

A Survey Study of Reading Habits and Attitudes of Undergraduate Students

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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ISLAMIC UNIVERSITY OF INDONESIA YOGYAKARTA

2019

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RATIFICATION SHEET

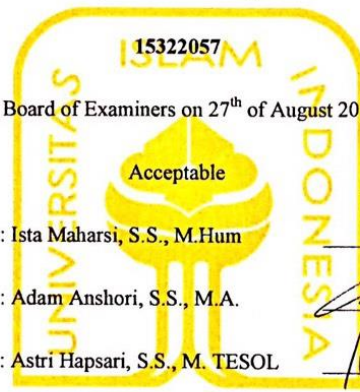
A Survey Study of Reading Habits and Attitudes of Undergraduate Students

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should

Yogyakarta, 27th of August 2019

The Writer



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ABSTRACT

Reading is a fundamental skill that unlocks learning and provides individuals. Many researchers have been conducted studies specifically about reading habit and attitude. Reading habit and attitude become an interest topic to discuss because it can be the key success in learning. The objectives of this study is to identify the reading habits and attitudes of undergraduate university students. This study was conducted in English Language Education Department in one of the universities at Yogyakarta and took 290 respondents from batch 2015, 2016, 2017 and 2018. The method used in this research was quantitative research and the design was survey study. This study used Smith (1991)'s Adult Survey of Reading Attitude (ASRA) as adapted by Ahmed (2016) to collect the data and was calculated using validity and reliability tests Cronbach's alpha was found at 0.79 results. The results revealed in terms of reading habit of the undergraduate students: surfing the internet 56%, reading 14%, sports 7%, watching television 2%, playing games 10% and others activity 11% for their leisure time. Major of them read approximately per day: (1 – 2 hours 57%), (2 - 3 hours 23%), (3 - 4 hours 11%) and more than (4 hours 9%). In terms of reading preferences: the respondents preferred reading online material such as journal and e-book 35%, magazine 8%, newspaper 2%, textbook 5%, comic 17% and others 33% such as novel. Most of the students preferred reading in the Indonesian language 67%, English 29%, and Malaya 4%. The other findings of reading attitude through quantitative analysis revealed that: the activity of reading (Mean = 3.05, SD = 0,05), the enjoyment of reading (Mean = 3.55, SD = 0,07), and the anxiety and difficulty (Mean = 2,85, SD = 0,06)

Keywords: Reading habits, Reading Attitudes, EFL learners

CHAPTER 1

INTRODUCTION

This chapter presents an introduction to the paper. It covers the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and the significance of the study.

1.1 Background of the Study

Reading is a fundamental skill that unlocks learning and provides individuals with the means to pursue knowledge and enjoyment independently. However, reading is one of the language skill the easiest to master, but most difficult to grow the habit of reading. According to the survey by (PISA) *Programme for International Student Assessment* which was initiated by (OECD) *Organization for Economic Cooperation and Development* the average mean score in reading performance in Indonesia is one of the lowest among PISA participating countries that is 397 PISA Score, rank 63 from 72 in 2015. Indonesia joined PISA for 19 years since 2000. PISA held every three years, namely in 2000, 2003, 2006, 2009, 2012, 2015, and 2018. The latest data for 2018 shall publish on 3 December 2019 on the official PISA website. This implies the habit of reading is still low.

Research on the importance of reading habits and attitudes was explored by some researchers in Asia (Ahmed, 2016; Annamalai & Muniandy, 2013; Scales & Rhee, 2001; Karim & Hasan, 2007). Two of the studies about students' attitudes and habits toward reading was carried out at the university or higher education (Ahmed,

2016, Annamalai & Muniandy, 2013). Another research by Scales & Rhee (2001) focused on the reading habits and pattern of Asian American adults. Meanwhile, Karim & Hasan (2007) focused on students' habits and attitudes toward reading, gender, academic program and types of reading material and reading resources in Malaysia. Therefore, the issues about habit and attitude toward reading are important to discuss, because students' attitudes and habits toward reading have important things in successful learning.

In Indonesia, where English learned as a foreign language (EFL), attitude and habit toward reading are quite popular. There are some studies related to these issues. The first studies, Iftanti (2012) investigated English reading habits of EFL college students in East Java, the results of this study's showed that most of the respondents read English for some purposes, such as for assignments, reading for pleasure, for knowledge, and for English skills improvement. Then, other studies Chairanissa & Wirza (2019), investigated reading habit among junior high school students. The findings of the study revealed that the students had low reading habit. Furthermore, Iftanti (2015) explored what makes of Indonesian students establish good reading habits in English. The findings showed there were some factors contributed to good reading habits such as the individual, social, cultural and technological construct factors. However, the previous studies found that the attitude toward reading showed only a few students have the habit toward English reading (Al Nazhari, Delfi, & K, 2016). Thus, the issue related to students' habit and attitudes toward reading is

important to be discussed, especially in higher educations. By studying students' habits and attitudes toward reading, the factors to help improving students' good reading will be revealed.

The previous studies focused on reading habits and attitudes, especially in the Indonesian context, the participants were mostly junior high school students (Chairanissa & Wirza, 2019). Thus, the research about reading habits and attitudes of undergraduate students is still rarely done in Indonesia, whereas habits and attitudes toward reading should be an awareness for higher students. It is supported by Mokhtari & Sheorey (1994) which state that the importance of creating positive attitudes toward reading among students to advance the high levels of reading activity required for successful higher education. Based on the empirical gap above, the researcher is interested to find out what are the higher education students' reading habits and attitude.

1.2 Identification of the Problem

This research focuses on attitudes and habits toward the reading of undergraduates' students. Based on previous studies the researcher concludes that there are some problems that are usually found in attitudes and habits toward reading. The students had low reading habit because influenced some factors such as the individual, social, cultural and technological development.

1.3 Limitation of the Problem

The limitations of this study focus on identify of the undergraduate student's reading habits and attitudes.

