# CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher describes the findings of the questionnaire results related to reading habits and attitudes toward reading.

4.1 Research Finding

4.1.1 The Result of Respondents' Personal Information

Based on the respondents' background information on gender, the results can be shown in the Figure below:

Figure 4.1 Respondents' Information
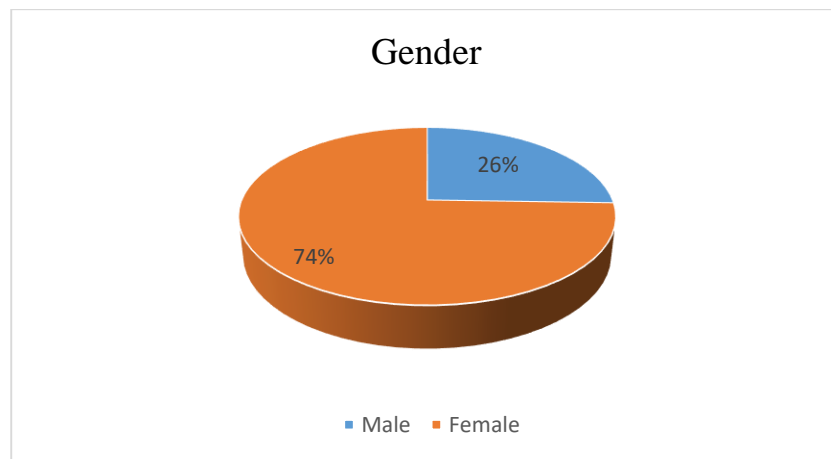
The total number of respondents who filled the questionnaire was 290 students. From the table above, the distribution of female and male respondents is not balanced because the questionnaire is mostly filled by female. There were 216 female students

and 74 male students. Furthermore, even though most of these students are women, the gender of the undergraduate student is not a determining factor of this study.

4.1.2 Finding of Reading Habits

According to the results of the questionnaire answered by the respondents, the results of Leisure Time Activity is shown in the chart below:

Leisure Time Activity

- Others 11%
- Sports 7%
- Watch Television 2%
- Bermain Game 10%
- Reading 14%
- Surf Internet 56%

■ Surf Internet ■ Reading ■ Bermain Game
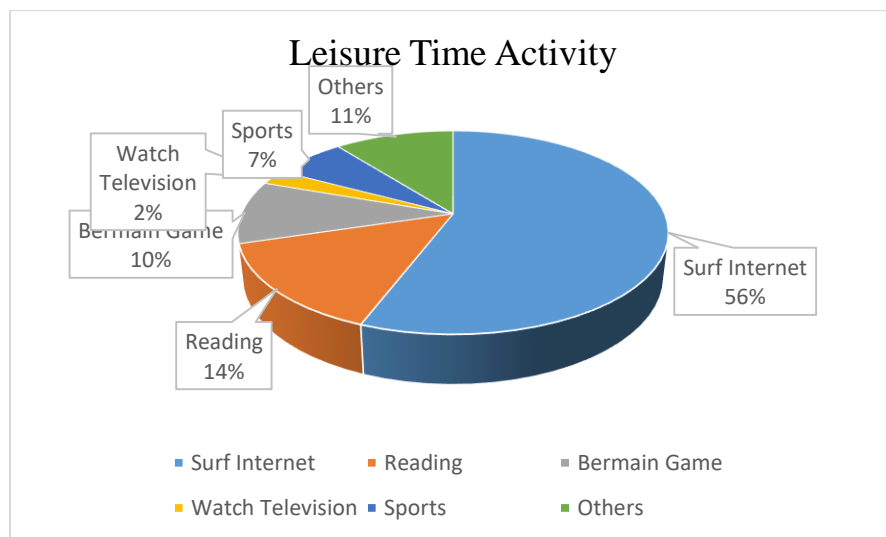■ Watch Television ■ Sports ■ Others

