

is an integral part of learning. Therefore, all students must have good reading habits and skills. If all students have a good reading culture, the level of reading literacy in college will continue to increase. Tarigan (2008) in Rahmawati (2018) states that reading is an activity carried out to obtain information conveyed by the author through words or verbal media, assisted by everyone's reading habits.

An interesting reading teaching strategy is needed to form students' reading habits. One example of a strategy for teaching reading is by identifying the purpose of reading, using graphemes rules and patterns to aid bottom-up decoding, using efficient, silent reading techniques for improving fluency, skimming the text for main ideas, scanning the text for specific information, use semantic mapping or clustering, guess when you aren't certain, analyze vocabulary, distinguish between literal and implied meanings, capitalize on discourse markers to process relationships.

Considering the various strategies above, lecturers need to develop these strategies in the reading-learning process so that students are more active in learning reading. In addition to teaching reading strategies, lecturers also need to find solutions so students are interested in reading by inviting students to read various types of reading through extensive reading classes. Later in this extensive class, students will receive or obtain information and can solve problems theoretically. In addition, in the reading class, a student will also be given the freedom to choose their reading material, and in extensive reading, the reading level follows the abilities of each student.

Extensive reading gives students a variety of materials and types of reading they want. Also, there is more time than Intensive reading. Carrel and Carson (1997) define Extensive reading as commonly entailing speedy studying of massive portions of fabric or longer readings (e.g., complete books) for trendy understanding, with the point of interest commonly at the which means of what's being examined than at the language (Li et al., 2021). An understanding of the concept of extensive reading is important because the way it is perceived can greatly affect how it is practiced. Learning in this extensive reading class language students a lot of information improves literacy skills, and supports and develops their academic thinking. A person will also gain broad knowledge about his global outlook through regular reading activities. Reading habits are attitudes that should be taken into account when interpreting the realities of life, and one of the best ways to instill a positive attitude in a student is to have the same attitude in the teacher and the teacher candidate himself. A comparison of the teacher's interest and the reading habits of the students contributes to the literature. One of the best ways to instill is for teachers and candidates to have the same attitude.

Reading habits are a well-planned and deliberate pattern of study that has attained a form of consistency for students toward understanding academic subjects and passing examinations. Reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits. While some students have good reading habits, others exhibit poor ones. Academic achievement means how much knowledge the individual has acquired from the school (Ithriyah & Nurmalia, 2021). This reading habit is beneficial for students because, with this reading habit, it can increase student achievement and educational value.

According to Suhana & Haryudin (2017), reading habit is an essential and important aspect of creating a literate society. It shapes the personality of individuals, and it helps them to develop proper thinking methods and creates new ideas. However, the developments in the Mass Media continued to influence interest in reading books, magazines, and journals, among others. As for the reading habits referred to in extensive reading, an example of this is the habits students practice in terms of reading. For example, every student meeting must read a book for thirty minutes before students are asked to conclude their reading material.

As for the effort to realize reading habits, it takes a lot of reading material and sources from the media used because the media can help create reading habits and students' interest in reading. Extensive reading, it requires a lot of various kinds of reading material. So here, the lecturer must provide several reading sources, one of which is online, one of which is by providing articles, journals, e-books, and fiction or non-fiction; with this, the lecturer only needs to provide a website to his students and ask students to find the web address with their respective cellphones or laptops.

Several previous studies have explored reading habits from Akarsu & Dariyemez (2014). This research aims to determine the reading habits and attitudes of current students studying English Language and Literature at the University. Questionnaires were distributed to randomly selected students to get a broad picture of current reading habits. The questionnaire covered six categories: demographic information, read frequency items, online reading content, online activity, content first clicked online, and ways to develop reading habits. The results of this study indicate that media and technology influence the reading habits of respondents. Most of the participants spend hours in front of their computer screens. Respondents mentioned that they first saw 'their Facebook account while online. They enjoy listening to music, playing games, and doing many other things. Most respondents admitted that they often read online news, check email, view weather reports, and read comics.

According to Annaamalai & Muniandy (2013), their research aims to describe the reading habits and attitudes of a group of Polytechnic students. This research method by distributing questionnaires. The questionnaire was distributed to polytechnic students from Engineering and Business majors at selected polytechnics. The overall results show that these polytechnic students spend quite a lot of time surfing the Internet. Playing computer/cellphone games and other technology-related activities compared to reading. Reading is only considered a small activity in their spare time. The amount of time spent reading by polytechnic students is similar to the average of individuals surveyed in the past. This group is expected to read more because of their involvement in the educational process that requires them to read, but in contrast, they prefer to do other things.