1.4 Formulation of the Problem

Regarding the issues mentioned above, this study tries to overcome the following questions:

1. What are the undergraduate student's reading habits and attitudes toward reading?

1.5 Objectives of the Study

Based on the formulation above, the purpose of this study is to identify the impacts of the undergraduate student's reading habits and attitudes at the private universities in Yogyakarta.

1.6 Significance of the Study

The result of this study aims to give the contribution to university students and other researchers generally. This study is expected to be empirically and practically beneficial. In terms of empirical study, the researcher hopes that this research can be useful for the English Language Department and for the university. In terms of practical study, the researcher can help the students to improve reading among those undergraduates and help other researchers to get the reference for research about reading habits and attitudes.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the experts' opinion that is related to the research topic. Theories are used in the literature review to support this study. It covers the theories of reading habits, reading attitudes and reading habits and attitudes of undergraduates' students.

2.1 Literature Review

2.1.1 Reading in EFL Contexts

In terms of countries where English is learned as a foreign language, such as in Indonesia, the ability to read in English is usually considered as an important skill (Iftanti, 2015). In a foreign language reading, students need to be able to do a number of things, such as scanning, skimming and looking for detailed information in a text (Harmer, 2007). It means that EFL students need to understand some of the strategies of reading. This is supported by Al-Mahrooqi & Denman (2018) in a research conducted in Oman, it was found that EFL students must be aware of reading strategy that could improve reading skills, it was also believed that reading strategies were important for developing their core language skills and also enhance vocabulary.

In terms of academic performance, Priajana (2013) found that EFL students tend to read topics that support for their studies or academic purposes rather than reading for pleasure. Also, the students are more preferred to some reading materials that are related to their needs in daily academic life (Tanjung, Ridwan, & Gultom,

2017). This is strengthened by Braguglia (2005) which state that reading activities are also needed to obtain achievements in academic terms and intellectual development. Thus, reading habits and attitudes have a big influence on academic performance. Moreover, as the university students, learning activities in university, research, writing, seminars, and discussion demanding the students to always read and obtain reliable knowledge and information, so that the quality of learning outcomes continues to increase.

2.1.2 Reading Habits

Reading habits as to how regularly, how much, and what the readers read (Shen, 2006). It is a pattern of how an individual organized behavior reading continuously. On the other hand, the finding of reading habits by Mokhtari & Sheorey (1994) found that reading habits was related to gender, age, educational background, academic performance, and professional growth. In addition, Sangkaeo (1999) defined reading habit as a behavior expressing the likeness of reading of individual reading types and reading tastes. From the definitions the researcher above, it can be inferred that reading habit is an activity performed continuously and it is something that built from self, both related to academic or non-academic reading.

For healthy intellectual growth, a good reading habit is essential and it plays a very crucial role in enabling a person to achieve practical efficiency (Noor, 2011). In addition, in enhancing reading habits, learners are likely to will make better improvement and progress in all other areas of learning (Ahmed, 2016). Therefore,

Noor (2011) stated an individual gets confirmation or rejection of one's own ideas by reading books, which makes one think about right and wrong in society more critically. For college students, reading activities are daily routine because the tasks require to continue reading the texts relentlessly. In addition, college-level reading should include both "accurate understanding of the text's literal meaning" and "reflecting on the broader meaning" (Ely, 2001, p. 432).

According to Green (2002), reading habits are best grown at school age since it can last one's lifetime. Furthermore, Iftanti (2015) states that the success of reading habits is helped by some factors such as students' home environment consists of parental influence, parental involvement, environmental influence, social class, and accessibility to reading materials. In this case, the environment also has an important role in reading habits. Moreover, the role of parents in parenting is also important to encourage students reading habits. In addition, Iftanti (2015) states that a habit of reading is not only constructed in an individual but also influenced by some external factors such as environment, education, social background, and facilities. Therefore, facilities provided by parents also help students in developing reading habits, such as book and laptop.

2.1.3 Reading Attitude

Alexander and Filler (1976) define reading attitudes as a system of feelings related to reading which cause the learner to approach or avoid a reading situation. Meanwhile, reading attitudes as the willingness of the students toward reading activities (McKenna, Kear, & Ellsworth, 1995) and as a perspective, accompanied by feelings and convictions about reading (Smith, 1990a). It means that if someone reads without having a high willingness to read, then that person will not read seriously and wholeheartedly. In addition, Isakson et.al (2016) stated feelings towards reading can be positive or negative and can be reinforced by past experiences that are satisfying or disappointing.

Moreover, positive reading attitudes relate to life-long reading and learning (McKenna et.al, 2012). Thus, positive reading attitudes lead to positive reading experiences, which also lead to higher academic performance (Karim & Hasan, 2007). Therefore, attitude toward reading is the most factor influence students' success in academic performance and learning. This is supported by Isakson et.al (2016) they believe that if college readers use academic reading behaviors that are appropriate to the task, they are more likely to have successful reading experiences that lead to more positive attitudes. It means that students' positive attitudes are the most factor which influences students' success in learning.

Studies point to a number of factors that can affect toward positive reading attitude. According to Karim & Hasan (2007) stated factor that contributed to a positive attitude among adolescents: believing that reading is important, enjoying

reading, having a high self-concept as a reader, and the last having a verbally stimulating home environment. Moreover, Bastug (2014) stated a positive attitude toward reading make a contribution to the amount in reading, variety in reading and affect the students' success. In another hand, Sani and Zain (2011) find out the students with a positive attitude toward reading have a stronger reading ability. It means positive reading attitudes have a good influence when reading becomes an activity that students usually do, can grow a positive attitude toward reading.

