

**A SURVEY STUDY ON INDONESIAN HIGH SCHOOL STUDENTS' READING
ATTITUDES**

A Thesis

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



by:

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**A SURVEY STUDY ON INDONESIAN HIGH SCHOOL STUDENTS' READING AND
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STATEMENT OF WORKS'S ORIGINALITY

I hereby declare that this thesis does not contain material published or written by other people, except for certain parts that I make as references or quotations, which are written in accordance with the applicable scientific writing procedures.

MOTTO

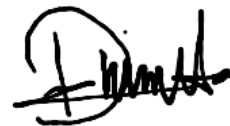
“Even if it end badly, it’s worth it. if it made you feel something, it taugh you something.”

-Taylor Swift

DEDICATION

I dedicate this thesis to my beloved parents and my brother who always give me prayers, support, and encouragement. This thesis is also for myself for working hard and struggling to complete this thesis.

Yogyakarta, 26 June 2024

A handwritten signature in black ink, appearing to read 'Dinda', with a stylized flourish at the end.

Dinda Syafinatun Naja

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All praise be to Allah SWT for granting me blessings, health, and guidance, enabling me to complete this thesis without obstacles. *Shalawat* and *salam* may be upon our Prophet Muhammad SAW.

I dedicate this thesis to:

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A Survey Study of Indonesian High School Students' Reading Attitudes

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ABSTRACT

Reading is one of the important skills that students need to master in language learning, especially for students in Indonesia who consider English as a foreign language that is difficult to learn. Reading is a basic skill that unlocks learning and gives individuals the means to pursue knowledge and enjoyment independently. The students have good attitudes towards reading but they need to improve their awareness of reading, thus, they can read not only for homework or academical purpose also to find knowledge. The objectives of this study is to identify the reading attitudes of senior high school students. This study was conducted in Senior high school students' in one of the school at Yogyakarta and took 92 respondents. The method used in this research was quantitative research and survey study. In this study used the Adult Survey of Reading Attitude (ASRA) questionnaire which was developed by Smith (1991) by using google form translated into bahasa indonesia. Respondents answered statements based on a Likert scale (5 = "strongly agree"; 1 = "strongly disagree") (11 items about reading activities, 9 items about reading enjoyment, and 9 items about anxiety and difficulty in reading) to measure students' attitudes and interest in reading. The results revealed in terms of reading habit of the students: surfing internet 58%, playing games 12%, reading 11%, watching television 3%, sports 6% and other activity 10% for their leisure time. The majority of them read approximately per day: (30 minutes – 1 hours 59%), (1 - 2 hours 23%), (2 – 3 hours 10%) and more than (3 hours 8%). The respondents preferred reading online material such as journal and e-book 44%, newspaper 3%, comics 21%, textbooks 12%, magazine 7%, and others 13%. Most of the students preferred reading in Indonesia language 70%, English 26%, and others 4%. The other findings of reading attitude through quantitative analysis revealed that: the activity of reading (Mean = 2.87, SD = 1,03), the enjoyment of reading (Mean = 3.08, SD = 1,02), and the anxiety and difficulty (Mean = 2.59, and SD = 1,02)

Keywords: Reading Habits, Reading Attitudes, EFL learners

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Reading is one of the important skills that students need to master in language learning, especially for students in Indonesia who consider English as a foreign language that is difficult to learn. Reading is a basic skill that unlocks learning and gives individuals the means to pursue knowledge and enjoyment independently (N’Nambi, 2005). Allport (1967) defined attitude as an emotional and mental readiness or initial tendency based on experience, knowledge, emotion or motivation on any subject, social topic or event. Attitude is related to the individual and is a tendency that regularly organizes an individual's thoughts, feelings and behavior in relation to psychological objects (Smith, 1968). A survey conducted by the OECD's PISA initiative revealed Indonesia's low reading performance, ranking 63rd out of 72 countries in 2015 with an average score of 397. Indonesia has participated in PISA (*Programme for International Student Assessment*) for 19 years since 2000, with assessments held every three years (PISA 2015).

Most studies show that success in reading skills is closely correlated with attitudes towards reading (Guthrie and Wigfield, 2000; Wigfield and Asher, 2002; Morgan and Fuchs, 2007). In this case, it has been concluded that students' attitude towards reading is a major factor that directly affects their reading performance (McKenna and Kear, 1990; Kush, Marley and Brookhart, 2005). Thus, the issue of attitudes towards reading is an important one to research, as students' reading mentality and attitudes play an important role in meaningful learning.

