

# READING HABIT AND ATTITUDE OF UNDERGRADUATE STUDENTS: A SURVEY STUDY

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## ABSTRACT

In Indonesia, the level of reading of the learners is still low especially for lessons in foreign languages such as English. Even though the learners have studied English since elementary school, but there are still many who read because of demands from school, not because of their own awareness. Thus, a reading habit needs to be built and it needs to also pay attention to the attitude. The aims of the study is to identify the habit and attitude in reading of undergraduate students in accounting program batch 2018. This study included 79 students of Accounting program as respondents. The researcher used quantitative research with Pandian's reading habit questionnaire and Smith's (1991) Adult Survey of Reading Attitudes (ASRA) questionnaire. The questionnaire of ASRA was divided into three domains: Activity of reading, Enjoyment of reading, and Anxiety and difficulty in reading. The result about reading habit shows that total of 32.9% of the students choose novels as types of reading materials, 79.7% prefer to read in Indonesia rather than English language, and a total of 45.6% of students read between one to two hours per day. Meanwhile, the result from reading attitude shows that their

69.6% i.e.55 students agree with minds said that they are a good reader, then followed by 64.6% i.e. 51 students agree that they are read when they have the time to enjoy it, and 60.8% i.e. 48 students disagree with the statement that said they get nervous if they have to read a lot of information for a job or for some social activity.

**Key words :** *reading habits, reading attitudes, survey study.*

## **I. Introduction**

Reading in English as a Foreign Language Context is different from reading in Bahasa Indonesia. According to Grabe & Stoller (2013) reading is a skill to produce meaning from text and explain an information appropriately. In recently, reading in foreign languages has been used in the acquisition of L2. The need to master the language to adapt and fulfill the demand for English as a global language has been realized by the world community (Foo & Richards, 2004). According to Iftanti (2012), reading is an important thing for EFL students, it is can help good reading habits. In the Indonesian context, EFL students commonly learn English in a long time because it is part of a subject since in schools. It can be concluded that the importance of getting used to reading for EFL students because it will help them develop their English and connect it with other skills.

To explain how important the reading is, Tella and Akande (2007) emphasized the ability to read is the essence of independent education with a long duration and it is able to change a life. In addition, Okeke (2000) argued that through reading can see the lives of others, expand knowledge, experience and pleasure because that is the most important activity.

According to Iftanti (2012), frequent repetition of reading practices makes the second nature of the EFL students' daily activities called reading habits. Based on Lusianah (2017) Reading habits are also believed to be one of the factors associated with the success of reading comprehension. The habit of reading English will allow students to open and broaden their perspectives on the outside world, can help them to improve reading and understand English texts accurately, of course, will help students to be smarter and the latter will also improve analytical skills in the task of understanding. Based on the research results of Bernadowski (2017), positive reading can increase students' reading efficacy. Another positive impact is that it can make students often and read more. The data from JakartaPost in Indonesia ranks second-last in reading interest: Study. (2016, August 29). Retrieved from <https://www.thejakartapost.com/life/2016/08/29/indonesia-ranks-second-last-in-reading-interest-study.html> showed that on March 2016 Indonesia ranks 60th of 61 countries in terms of reading interest, a study by Central Connecticut State University in the US has revealed. Based on the above issue, it is assumed that reading habits and attitudes still need to be studied in-depth or more extended to build awareness and insight of reading habit and attitudes and change their reading habit and attitude to be better and by knowing reading habits and attitudes, reading skill can be improved.

Based on the problem stated above, this study aims to identify the habit and attitude in reading of undergraduate students in accounting program batch 2018.

## II. Literature Review

### A. Reading Habit

Reading habit talk about time and choices about what are you reading as stated by Nadelson et al., (2013) as cited in Ho, (2016, pp. 16). According to Iftanti (2012), frequent repetition of reading practices makes the second nature of the EFL students' daily activities called reading habits. Based on Zwiers, (2004), reading habits more clearly describes the unconscious processes that are involved in constructing meaning from text automatically. It also supported by Linse (2005) state that reading habit is a set of skills related to the making of flavor and fosters the meaning of the word in a text. The reading habits are activities that consist of aspects of vocabulary mastery, linguistic knowledge, and strategy or reading techniques. A reading habit called good when read fluently, spontaneous (Morris et.al, 2006), accurate (Schwanenflugel et al., 2004), a lot of practice, have a lot of time to reading, and a good expertise in English (Akyay & Ogeyik, 2009; Renandya, 2007) as cited in Iftanti (2012). Then Ahmed (2016) add a good reading habit can improve insight and the capability to use the target language more effectively.