2.2 Theoretical Framework

Based on the description that has been raised previously and some construct theories that have been noted above, the variables involved in this study can be formulated through a framework as follows:

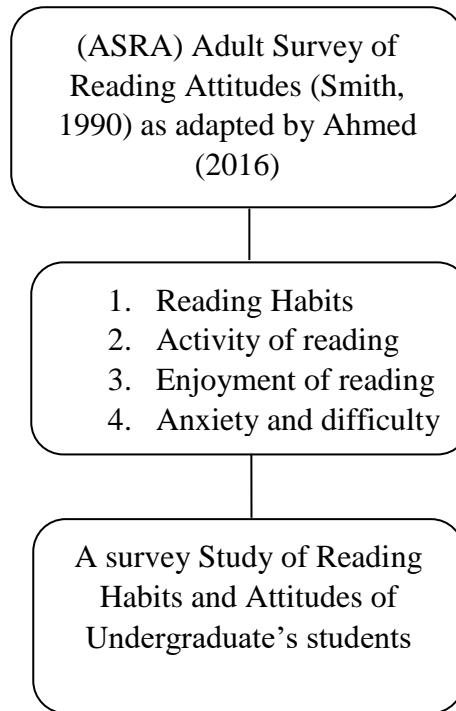


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH DESIGN

This chapter presents a method that the researcher uses, including research design, population and sample, data collecting techniques, and data analysis techniques of the research.

3.1 Research Design

This study was designed to investigate students' habits and attitudes toward reading. This study applied quantitative research, especially survey study's. By applying descriptive research, this study used an online platform to describe the overall students' reading habits and attitudes towards reading.

3.2 Population and Sample

3.2.1 Population

This study was conducted at the English Language Department batch 2015, 2016, 2017, and also 2018. According to Arikunto (2006), the population is all research subjects. The information showed that these undergraduate learners had come from different level who commonly had difficulty in overcoming various academic texts as observed and alleged by researchers currently in the classroom.

3.2.2 Sampling

According to Arikunto (2006), sample and population are related to each other which have similar qualities. Another statement from Arikunto (2006), a significant difference of sample and population is on the quantity of the population picked up. The population of this research consisted of 410 students from English language education department batch 2015, 2016, 2017, 2018. The data based on academic official in the faculties. The researcher chose undergraduate students from English language department because by studying students' habits and attitudes toward reading, the factors to help improving students' good reading will be revealed. The sample of this research consisted of 290 students. According to Cohen, Manion, & Morrison (2007) explored the total of population is used to determine the number of sample in a research. The beliefs of prediction sampling is 90%, 95% and 99%. The confidence level in this research is 95% and the margin of error is 0,05%. The table of Cohen, Manion and Morrison is made based on Slovin formula. It means that the sample is considerable enough to represent the whole population of this research.

Table 3.1 Table of Cohen, and Morrison

Population	Confidence level 90 per cent			Confidence level 95 per cent			Confidence level 99 per cent		
	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence
30	27	28	29	28	29	29	29	29	30
50	42	45	47	44	46	48	46	48	49
75	59	64	68	63	67	70	67	70	72
100	73	81	88	79	86	91	87	91	95
120	83	94	104	91	100	108	102	108	113
150	97	111	125	108	120	132	122	131	139
200	115	136	158	132	150	168	154	168	180
250	130	157	188	151	176	203	182	201	220
300	143	176	215	168	200	234	207	233	258
350	153	192	239	183	221	264	229	262	294
400	162	206	262	196	240	291	250	289	329
450	170	219	282	207	257	317	268	314	362
500	176	230	301	217	273	340	285	337	393
600	187	249	335	234	300	384	315	380	453
650	192	257	350	241	312	404	328	400	481
700	196	265	364	248	323	423	341	418	507
800	203	278	389	260	343	457	363	452	558
900	209	289	411	269	360	468	382	482	605
1,000	214	298	431	278	375	516	399	509	648
1,100	218	307	448	285	388	542	414	534	689
1,200	222	314	464	291	400	565	427	556	727
1,300	225	321	478	297	411	586	439	577	762
1,400	228	326	491	301	420	606	450	596	796
1,500	230	331	503	306	429	624	460	613	827
2,000	240	351	549	322	462	696	498	693	959
2,500	246	364	581	333	484	749	524	733	1,061
5,000	258	392	657	357	536	879	586	859	1,347
7,500	263	403	687	365	556	934	610	911	1,480
10,000	265	408	703	370	566	964	622	939	1,556
20,000	269	417	729	377	583	1,013	642	986	1,688
30,000	270	419	738	379	588	1,030	649	1,002	1,737
40,000	270	421	742	381	591	1,039	653	1,011	1,762
50,000	271	422	745	381	593	1,045	655	1,016	1,778
100,000	272	424	751	383	597	1,056	659	1,026	1,810
150,000	272	424	752	383	598	1,060	661	1,030	1,821
200,000	272	424	753	383	598	1,061	661	1,031	1,826
250,000	272	425	754	384	599	1,063	662	1,033	1,830
500,000	272	425	755	384	600	1,065	663	1,035	1,837
1,000,000	272	425	756	384	600	1,066	663	1,036	1,840

3.3 Data Collecting Techniques

This section study describes the data collection techniques including the instrument, validity, and reliability.

3.3.1 Instruments

In this part, the researcher explains about the instrument to collect the data which is used to find the results of the study. According to Arikunto (2006), the instrument is a facility in data collection within systematic research, which intends to the results of the research can be accomplished well and facilitate researchers in research. The researcher used questionnaires for the instrument by using google form as an online medium that focuses on survey and questionnaires. The researcher uses this medium because google form is easy to access.

In this study, the researcher chose Adult Survey of Reading Attitude (ASRA) questionnaire as the main instrument in data retrieval. Adult Survey of Reading Attitude (ASRA) itself was an instrument developed by Smith (1991) and was adapted from a questionnaire created by Wallbrown, Brown, and Engin (1977). The instrument was previously used in ESL context because still rarely in EFL context. The instrument have been used by Chairanissa & Wirza (2019), focused on junior high school students' attitude in EFL context. However, the research only adapted the domain reading habits and anxiety and difficulty. On other hands, the research about reading habits and attitudes of undergraduate students is still rarely, especially in Indonesia. The questionnaire consisted of three parts, the first part requested

background information. The second part consisted of 6 items mainly close-ended questions related to the participants various reading habits and preferences. The third part consisted of 28 items using a 5-1 Likert scale (11 items on the activity of reading, 9 items on the enjoyment of reading, and 9 items on anxiety and difficulty in reading) to measure out the students' attitudes and preferences towards reading.