Whereas some researchers claim that a positive attitude toward reading leads to increased academic success, others claim that success in reading comprehension leads students to develop a positive attitude toward reading (Kush and Watkins, 1996; Kush et al 2005). According to Gomleksiz (2004), students in an education system that prioritizes students' needs not only learn how to conduct research, but also how to approach events related to themselves and their environment critically.

This shows that reading attitudes are highly needed in Indonesia, where English is taught as a foreign language (EFL). In any case, the study found that the mentality towards reading showed that most of the substitute students had a habit to comprehend English (Al Nazhari et al 2016). Therefore, issues regarding students' attitudes towards reading are important to discuss. By investigating students attitudes towards reading, factors that can help improve students' reading ability will be exposed.

The amount of research on attitudes towards reading in students in high school level of education is very limited in the literature (Mitchell and Ley, 1996). Thus, research on reading attitudes of senior high school students are still limit in Indonesia, despite the fact that reading habits and attitudes should be an awareness for senior high school students to succeed in the next level of education. This is confirmed by Mokhtari & Sheorey (1994) who state that it is important to create a positive attitude towards reading to encourage a high level of reading activity necessary for higher education success. Based on the empirical gap above, the researcher is interested in finding out how reading habits and attitudes in senior high school students.

1.2 Identification of the problem

This research focuses on attitudes toward reading of student's in L2. Based on previous research, it is concluded that there are several problems found in reading attitudes. Students had low reading attitude because they are influenced by several factors such as individual, social, cultural and technological development.

1.3 Formulation of the problem

Regarding the issue mentioned above, this study tries to overcome the following question:

1. What are the reading attitudes of Indonesian high school students reading

1.4 Objectives of the study

Based on the problem formulation above, the purpose of this study is to identify the reading habits and attitudes of Indonesian high school students at school.

1.5 Significance of the study

The results of this study are expected to contribute to students and other researchers in general. This research is expected to be useful empirically and practically. In terms of empirical studies, the researcher hopes that this research can benefit for English Teacher and Lecturer, English Education Students, Future Researchers. In terms of practical study, the researcher can help students to improve reading ability among students and help other researchers to get references for research on reading habits and attitudes.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the opinions of experts related to the research topic. The theories used in the literature review to support this research. This chapter includes theories about reading attitudes

2.1 Reading Habits

Reading is one of the methods to obtain information and knowledge. Rosli et al. (2018) state that reading is an attempt to understand the creator's message. Alnahdi and Aftan (2020), on the other hand, state that reading is the gateway to all other information, allowing us to understand the entire world beyond the text. Hassan et al. (2021) assured that reading habits affects the reading material, practice, time span, place of reading, and inspiration of the reader. As a result, Al-Jarf (2021) and Dadzie (2008) assert that reading is a multifaceted cognitive process that enables readers to enhance their knowledge for personal development and academic success. A study on reading habits conducted by Ross (2002) defined individuals as "heavy readers" as more likely to be female than male. In addition, these heavy readers are generally younger than the more established ones. As indicated by Johari et al. (2013) the clarification behind further examination can move depending on their inspiration such as researching for diversion, amusement, instrumental, assessment and interest. For instance, people who have been familiar with books for a long time have been affected by the chaos of the web. People's reading habits have been disrupted by electronic media focusing on computers and television, according to the National Library of

Malaysia (2006). However, regardless of the type of learning source, everyone can now read whenever and wherever they want thanks to similar technological devices or hardware.

According to Anderson et al. (1985) the definition of reading is an process, a perspective, a kind of real experience, and requires a lot of confused skills. According to Kirsch and Guthrie's (1984) study of adult readers, reading significantly enhances job success, career advancement, and adaptability to change. The importance of reading and understanding nature has been highlighted by many studies focusing on people's reading habits.