Figure 4.2 Diagram of Leisure Time Activity in General

It is known that based on the charts above, the highest score majority of the students is surf the internet (56%), and the lowest score is watching television (2%). The results showed that these students mostly spend time surfing the internet more than reading.
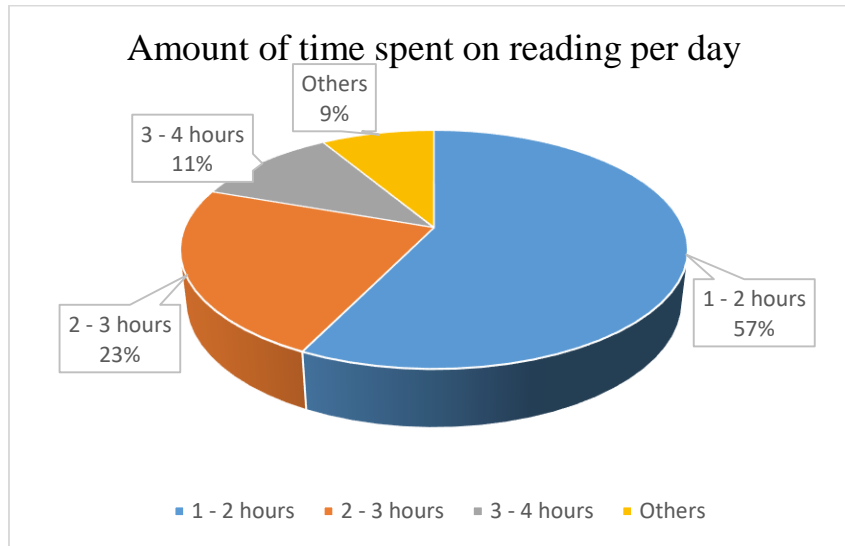
Figure 4.3 Diagram of the Amount of Time Spent on Reading in General

From the diagram above, the respondent's amount of time spent on reading per day is 1 to 2 (57%) and some of the students reading until 3 to 4 hours per day (11%). This fact implies that undergraduate students toward reading are still low.
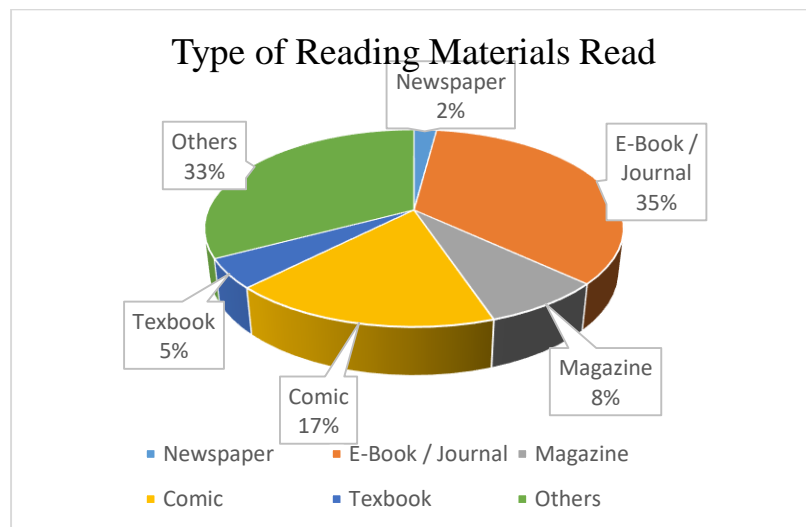

Figure 4.4 Diagram of Type of Reading Preferences

Based on the table above the researcher found that the participants were used various reading preferences per day. A total of 35% respondents read online reading material e-books and journals. Therefore, the lowest number rate of 2% newspaper, then followed by textbook 5% and magazine 8%. Meanwhile, some respondents also read the novel, and other reading preferences include in others.
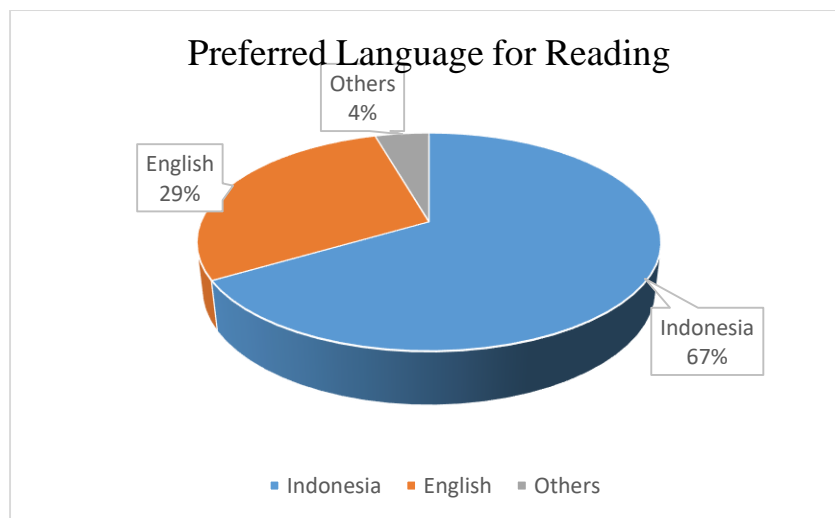
Figure 4.5 Diagram Preferred Language for Reading