Table 3.2 Description of ASRA (Adults Survey Reading Attitudes)

No	Statements
1	Leisure time activities
2	Amount of time spent on reading per day
3	Types of reading materials read
4	Preferred language for reading
5	Hours spent on surfing internet
6	Frequency of reading book/novel in year

No	Statements	Classification
1	I can read but I don't understand what I've read.	Activity of Reading
2	I am a good reader.	
3	When I am at home I read a lot.	
4	I want to have more books on my own.	
5	I try very hard, but just can't read very well.	
6	My friends and I often discuss the books we have read.	
7	It is easier for me to understand what I am reading if pictures, charts, and diagram are	

	included.	
8	When I read I usually get tired and sleepy.	
9	I have a lot in common with people who are poor readers.	
10	I spend a lot of my spare time reading.	
11	Reading is one the best ways for me to learn things.	Enjoyment of Reading
12	Reading is one of my favorite activities.	
13	I read when I have the time to enjoy it.	
14	I get a lot of enjoyment from reading.	
15	I like going to the library for books.	
16	When I read an in interesting book, story, or article I like to tell my friends about it.	
17	Reading is one of the most interesting things which I do.	
18	I'm the kind of person who enjoys a good book.	
19	I enjoy receiving books as gifts.	
20	I need a lot of help in reading.	Anxiety and Difficulty
21	I get upset when I think about having to read.	
22	I often feel anxious when I have a lot of reading to do.	
23	I get nervous if I have to read a lot of information for my job or for some social activity.	
24	Encountering unfamiliar words is the hardest part of reading.	
25	I worry a lot about my reading.	
26	I try to avoid reading because it makes me feel anxious.	

27	I have trouble understanding what I read.
28	I'm afraid that people may find out what a poor reader I am.

3.3.2 Validity

According to Brown (1996), there are two strategies to measure the validity in quantitative research which are content validity and construct validity. Wahyuni (2012) states that content validity is the technique to determine the level of validity that is referring to the truth of the instrument in theory. On the other hand, Brown (1996) claims that the validity content of investigators testing the extent to which a test becomes a representative sample of any content designed in its measurement. After the data were collected, the researcher used SPSS to analyze content validity. The results showed that 1 item was invalid. Therefore, the researcher decided to take a minor modification in which the researcher eliminated 1 invalid item of the questionnaire before processing the data. The total items used in this research were 28 items. The data were analyzed to identify the r-value, then the researcher compared the r arithmetic and r table. The r table with significance level amount 5% was 0.113. If r arithmetic is counted $>$ r table in every question, the instrument is valid in every question. Here is an analysis result of the validity test of the questionnaire that used.

Table 3.3 The Result of Validity Test

Item	Sig (R Arithmetic)	Symbol	R Table	Description
Q1	0.311	>	0.113	Valid
Q2	0.090	<	0.113	Invalid
Q3	0.309	>	0.113	Valid
Q4	0.380	>	0.113	Valid
Q5	0.408	>	0.113	Valid
Q6	0.476	>	0.113	Valid
Q7	0.390	>	0.113	Valid
Q8	0.202	>	0.113	Valid
Q9	0.291	>	0.113	Valid
Q10	0.389	>	0.113	Valid
Q11	0.443	>	0.113	Valid
Q12	0.402	>	0.113	Valid
Q13	0.426	>	0.113	Valid
Q14	0.339	>	0.113	Valid
Q15	0.481	>	0.113	Valid
Q16	0.462	>	0.113	Valid
Q17	0.382	>	0.113	Valid
Q18	0.447	>	0.113	Valid
Q19	0.352	>	0.113	Valid
Q20	0.402	>	0.113	Valid
Q21	0.371	>	0.113	Valid
Q22	0.451	>	0.113	Valid
Q23	0.406	>	0.113	Valid
Q24	0.443	>	0.113	Valid

Q25	0.329	>	0.113	Valid
Q26	0.371	>	0.113	Valid
Q27	0.363	>	0.113	Valid
Q28	0.427	>	0.113	Valid
Q29	0.521	>	0.113	Valid

After data were analyzed, the researcher found 1 item were invalid. The researcher eliminated the item that were invalid namely Q2 “There are better ways to learn new things than by reading a book”. The item that invalids maybe because the item was through a process translation and the researchers concluded there were other ways to learn new things besides reading, like joining a community on campus such as debate. Then, the researcher only used the valid items, total valid items are 28 from 29 items.

3.3.3 Reliability

Validity and reliability are interrelated techniques. According to Semin (2001) in the presence of reliability, an instrument can be measured with the same consistency phenomenon. It means the instrument is reliable when generating the same data more than once when used to different participants. Questionnaire from Adult Survey of Reading Attitude (ASRA) presented in the Indonesian language, which the authenticity of direct questions is from ASRA without any word changed. By using SPSS 24 as support in analyzing data from the questionnaire. ASRA by Smith (1991) as adapted by Ahmed (2016) reported the reliabilities for all the aspects of the questionnaire items, Cronbach's alpha was equal to 0.79

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.799	0.799	28

Table 3.4 Reliability Test

3.4 Data Analysis Techniques

3.4.1 ASRA Questionnaire

For reading habits and attitudes survey, the researcher used media google form administrative time which can be traveled very efficiently about 5-10 minutes for completing the questionnaire ASRA developed by Smith (1991) as adapted by

Ahmed (2016). The researcher used an online questionnaire named Google form to make it more efficient in collecting the data. At the beginning, the researcher shared the link of the questionnaire in Line Group of English Language Education Department batch 2015 until 2018. At the first part of the online questionnaire, the researcher gave a brief explanation for the purpose of the questionnaire. After that, the respondent could access and fill in the questionnaire directly. By using Google form, the score can be summed up automatically. Then, the researcher processed the data in SPSS 24 and Microsoft Excel to find out the average and standard deviation of the data.