Reading is a way to learn and become more knowledgeable. Everyone can obtain data in different ways, for example by reading carefully, listening, perception, or others. According to Johari et al (2013), the explanation behind reading (to obtain data, information, and as a side interest) can also differ depending on their motivations such as reading leisure, excitement, instrumental, judgment, and interest. For example, the transformation of the web in the present day has affected the way of life of reading that has been around for a long time. according to Public Library of Malaysia (2006), electronic media is testing reading habit in the public arena by moving considerations toward computer and television. This has been proven by the number of proficiency utilizing computer from 6 percent in 1996 to 27 percent in 2005, while staring at TV has turned into a major leisure time activity (MCMC, 2012).

2.2 Reading Attitudes

Reading as described by Celine et al. (2006), is a method that involves decoding and figuring out a structured text. Reading involves collaboration between the reader and the complex text (Hughes and Kwok, 2007). One can gain a lot of knowledge, perspectives, and information from reading. The sufficient correspondence between the author and the reader is the fundamental

goal of close reading, therefore the students should be able to read fluently. According to Alexander and Filler (1976), reading attitudes include emotional systems associated with reading that influence students to participate in or avoid reading situations. Reading attitude is a confusing thought, and it plays an important role in creating comprehension skills. Reading attitude can be affected by many variables, therefore, with adjustment, a good mentality can be formed. Therefore, they will have no difficulty practicing it when they read (Nisak et al. 2023). Attitude towards reading can be positive or negative, depending on their past experiences and habits. In essence, a person's reading attitude indicates their desire to read, which is influenced by their sentiments and beliefs about reading (Khan et al. 2021). Isakson et al. (2016) state that these feelings can be positive or negative and are influenced by positive or negative past experiences. As a result, a person's attitude towards reading is an important factor in how seriously and completely they read.

A positive reading attitude clearly relates to reading and learning throughout daily life, as indicated by McKenna et al. (2012). This positive attitude contributes to a favourable reading experience, resulting in higher academic performance, as suggested by Karim and Hasan (2007). Reading attitudes are emerging as a key outcome variable affecting student outcomes in achievement and learning. Isakson et al. (2016) additionally provided evidence that students' positive attitudes play an important role in their overall success in learning by suggesting that simply adopting appropriate academic reading behaviors in college increases the possibilities of a successful and positive reading experience.

According to Alexander and Filler (1976) attitudes toward reading refer to an individual's emotions and perceptions regarding reading, which can influence their approach or avoidance of reading situations. Attitude and interest in reading closely are interconnected, both being intertwined in one's excitement and inspiration in reading closely. It can be said that attitude and

interest in reading affect one's desire and passion for reading. According to research, having a positive attitude towards reading can enhance one's reading experience. Bintz (1993) and Walberg and Tsai (1985) are two researchers who sought to determine the factors that contribute to high school students' positive attitude towards reading. These researchers wanted to know what causes students to develop reading attitudes and how to foster reading attitudes in an educational environment. One of the strongest correlations between reading achievement and attitudes towards reading, according to Walberg and Tsai (1985).

Some research has focused on the factors that develop a positive attitude towards reading, especially among teenagers. According to Karim & Hasan (2007), key contributors include belief in the importance of reading, genuine enjoyment of reading, high self-concept as a reader, and home environment. Bastug (2014) further emphasises that a positive attitude towards reading positively impacts the quantity and variety of reading, ultimately influencing students' success. Additionally, Sani and Zain (2011) discovered that students with a positive attitude toward reading tend to possess stronger reading abilities. In summary, cultivating positive reading attitudes is crucial, as it not only influences the frequency and diversity of reading but also enhances students' overall success in reading-related activities.

2.2 Theoretical Framework

Based on the description previously stated and several theoretical constructs mentioned above, the variables involved in this study can be summarized through a framework as follows:

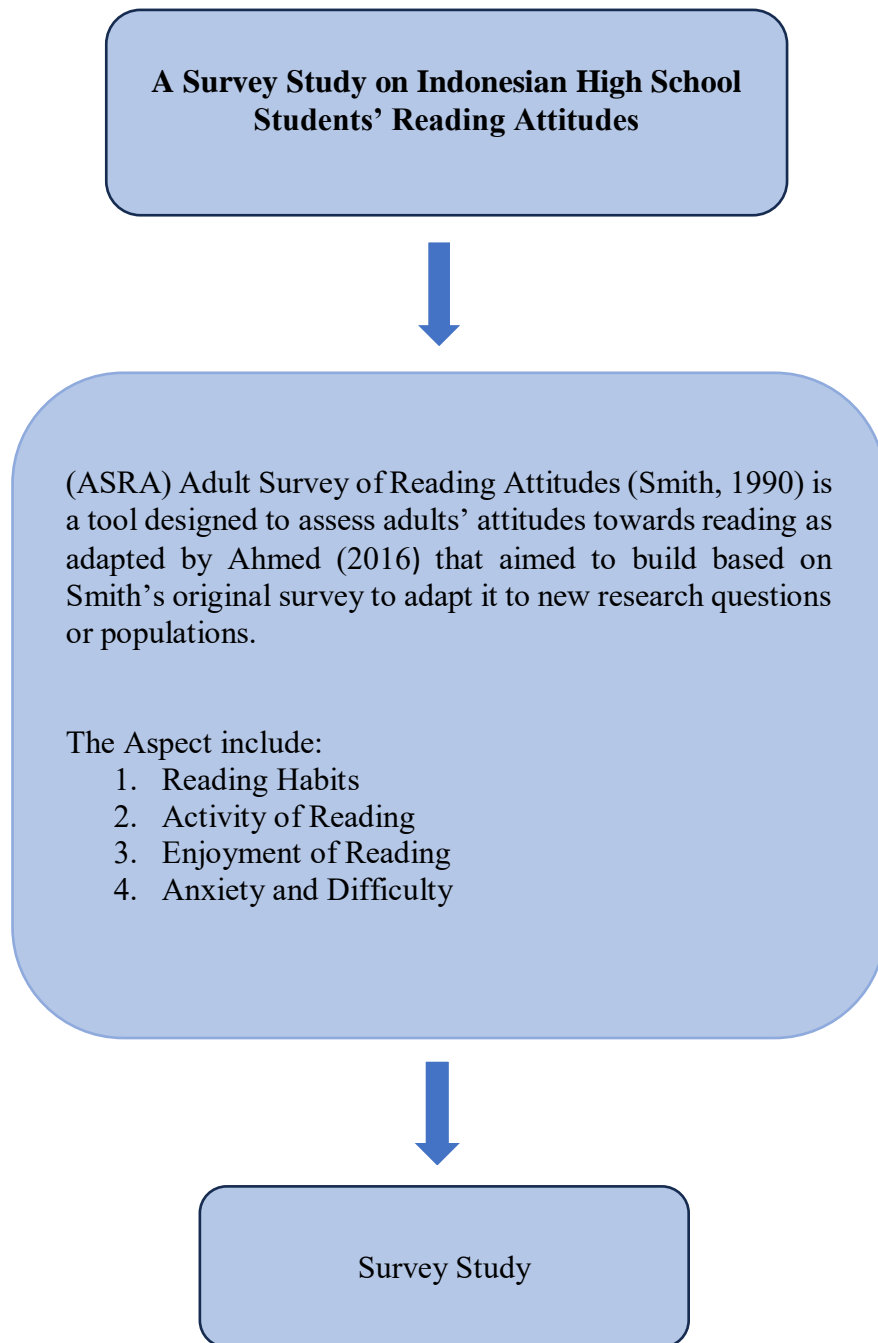


Figure 2. 1 Theoretical Framework

CHAPTER III
RESEARCH DESIGN

3.1 Research Design

This study aims to explore students' reading behaviour and perceptions. The investigation uses a quantitative research design and survey methodology to investigate the reading attitudes of high school students.

3.2 Population and Sample

3.2.1 Population

As stated by Creswell (2012), that population is a group of individuals who had the same characteristic. The population in this study consists of 92 students from one of the Senior High Schools in Sleman, D.I Yogyakarta. This observation and affirmation is carried out by researchers who closely observe the experiences of students in the classroom.

Class	Total Students
11 th Grade IPA 1	30
11 th Grade IPA 2	31
11 th Grade IPS 1	32
11 th Grade IPS 2	31

3.2.2 Sampling

According to Creswell (2012) sample is a subgroup of a target population that the researcher planned to study for generalising about the target population. The researcher investigated students from high school students to investigate their reading habits and attitudes. The researchers used the convenience sampling method to select samples opportunistically from the population that suitable for the needs of researchers by distributing questionnaires via Google Form, the sample of this study consisted of 92 students.