The table above shows the distribution of the respondents preferred language used while engaged in reading per day. The results showed that majority of the students 67% prefer to read in Indonesian rather than in any others language. Even though they are majoring in English language education. This fact is quite understandable since the majority of the respondents are foreign speakers.

4.1.3 Finding of Reading Attitudes

The researcher firstly did a descriptive statistical analysis to calculate the mean and the standard deviation. It is necessary to find out the standard deviation because when the researcher found a similar amount of highest or lowest mean, there chosen one was the mean with the higher standard deviation. It is done so because the standard deviation score implies that the chosen statement is stable. Based on the descriptive statistical analysis, the researcher describes the findings of reading habits and attitudes of undergraduate's students into the figures below:
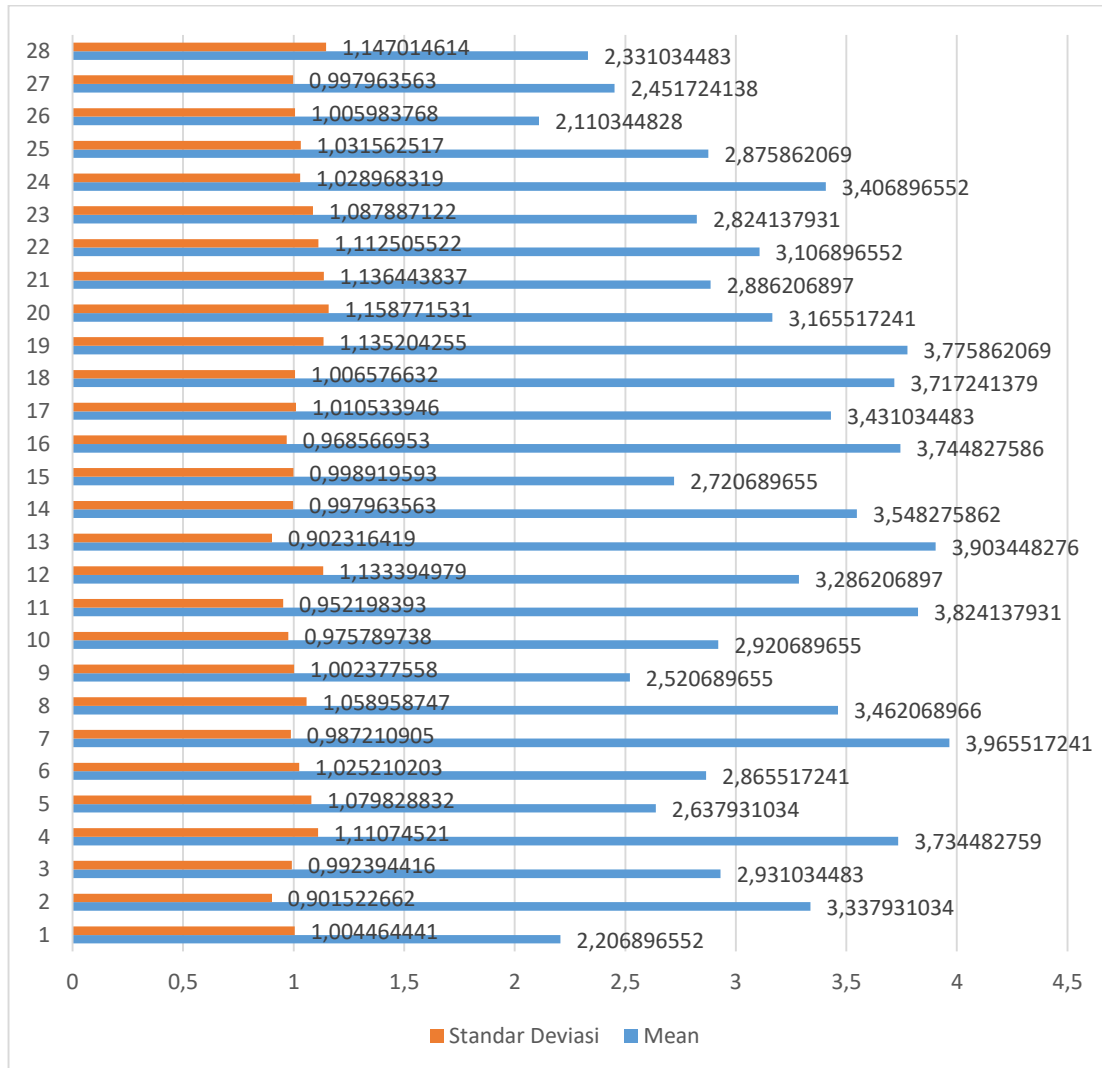
Figure 4.6 Reading Attitudes Profile per Items