3.4.2 Steps of Data Analysis Techniques

1. The researcher did a literature review to strengthen the topic.
2. ASRA questionnaire Smith (1991) as cited in Ahmed (2016) questionnaire is adapted as an instrument by translating the English question content to Bahasa Indonesia.
3. The researcher checked the item in the questionnaire to make sure that it was easy to understand by consulting it to the lecturer.
4. The researcher tried out the questionnaires to 10 students to check the Indonesian translation biases
5. The researcher used Google form web for the data collection. Afterward, the researcher simply made links created from google form into *tinyurl.com*

6. The researcher distributed the questionnaire to English Language Department students especially batch 2015, 2016, 2017, and also 2018, it compiled 290 responses.
7. The researcher used SPSS 24 to analyze content validity, reliability of the questionnaire. Then, the researcher conducted a descriptive test to find out the average respondents answer.
8. The researcher used Microsoft Excel to analyze the data calculating the amount of data received from google form. The researcher used formula STDEVA and AVERAGE.
9. Google Form is used to collecting the data. The researcher collected the data on July 1 – July 5, 2019, by giving the link of Google Form to the students. The researcher assisted less than 10 minutes until the students completed the questionnaire.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

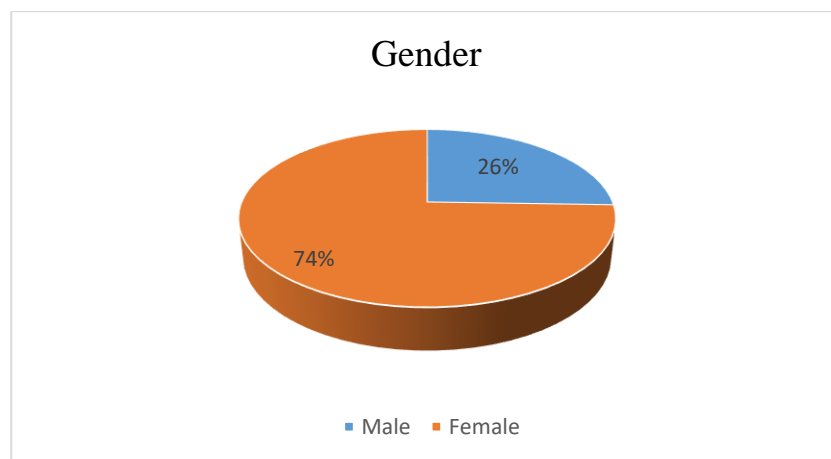
In this chapter, the researcher describes the findings of the questionnaire results related to reading habits and attitudes toward reading.

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:

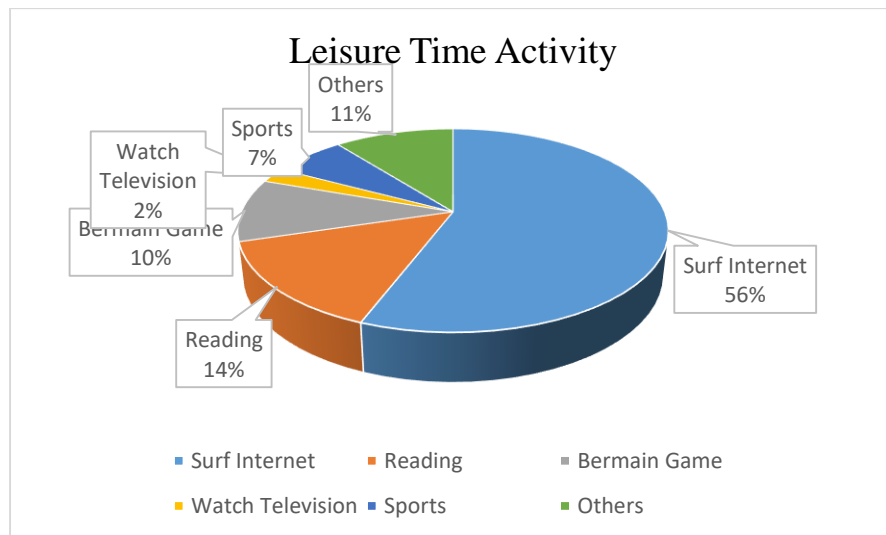


Figure 4.2 Diagram of Leisure Time Activity in General

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.

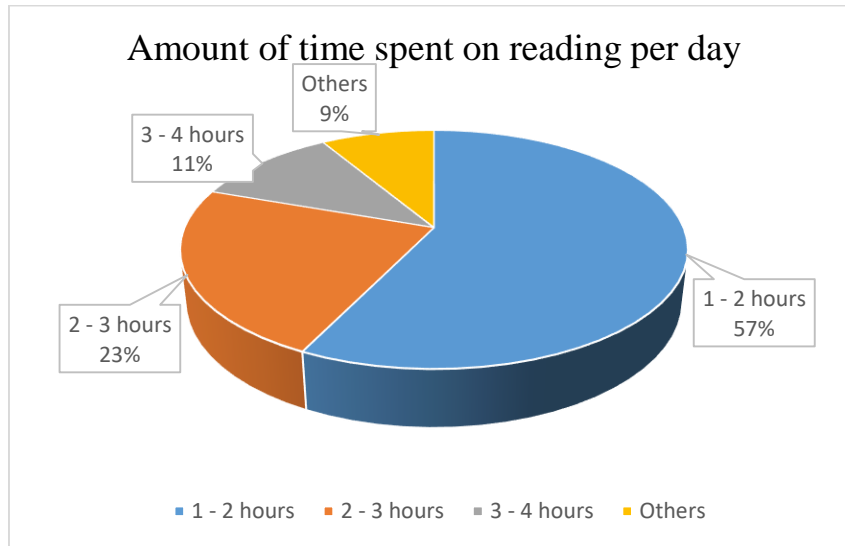


Figure 4.3 Diagram of the Amount of Time Spent on Reading in General

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.