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 section, the researcher explains about the data collection instruments used to find the research results. According to Arikunto (2006) instruments are tools used in systematic research to collect data effectively, so that the research objectives are achieved and facilitate researchers in their research. Instruments play an important role in the data collection process, allowing researchers to collect accurate and reliable information necessary for their research endeavours. In this study, the researcher employed questionnaires as the primary instrument for data collection. Questionnaires were created with google form, the researcher used this because google form is easy to access.

In this study, the researcher used the Adult Survey of Reading Attitude (ASRA) questionnaire which was developed by Smith (1991). Although the questionnaire was intended for Adult, in order to assist students in completing the questionnaire, the researcher translated the questionnaire into Indonesian. Respondents answered statements based on a Likert scale (5 = "strongly agree"; 1 = "strongly disagree") (11 items about reading activities, 9 items about reading enjoyment, and 9 items about anxiety and difficulty in reading) to measure students' attitudes and interest in reading.

Table 3.1 Descriptive of ASRA (Adult 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

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'm 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 diagrams 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 of the best ways for me to learn things.	Enjoyment of Reading
12	Reading is one of my favourite 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 interesting book, story, or article I like to tell my friends about it.	
17	Reading is one of the most interesting things that 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 for assessing validity in quantitative research: content validity and construct validity. Content validity relates to the extent to which a measurement is clear. Researchers evaluate whether a test is a good sample of the content to be measured. This ensures that the aspects of interest correspond to the construct to be examined. In this study, a questionnaire was used, so the research had to check the content and construct validity.

After the data were collected, the researcher used SPSS to analyse content validity. Survey results showed that 1 item was invalid. The total items used in this study were 28 items. The data were analysed to determine the r value, then the researcher compared the calculated r and r table. The value of r table with a significance level of 5% is 0.202. If r count $>$ table on each question, it means that the instrument is valid on each question. The following are the results of the analysis of the validity test of the questionnaire used.

Table 3. 2 The Result of Validity Test

Item	Sig (R Arithmetic)	Symbol	R Table	Description
Q1	0.401	$>$	0.202	Valid
Q2	0.429	$>$	0.202	Valid
Q3	0.346	$>$	0.202	Valid
Q4	0.599	$>$	0.202	Valid
Q5	0.384	$>$	0.202	Valid
Q6	0.329	$>$	0.202	Valid
Q7	0.286	$>$	0.202	Valid
Q8	0.228	$>$	0.202	Valid

Q9	0.345	>	0.202	Valid
Q10	0.418	>	0.202	Valid
Q11	0.534	>	0.202	Valid
Q12	0.575	>	0.202	Valid
Q13	0.479	>	0.202	Valid
Q14	0.660	>	0.202	Valid
Q15	0.473	>	0.202	Valid
Q16	0.422	>	0.202	Valid
Q17	0.580	>	0.202	Valid
Q18	0.567	>	0.202	Valid
Q19	0.526	>	0.202	Valid
Q20	0.284	>	0.202	Valid
Q21	0.263	>	0.202	Valid
Q22	0.271	>	0.202	Valid
Q23	0.427	>	0.202	Valid
Q24	0.405	>	0.202	Valid
Q25	0.370	>	0.202	Valid
Q26	0.169	>	0.202	Valid
Q27	0.353	>	0.202	Valid
Q28	0.371	>	0.202	Valid

3.3.3 Reliability

Validity and Reliability are related techniques. As stated by Semin (2001), if an instrument shows reliability, then the instrument shows consistent measurement results. In other words, the instrument consistently produces the same data when it is used several times with different participants. Reliability confirms that the instrument can be trusted to produce consistent and

reliable measurements, thus increasing the credibility of the research findings. Validity, on the other hand, is concerned with the extent to which the instrument measures what it intends to measure, accurately capturing the targeted construct or phenomenon. Both validity and reliability are critical components for ensuring the quality and integrity of research instruments and their measurement outcomes. The questionnaire from the Adult Survey of Reading Attitude (ASRA) is represented in the Indonesian language, where the authenticity of the questions is based directly on ASRA without any word changes. By using SPSS as support in analysing data from the questionnaire. ASRA by Smith (1991) adapted by Ahmed (2016) reported reliability for all items of the questionnaire, Cronbach's alpha was equal to 0.83.