The table shows that the highest mean and the highest Standard Deviation. The result of the data retrieval can be viewed from the digram. There are 28 questions in the questionnaire and 290 respondents in English language education department. The researcher determined the standard deviation (SD) by using formula =STDEVA and Mean by using formula =AVERAGE. After the result has been gotten, the researcher found the highest and the lowest score of the questions. From the data

above it can be seen that the highest mean is the statement number 7 that is "It is easier for me to understand what I am reading if pictures, charts, and diagram are included." (Mean = 3,97) it included as an Activity of Reading Domain. The lowest mean is statement number 26 that is "I try to avoid reading because it makes me feel anxious." (Mean = 2,11) the statement is included as Anxiety and Difficulty in reading domain. Meanwhile, the highest Standard Deviation in statement number 20, that is "I need a lot of help in reading." (SD = 1,15) it included in Anxiety and Difficulty domain. Overall, the survey results were obtained from a sample on undergraduates' student that has an average range (mean = 3,14, SD= 1,03).
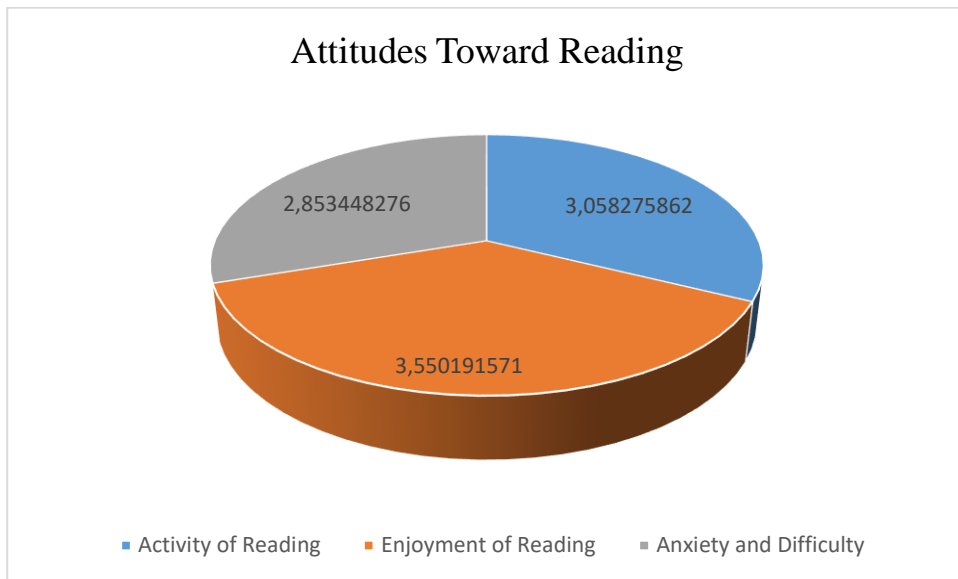

Figure 4.7 Diagram of Reading Attitudes in General

Based on the diagram above, it is explained that undergraduate students have positive attitudes in the enjoyment of reading with (Mean = 3,55 and, SD= 0,77). On the other hand, Anxiety and Difficulty have the lowest rate reading attitudes with (Mean = 2,85, SD = 0,06)

The result of analyzing descriptive statistics, displayed in the table below:

Table 4.1 Descriptive Statistics

	N	Minimum	Maximum	Mean	SD
ASRA1	290	1	5	2.21	1.004
ASRA2	290	1	5	3.34	.902
ASRA3	290	1	5	2.93	.992
ASRA4	290	1	5	3.73	1.111
ASRA5	290	1	5	2.64	1.080
ASRA6	290	1	5	2.87	1.025
ASRA7	290	1	5	3.97	.987
ASRA8	290	1	5	3.46	1.059
ASRA9	290	1	5	2.52	1.002
ASRA1	290	1	5	2.92	.976
ASRA11	290	1	5	3.82	.952
ASRA12	290	1	5	3.29	1.133
ASRA13	290	1	5	3.90	.902
ASRA14	290	1	5	3.55	.998
ASRA15	290	1	5	2.72	.999
ASRA16	290	1	5	3.74	.969
ASRA17	290	1	5	3.43	1.011
ASRA18	290	1	5	3.72	1.007
ASRA19	290	1	5	3.78	1.135
ASRA20	290	1	5	3.17	1.159
ASRA21	290	1	5	2.89	1.136
ASRA22	290	1	5	3.11	1.113
ASRA23	290	1	5	2.82	1.088

ASRA24	290	1	5	3.41	1.029
ASRA25	290	1	5	2.88	1.032
ASRA26	290	1	5	2.11	1.006
ASRA27	290	1	5	2.45	.998
ASRA28	290	1	5	2.33	1.147
Valid N (listwise)	290				

4.1.4 Result of Activity of Reading

Table 4.2 Profile of Activity of Reading

Activity of Reading

Statements	N	Mean	SD
1. I can read but I don't understand what I've read.	290	2.21	1.004
2. I am a good reader.	290	3.34	.902
3. When I am at home I read a lot.	290	2.93	.992
4. I want to have more books on my own.	290	3.73	1.111
5. I try very hard, but I just can't read very well.	290	2.64	1.080
6. My friends and I often discuss the books we have read.	290	2.87	1.025
7. It is easier for me to understand what I am reading if pictures, charts, and diagram are included.	290	3.97	.987

Statements	N	Mean	SD
8. When I read I usually get tired and sleepy.	290	3.46	1.059
9. I have a lot in common with people who are poor readers.	290	2.52	1.002
10. I spend a lot of my spare time reading.	290	2.92	.976

From the table above, it gives the data related to the statements about (Activity of Reading), N (Total sample), Mean (Average of each statement) and Standard Deviation (Related to Mean). According to the results of Activity of Reading, the highest value mean is the statement number 7 (Mean = 3,97 and SD = 0.987) and the lowest Mean is statement number 1 (Mean = 2,21 and SD = 1,004)

4.1.5 Result of Enjoyment of Reading

Table 4.3 Profile of Enjoyment of Reading

Enjoyment of Reading

Statements	N	Mean	SD
11. Reading is one of the best ways for me to learn things.	290	3.82	.952
12. Reading is one of my favorite activities.	290	3.29	1.133
13. I read when I have the time to enjoy it.	290	3.90	.902
14. I get a lot of enjoyment from reading.	290	3.55	.998
15. I like going to the library for books.	290	2.72	.999

Statements	N	Mean	SD
16. When I read an in interesting book, story, or article I like to tell my friends about it.	290	3.74	.969
17. Reading is one of the most interesting things which I do.	290	3.43	1.011
18. I'm the kind of person who enjoys a good book.	290	3.72	1.007
19. I enjoy receiving books as gifts.	290	3.78	1.135

According to the data above it can be seen the highest Mean of Enjoyment toward Reading is the statement number 13 (Mean = 3,90 and SD = 0.902) and the lowest mean is statement number 15 (Mean = 2,72 and SD = 0,999)

4.1.6 Result of Anxiety and Difficulty

Table 4.4 Profile of Anxiety and Difficulty

Anxiety and Difficulty			
Statements	**N**	**Mean**	**SD**
20. I need a lot of help in reading.	290	3.17	1.159
21. I get upset when I think about having to read.	290	2.89	1.136
22. I often feel anxious when I have a lot of reading to do.	290	3.11	1.113
23. I get nervous if I have to read a lot of information for my job or for some social activity.	290	2.82	1.088

24. Encountering unfamiliar words is the hardest part of reading.	290	3.41	1.029
25. I worry a lot about my reading.	290	2.88	1.032
26. I try to avoid reading because it makes me feel anxious.	290	2.11	1.006
27. I have trouble understanding what I read.	290	2.45	.998
28. I'm afraid that people may find out what a poor reader I am.	290	2.33	1.147