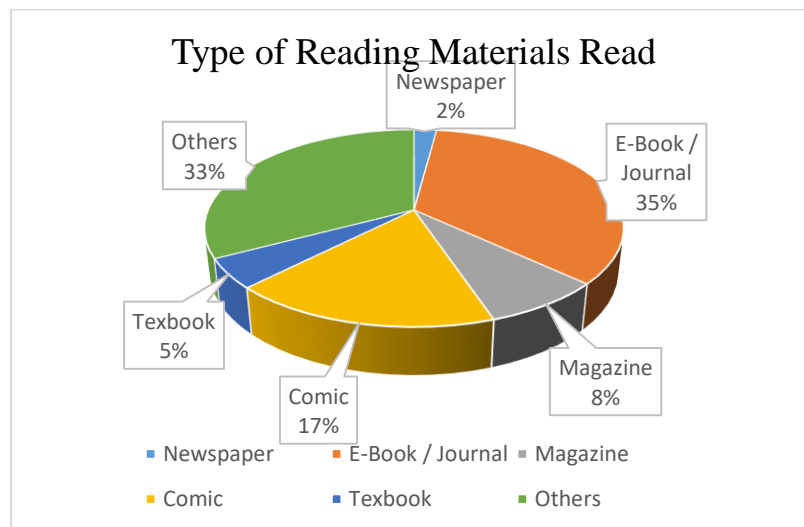


Figure 4.4 Diagram of Type of Reading Preferences

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.

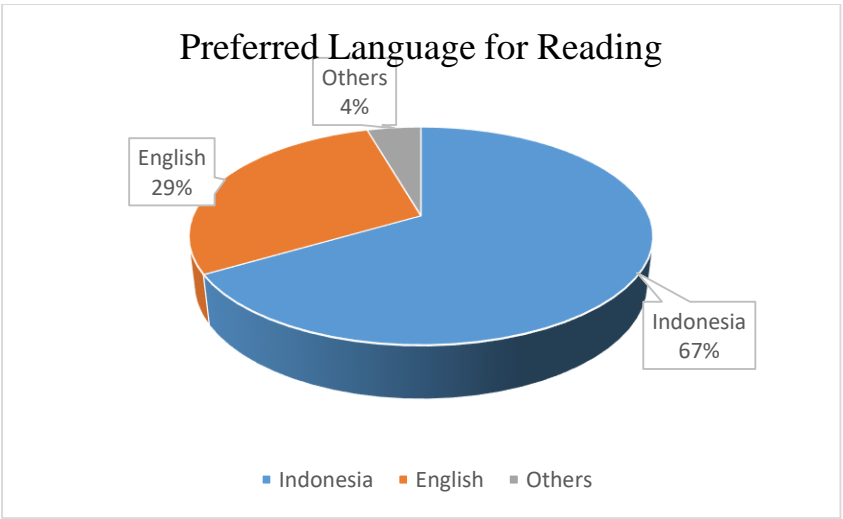


Figure 4.5 Diagram Preferred Language for Reading

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:

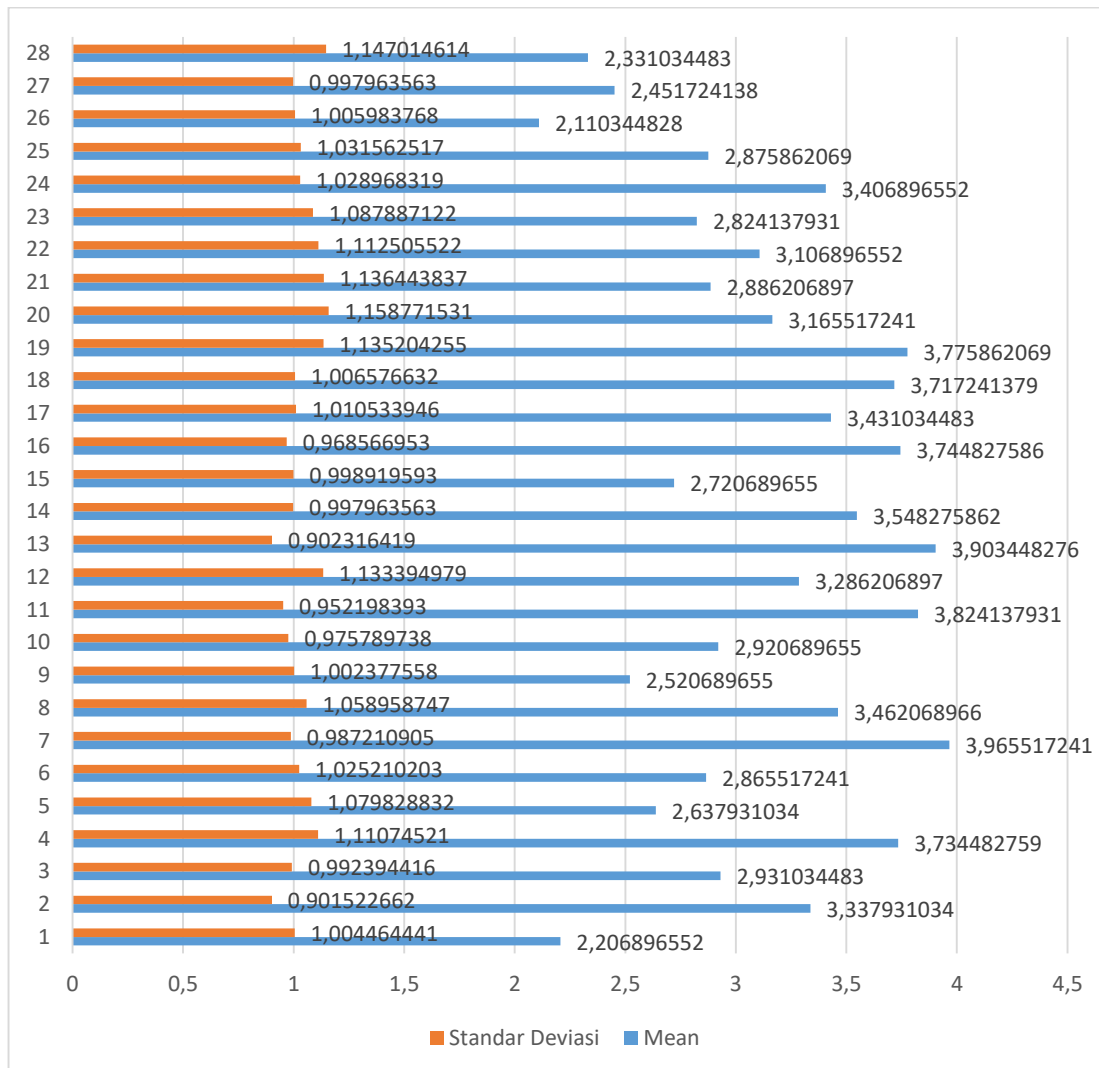


Figure 4.6 Reading Attitudes Profile per Items

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).

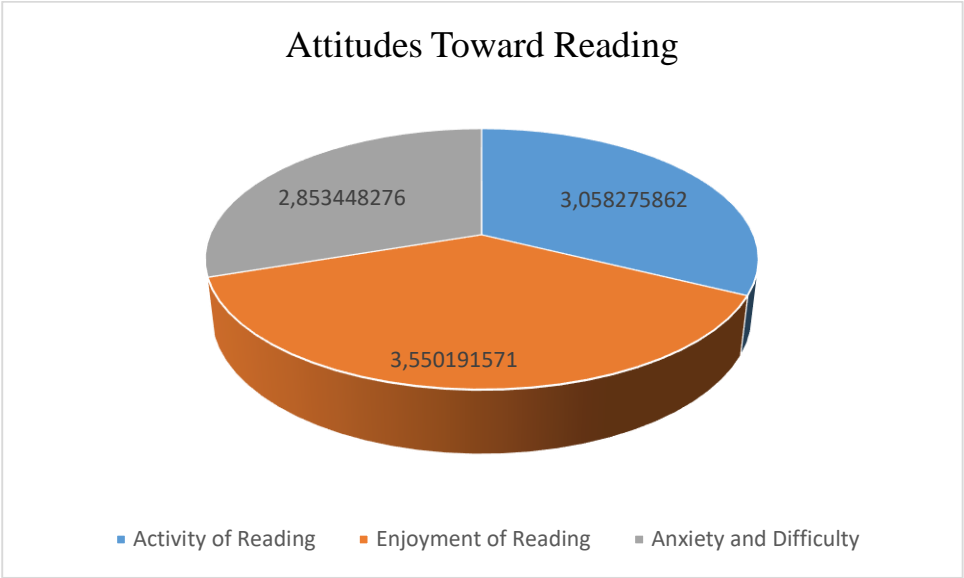


Figure 4.7 Diagram of Reading Attitudes in General

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

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

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.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This research has investigated EFL undergraduate students' reading habits and attitudes in English Language Education Department in one of the universities in Yogyakarta. The researcher concluded based on the findings reading habits and attitudes of undergraduate's students. The result revealed that the students preferred to spend a major of their time surfing the internet 56% and other technology-related activities such as playing games rather than to read 14%. Most of the students read-only for 1-2 hours daily and some even read less than an hour in a day. The students read various types of reading material such as novel, comic, and textbook which indicated for extensive reading. However, the major of the students preferred reading online material such as journal and e-book 35%. Moreover, almost all of the students preferred to read books Indonesia language than English. In terms of students' reading attitudes, the undergraduate students. The results showed that the average of activity of reading (Mean = 3.05), enjoyment of reading by the results of average (Mean = 3.55) and the average anxiety and difficulty toward reading (Mean = 2,85). Nevertheless, the obstacles or difficulties faced by students when reading such as encountering unfamiliar word, which means there are no obstacles that are too meaningful in doing reading activities. Notwithstanding they have a good attitude toward reading but their reading habits needs to be developed. Therefore, in the future the researcher suggests for undergraduate students' development, the lecturer and department need to understand the importance of reading in order to motivate and

encourage the undergraduate's students. The department could be supported with various types of promotional activities, so the students are more encouraged. Further, this study can be beneficial for researchers who are interested in reading habits and attitudes.

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APPENDIX 1

No	Questions	1	2	3	4	5
1	I can read but I don't understand what I've read.					
2	There are better ways to learn new things than by reading a book.					
3	I am a good reader.					
4	When I am at home I read a lot.					
5	I want to have more books of my own.					
6	I try very hard, but I just can't read very well.					
7	My friends and I often discuss the books we have read.					
8	It is easier for me to understand what I am reading if pictures, charts, and diagrams are included.					
9	When I read I usually get tired and sleepy.					
10	I have a lot in common with people who are poor readers.					
11	I spend a lot of my spare time reading.					
12	Reading is one of the best ways for me to learn things.					
13	Reading is one of my favorite activities.					
14	I read when I have the time to enjoy it.					
15	I get a lot of enjoyment from reading.					
16	I like going to the library for books.					
17	When I read an interesting book, story, or article I like to tell my friends about it.					

18	Reading is one of the most interesting things which I do.					
19	I'm the kind of person who enjoys a good book.					
20	I enjoy receiving books as gifts.					
21	I need a lot of help in reading.					
22	I get upset when I think about having to read.					
23	I often feel anxious when I have a lot of reading to do.					
24	I get nervous if I have to read a lot of information for my job or for some social activity.					
25	Encountering unfamiliar words is the hardest part of reading.					
26	I worry a lot about my reading.					
27	I try to avoid reading because it makes me feel anxious.					
28	I have trouble understanding what I read.					
29	I'm afraid that people may find out what a poor reader I am.					