According to Angelica et al. (2022), their study aims to determine students' reading habits in English language education. This research uses a qualitative descriptive method. The research sample used purposive sampling. This study found that students' reading habits were positive. Almost all students have a good attitude towards reading. Then, most students enjoy reading e-books and do not feel disturbed when asked to read e-books.

Meanwhile, students also have positive book-reading activities. Students have favorite types of e-books to read and read e-books quite often. In addition, students also have a positive time addicted to reading both in the academic and non-academic fields.

Therefore, researchers are interested in choosing the research title "Analyzing university students' reading habits in extensive reading Classes" because there was little research on reading habits in tertiary institutions, especially for students of English education, especially for research in extensive reading classes. So that researchers are interested in researching what habits are found in extensive reading classes.

The research questions in this study are: 1). What are the reading habits of the participant in the extensive reading class? 2). What are the factors that influence the reading habits of students in extensive reading classes? And then after conducting this research, the researcher hopes that the study results will be useful for everyone, especially teachers. The researcher hopes that this research will help study English, especially in learning to read. This research has two benefits; the findings of this study can be useful for creating a learning process that motivates students' learning to improve students' reading habits effectively. For Students, the findings of this study serve as motivation to further improve reading habits in the extensive reading class. The results of this study as input for teachers in general, writers, and other teacher candidates.

2. Method

This research will be conducted using a qualitative method in which research will conduct to obtain an overview by collecting data, looking for facts, and then explaining and analyzing the data, namely by compiling and collecting data. Furthermore, the data is interpreted based on the existing theoretical basis. This research took place in one of the private universities in Banjarmasin, and participants in this study consisted of five people.

Data collection techniques in this study are interview and documentation, and the data analysis techniques used in this study are data condensation, data display, and drawing and verifying conclusions.

3. Findings and Discussion

Based on the interviews of 5 students in an extensive reading class, it was found that 1 of the participants did not read every day, and most of the other respondents took the time to read every day. Most of them spend reading a day 1-3 times every day, and in 1 reading, the time needed is 30 minutes - 2 hours each time reading.

Meanwhile, regarding the number of books read by respondents, every month, students read 1-2 books, but not all of them were read because most respondents read journals more often than books. With books, respondents read more journals every month, and the number of journals they read each month ranges from 3-10 journals or more. In addition to books and journals, respondents also read other reading materials, such as novels and comics.

Aware of the results of interviews with respondents about reading habits in extensive reading, it is included in the category of reading habits. Shen (2006) identifies reading habits in terms of how often, how much, and what readers read (Annamalai & Muniandy, 2013). The theory found that reading habits correlated with age, background, academic achievement, and professional growth. It is also supported by Palani (2012) that the frequency of reading habits is how much time students spend reading. Reading frequency and material texts are expected to influence the reading habits of students. Measuring students' reading habits can be known by reading frequency. There are four criteria: heavy readers, moderate readers, infrequent readers, and non-readers.

Bullent (2002) said that, groups the levels of reading of 108 children between ages 11 and 12 into four groups: the heavy readers (that is, reading 24 or more books per year or two books per month), the moderate readers (reading 1-23 books per year or one book per month) rare readers (reading 1-6 books per month) (1-book every two months) and the non-readers (Florence et al., 2017). Then according to Grace & Emmanuel (2012), non-readers are readers who do not read for fun or do not enjoy reading. Based on it, students who read for fun also read well.

Then, to measure students' reading habits, text material can be determined by what students read, but the types of materials are divided into authentic and artificial materials. According to (Ahmed, 2017), authentic materials provide language and real culture and can increase student motivation, like novels. Therefore, the materials created provide a variety of learning materials and effective language input, such as English textbooks.

And for factors that affect person's reading habits according to the results of interviews, respondents argue that a person's mood is the main factor that affects a person's reading habits because if someone's mood is good, then the reading results will be a lot and if the mood is not good it will cause laziness in reading. In addition, the surrounding environment and lack of interest in reading materials are also factors that affect reading habits.

4. Conclusion

Reading is important in learning English because by reading, someone will get a lot of new knowledge and information. With reading also, students can more easily understand the lesson because students who have the habit of reading will have broader knowledge. Dadzie (2008) defines reading as the ability to understand words written in a textual form, enabling the readers to improve their knowledge for personal development (Owusu-Acheaw & Larson, 2014).

One effort to improve reading habits is to provide reading materials that are liked. If the book is liked, without being ordered, students will read. It has only been carried out in extensive reading classes regarding the analysis of reading habits. Of course, this kind of analysis needs to be done in other course classes.

Declarations

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