Reliability Statistics

Table 3. 3 Reliability Test

Cronbach's Alpha	N of Items
0.832	28

3.4 Data Analysis Techniques

3.4.1 Steps of Data Analysis

1. After conducting a long literature study, the researcher finally chose the Adult Survey of Reading Attitude (ASRA) questionnaire as an appropriate instrument.
2. The ASRA questionnaire cited by Ahmed (2016) questions in English were translated into Bahasa Indonesia.
3. The researcher checked the questions to ensure that they were easy for the students to understand.
4. Researchers created a google form link using the google form web to collect data.
5. The researcher distributed questionnaires to Indonesian High school students and successfully collected 92 respondents.
6. Researchers used SPSS to analyse the validity and reliability of the questionnaire.
7. After the data was collected, the researcher looked for the Mean by using the formula = AVERAGE.

CHAPTER IV

RESEARCH FINDINGS AND QUESTIONS

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

Table 4.1 Respondents' Information

Gender	
Female	66%
Male	34%

The total number of respondents who filled the questionnaire was 92 students. There were 61 female students and 31 male students. From the table above, there is an imbalance between female and male respondents because more women filled out the questionnaire.

4.1.2 Finding of Reading Habits

Based on the result of the questionnaire answered by respondents, the results of Leisure Time Activity can be seen in the graph below:

Table 4.2 Table of Leisure Time Activity

Leisure Time Activity	
Watching Tv	3%
Internet	58%
Reading	11%
Playing Game	12%
Sport	6%
Et cetera	10%

Based on the diagram above, it is known that the highest score of the majority of students is on the internet (58%), and the lowest score is watching television (3%). This result shows that students spend more time on the internet than reading.

Table 4.3 Table of the Amount of Time Spend of Reading

Amount of time spend of reading per day	
30 minutes - 1 hours	59%
1 - 2 hours	23%
2 - 3 hours	10%
Et cetera	8%

Based on the diagram above, it states that the amount of time respondents spend reading per day is <30 - 1 hours (59%) and some students read up to 2 - 3 hours per day (10%). This fact implies that reading interest in students is still low.

Table 4.4 Table of Type of Reading Preferences

Type of Reading Materials Read	
Newspaper	3%
Comic	21%
E-Book	44%
Textbook	12%
Magazine	7%
Et cetera	13%

Based on the table above, the participants had various reading preferences. A total of 44% of respondents read reading materials using online media in the form of E-books and journals and the lowest number is newspapers at 3%, and then followed by textbooks at 12% and magazines at 7%. In addition, some respondents also read novels, and other reading preferences.

Table 4.5 Diagram Preferred Language for Reading

Preferred Language for Reading	
Indonesian	70%
English	26%
Et cetera	4%

The table above shows the use of the language that respondents prefer and use when reading per day. The results show that the majority of students 70% prefer to read in Indonesian rather than using a foreign language/English. This fact is quite understandable because the majority of respondents are foreign speakers.

4.1.3 Finding of Reading Attitudes

The researcher conducted a descriptive statistical analysis, calculating the mean and standard deviation. They prioritised higher standard deviation values when faced with similar mean values, as it indicates greater stability. This analysis formed the basis for describing students' reading habits and attitudes, which are presented in the figure below:

Table 4.6 Reading Attitudes Profile per Items

Questionnaire	Mean	Standard Deviasi
Q1	2.58	.891
Q2	3.13	.951
Q3	2.64	1.000
Q4	3.04	.993
Q5	2.57	1.029
Q6	2.76	.976
Q7	3.71	.941
Q8	3.37	1.199
Q9	2.36	1.013
Q10	2.58	.996
Q11	3.53	1.010
Q12	2.73	.947
Q13	3.28	1.051
Q14	3.01	.895
Q15	2.68	.900
Q16	3.14	1.033

Q17	2.89	1.010
Q18	3.32	1.110
Q19	3.18	1.015
Q20	2.69	1.066
Q21	2.52	.870
Q22	2.44	.881
Q23	2.64	1.043
Q24	3.17	.990
Q25	2.78	.935
Q26	2.14	.908
Q27	2.42	1.008
Q28	2.52	1.162