Questions	
1. Activities in leisure time	<ul style="list-style-type: none"> - Surf net - Watch television - Sports - Games - Reading
2. Amount of Time Spent Reading	- 1 to 2 hours

	<ul style="list-style-type: none"> - 2 to 3 hours - 3 to 4 hours
3. Student Preferences of Reading Materials	<ul style="list-style-type: none"> - Online e-books and journals - Textbooks - Comics - Magazines - Newspapers
4. Amount of Time Spent on Surfing the Internet	<ul style="list-style-type: none"> - 1 to 2 hours - 2 to 3 hours - 3 to 4 hours
5. Preferred language for reading	<ul style="list-style-type: none"> - Indonesia - English - Malaya
6. Frequency of reading book/novel in year	<ul style="list-style-type: none"> - Yes - No

APPENDIX 2

No	Pertanyaan	1	2	3	4	5
1	Saya dapat membaca tetapi saya tidak paham apa yang telah saya baca.					
2	Ada cara yang lebih baik untuk mempelajari hal-hal baru selain dengan membaca buku.					
3	Saya pembaca yang baik					
4	Ketika saya berada di rumah, saya membaca lebih sering. Ketika saya berada di rumah, saya lebih banyak membaca.					
5	Saya ingin memiliki lebih banyak buku					
6	Saya berusaha sangat keras, tetapi saya tidak dapat membaca dengan baik					
7	Saya dan teman sering mendiskusikan buku yang telah kita baca					
8	Lebih mudah bagi saya untuk memahami apa yang saya baca, jika ada gambar, grafik, dan diagram.					
9	Ketika saya membaca, biasanya saya merasa lelah dan mengantuk.					
10	Saya memiliki banyak kesamaan dengan orang yang lemah/buruk membaca.					
11	Saya menghabiskan waktu luang dengan membaca					

12	Membaca adalah cara terbaik untuk saya belajar sesuatu yang baru					
13	Membaca adalah salah satu kegiatan favorit saya					
14	Saya membaca ketika saya memiliki waktu untuk menikmatinya					
15	Saya mendapatkan banyak kesenangan dari membaca					
16	Saya suka pergi ke perpustakaan untuk meminjam buku					
17	Ketika saya membaca buku yang menarik, cerita, ataupun artikel, saya akan bercerita kepada teman saya					
18	Membaca adalah salah satu hal paling menarik yang saya lakukan					
19	Saya termasuk tipe orang yang menikmati buku yang bagus					
20	Saya bahagia menerima hadiah buku					
21	Saya butuh banyak bantuan ketika saya sedang membaca					
22	Saya merasa kesal ketika saya membaca					
23	Saya merasa gelisah ketika saya banyak melakukan kegiatan membaca					
24	Saya merasa gugup jika harus banyak membaca informasi tentang pekerjaan atau beberapa aktivitas sosial					
25	Menemukan kata-kata yang tidak					

	dikenal adalah bagian tersulit ketika membaca					
26	Saya sangat khawatir tentang bacaan saya					
27	Saya mencoba untuk menghindari membaca karena itu membuat saya merasa cemas					
28	Saya kesulitan memahami apa yang saya baca					
29	Saya khawatir orang-orang akan tahu betapa buruknya saya ketika membaca					

Kebiasaan Membaca	
1. Kegiatan apa yang kamu sukai ketika memiliki waktu luang?	<ul style="list-style-type: none"> - Menjelajah Internet - Menonton Televisi - Olahraga - Bermain Game - Membaca - Yang lain
2. Berapa lama kamu menghabiskan waktu untuk membaca dalam sehari?	<ul style="list-style-type: none"> - 1 - 2 jam - 2 - 3 jam - 3 - 4 jam - Yang lain:
3. Jenis bacaan yang kamu baca?	<ul style="list-style-type: none"> - Buku Elektronik / Jurnal - Buku Pelajaran - Komik - Majalah

	<ul style="list-style-type: none"> - Koran - Yang lain:
4. Kamu lebih suka membaca dalam bahasa apa?	<ul style="list-style-type: none"> - Bahasa Indonesia - Bahasa Inggris - Bahasa Melayu - Yang lain:
5. Berapa lama kamu berselancar di internet dalam sehari?	<ul style="list-style-type: none"> - 1 - 2 jam - 2 - 3 jam - 3 - 4 jam - Yang lain:
6. Apakah kamu membaca buku / novel dalam kurun waktu satu tahun belakangan?	<ul style="list-style-type: none"> - Ya - Tidak

APPENDIX 3

Validity and Reliability Test

Item	Sig (R Arithmetic)	Symbol	R Table	Description
Q1	0.311	>	0.113	Valid
Q2	0.090	<	0.113	Invalid
Q3	0.309	>	0.113	Valid
Q4	0.380	>	0.113	Valid
Q5	0.408	>	0.113	Valid
Q6	0.476	>	0.113	Valid
Q7	0.390	>	0.113	Valid
Q8	0.202	>	0.113	Valid
Q9	0.291	>	0.113	Valid
Q10	0.389	>	0.113	Valid
Q11	0.443	>	0.113	Valid
Q12	0.402	>	0.113	Valid
Q13	0.426	>	0.113	Valid
Q14	0.339	>	0.113	Valid
Q15	0.481	>	0.113	Valid
Q16	0.462	>	0.113	Valid
Q17	0.382	>	0.113	Valid
Q18	0.447	>	0.113	Valid
Q19	0.352	>	0.113	Valid
Q20	0.402	>	0.113	Valid
Q21	0.371	>	0.113	Valid
Q22	0.451	>	0.113	Valid
Q23	0.406	>	0.113	Valid

Q24	0.443	>	0.113	Valid
Q25	0.329	>	0.113	Valid
Q26	0.371	>	0.113	Valid
Q27	0.363	>	0.113	Valid
Q28	0.427	>	0.113	Valid
Q29	0.521	>	0.113	Valid

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.799	0.799	28