### B. Reading Attitude

Based on Ajzen & Fishbein (1980) expound attitude talked about negative or positive in behavior ways, that applies in any case, like in learning English. It can be applied in reading skill. According to Smith (1991) as cited in (Ho, 2016, pp. 14-15), explained that reading attitudes is a condition of mind, feelings, and emotions. In addition, Van Schooten, et al (2004) as cited in (Ho, 2016, pp. 14) explained reading attitude is decided by personal factors, such as confidence self and resulted in reading evaluated. In other theories said what are you felt when reading called reading attitude. It is at the bottom of learners near to or refuses a reading condition (Alexander & Filler 1976, as cited in Annamalai & Muniandy 2013, pp. 33). Attitude in reading is explained also

by McKenna, Kear, & Ellsworth (1996) as cited in (Annamalai & Muniandy 2013, pp. 33) as a structure correlates to a feeling in the reading that causes the reader near to the readers or refuse a reading situation. Finally, Ajzen & Fishbein (1980) as cited in (Annamalai & Muniandy 2013, pp. 34) explained the reading attitude refers to the nature towards activity in reading personally. Don and Osman (1987) as cited in (Ahmed, 2016, pp. 191) suggest a positive attitude towards reading can be achieved by scholars through some programs are reading games, reading at leisure, reading silently and through habit building.

### **III. Research Method**

The study in this research was made to know reading habit and attitude of students in the Accounting program batch 2018. The type of study is a survey that described that completely. The research is done by applying quantitative research method. Some of the previous studies used the same instrument adapted the Adult Survey of Reading Attitude by Smith (1991). The researcher applied quantitative research methods and survey studies because researcher wanted to explore the reading habit and attitude of undergraduate students in Accounting program.

#### IV. Research Findings and Discussion

##### A. Finding

Table 4. 1 Overall percentage of reading attitudes

| Domains                           | Strongly Disagree | Disagree | Agree  | Strongly Agree |
|-----------------------------------|-------------------|----------|--------|----------------|
| Activity of reading               | 13.10%            | 36.60%   | 39.12% | 13.59%         |
| Enjoyment of reading              | 5.91%             | 29.12%   | 47.16% | 17.59%         |
| Anxiety and difficulty in reading | 23.48%            | 50.92%   | 18.57% | 7.02%          |

In table 4.11, shows the overall response of the undergraduates students in this study. An average 50.92% respondents disagree that they feel anxiety and difficulty in reading. Then, 47.16% respondents agree that they enjoy of reading, and an average 39.12% agree with the domains of activity of reading.

##### B. Discussion

In overall, the reading attitudes of the respondents is good. It can be seen from the highest score of Enjoyment domain. Then followed by the high score of Anxiety domain for disagreeing optional (Likert scale 2). Thus, the respondents disagree with the statements that said they feel anxiety and difficulty for reading. Then, in previous research conducted by Ahmed (2015) showed finding, the contribution of these undergraduate students into some types of reading activities bordered on the negative as they enjoyed it rather nominally and due

to that they faced anxieties and difficulties while engaged in reading academic or non-academic materials.

## V. Conclusion

In conclusion, the researcher found that the result about the reading habit of Accounting program students shows that their reading habit is good. According to Jamnik (2005) as cited in (Iftanti, 2012, pp. 150-151) state that a good reading habit signifies by can select a book for types of reading materials, interest to read, and enthusiasm to receive a book as a gift. Based on the finding, the result shows that their reading habit is good based on their ability to choose a type of reading material that is Novel with a total 33% of students.

Meanwhile, the result from reading attitude shows that the reading attitude of undergraduate students in Accounting program is good. According to Walberg & Tsai (1985) as cited in (Annamalai & Muniandy 2013, pp. 34) positive attitude adolescent in reading has factors that help by rely on the importance of reading, enjoy with reading, be a reader that has a high self-concept, and having a supportive environment where can practice verbal interaction regularly. Based on the finding, the result shows that their reading attitude is positive based on the high score of the domain in Enjoyment of reading with total 47.16% of students.

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