According to the data above it can be seen the highest Mean of Anxiety and Difficulty toward Reading is the statement number 24 (Mean = 3,41 and SD = 1,029) and the lowest mean is statement number 26 (Mean = 2,11 and SD = 1,006)

4.2 Discussion

The questionnaire used in this research was a questionnaire taken from the research of Ahmed (2016). The questionnaire was used to collect the data of undergraduate students' responses to the reading habits and attitudes toward reading. Based on research findings, enjoyment of reading is the highest value of attitude toward reading. It can be seen from the results of consideration of the Mean data and Standard Deviation that have been pointed out by the research. The results of the data based on the respondents from English Language Education Department in private university of batch 2015, 2016, 2017, and 2018 were calculated in two steps. The first

step was about overall data respondents based on the chart in the figure. Then, the second step describes each part of the questionnaire.

The research findings through quantitative analysis revealed that the undergraduate students reading habits shows that the respondents preferred to surfing the internet with percentage of 56% than reading 14% for their leisure time. The finding it is also quite similar with the research by Pandian (2000) found that along with technological development, currently, students are utilizing more leisure time to use the internet, watching television, and playing online games compared to reading activities. This finding directly proportional to the amount of reading per day of undergraduates' students which around 1 until 2 hours per day reading. This result is similar to Iftani (2012) that among 546 EFL undergraduate student participants, 38,83 respondents read 1 – 2 hours every day. This finding implies that only a few out of the some EFL undergraduate students' have good reading habits.

Similarly, with Shen (2006), the results of this study are consistent with findings from other studies that indicated students' primary preference for reading online materials. The results indicated that college EFL students' reading habits changed from paper-based to internet-based reading. Priajana (2013) found that EFL students tend to read topics that support for their studies or academic purposes rather than reading for pleasure. This can be seen a total of 35% of respondents read online reading material e-books and journals, which means that the students' tent to read for academic purposes.

According to the results of the Activity of Reading subject, consists of 10 questions with average (Mean = 3.05). The highest average comes from question number 7 (It is easier for me to understand what I am reading if pictures, charts, and diagram are included) with average (Mean = 3,97). While the lowest score comes from the question number 1 Mean that is statement number 1 "I can read but I don't understand what I've read" with average (Mean = 2,21) implies that the respondents agree that reading will be harder if there are no pictures, charts, and diagram are included.

According to the results of Enjoyment toward reading, consists of 9 questions with average (Mean = 3.55). The highest average is number 13 "I read when I have the time to enjoy it" (Mean = 3,90) and the lowest mean is statement number 15 "I like going to the library for books" (Mean = 2,72) which means respondents disagree that they are going to the library for books. It is quite similar to Hasan (2007) which shows a positive attitude toward enjoyment in reading with Mean = 3,9. Nevertheless, this part is the highest average on reading attitudes.

Moreover, this finding link in with the theory presented by Kear and Ellsworth (1996) which stated that the students will avoid to reading activities if not love it and also do reading if the students like it. A college student who have a hobby of reading, so many quantities of reading. This happened because students do reading without feeling the burden. Unlike the case with students who do not have a hobby of

reading then the amount of reading is small. This happens because reading is considered as a waste of time and students prefer to do other activities than reading.

Anxiety and Difficulty consist of 9 questions with average (Mean = 2,85). The highest average is statement number 24 "Encountering unfamiliar words is the hardest part of reading" (Mean = 3,41) and the lowest mean is statement number 26 "I try to avoid reading because it makes me feel anxious" (Mean = 2,11) which means that respondents disagree reading makes they are feeling anxious. On the other hand, the findings of this research were contradicted with the research by Annamalai & Muniandy (2015) they were studying about reading habit and attitude among polytechnic students in ESL context. They found that the students' had negative attitude toward reading and causing anxieties and difficulties. It was proven by the research by Chairanissa & Wirza (2019), focused on junior high school students' attitude in EFL context. She found the junior high school students faced difficulties when engaged in reading in English due to their anxiety regarding their general proficiency needed to decode and comprehend the texts. However, the different of this research with theirs is in the participants and context. The participants of their research was junior high school students while in this research is undergraduate students' context.