The table above shows the highest mean and the highest Standard Deviation. There are 28 questions in the questionnaire and 92 respondents in Senior High school students. The researcher determined the standard deviation (SD) by using formula = STDEVA and Mean by using formula +AVERAGE. After the results were obtained, the researcher found the highest and lowest values of these questions. From the data above, it can be seen that the highest mean is statement number 7 namely “It is easier for me to understand what I am reading if pictures, charts, and diagrams are included.” (Mean = 3,71) it is included as an Activity of Reading. For the lowest mean is statement number 26 namely “I try to avoid reading because it makes me feel anxious.” (Mean = 2,14) the statements are included as Anxiety and Difficulty. Meanwhile, the highest Standard Deviation is found in statement number 8, namely “When I read I usually get tired and sleepy.” (SD = 1,20) falls under Activity of Reading. Overall, the survey results obtained from the students sample had an average range (Mean = 3,71, SD= 1,20).

Table 4.7 Table of Reading Attitudes in General

Attitudes Towards Reading	
Activity of Reading	2.87
Enjoyment of Reading	3.08
Anxiety and Difficulty	2.59

Based on the diagram above, it is explained that high school students have positive attitudes in the enjoyment of reading with (Mean = 3.08 and, SD = 1.02). On the other hand, anxiety and difficulty had the lowest level of reading attitude with (Mean = 2.59 and, SD = 1.02)

4.1.4 Result of Activity of Reading

Table 4.8 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.	92	2.58	.891
2. I am a good reader.	92	3.13	.951
3. When I am at home I read a lot.	92	2.64	1.000
4. I want to have more books on my own.	92	3.04	.993
5. I try very hard, but I just can't read very well.	92	2.57	1.029

6. My friends and I often discuss the books we have read.	92	2.76	.976
7. It is easier for me to understand what I am reading if pictures, charts, and diagram are included.	92	3.71	.941
8. When I read I usually get tired and sleepy.	92	3.37	1.199
9. I have a lot in common with people who have poor	92	2.36	1.013
10. I spend a lot of my spare time reading.	92	2.58	.996

From the table above, provides data related to statements about (Activity of Reading), N (Number of samples), Mean (Average of each statement) and Standard Deviation (Related Mean). Based on the results of the Activity of Reading, the highest mean value is statement number 7 (Mean = 3,71 and SD = .941) and the lowest mean is statement number 9 (Mean = 2,36 and SD = 1,013).

4.1.5 Result of Enjoyment of Reading

Table 4.9 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.	92	3.53	1.010
12. Reading is one of my favourite activities.	92	2.73	.947
13. I read when I have the time to enjoy it.	92	3.28	1.051
14. I get a lot of enjoyment from reading.	92	3.01	.895
15. I like going to the library for books.	92	2.68	.900
16. When I read an interesting book, story, or article I like to tell friends about it.	92	3.14	1.033
17. Reading is one of the most interesting things that I do.	92	2.89	1.010
18. I'm the kind of person who enjoys a good book.	92	3.32	1.110
19. I enjoy receiving books as gifts.	92	3.18	1.015

Based on the data above, it can be seen that the highest mean of Enjoyment toward Reading is statement number 11 (Mean = 3,53 and SD = 1,010) and the lowest mean is statement number 15 (Mean = 2,68 and SD = .900).

4.1.6 Result of Anxiety and Difficulty

Table 4.10 Profile of Anxiety and Difficulty

Anxiety and Difficulty			
Statements	N	Mean	SD
20. I need a lot of help in reading.	92	2.69	1.066
21. I get upset when I think about having to read.	92	2.52	.870
22. I often feel anxious when I have a lot of reading to do.	92	2.44	.881
23. I get nervous if I have to read a lot of information for my job or for some social activity.	92	2.64	1.043
24. Encountering unfamiliar words is the hardest part of reading.	92	3.17	.990
25. I worry a lot about my reading.	92	2.78	.935
26. I try to avoid reading because it makes me feel anxious.	92	2.14	.908
27. I have trouble understanding what I read.	92	2.42	1.008
28. I'm afraid that people may find out what a poor reader I am.	92	2.52	1.162

Based on the data above, it can be seen that the highest mean of Anxiety and Reading Difficulty is statement number 24 (Mean = 3,17 and SD = .900) and the lowest mean is statement number 26 (Mean = 2.14 and SD = .908)

4.2 Discussion

The research findings through quantitative analysis showed that students' reading habits showed a significant preference for surfing the internet (58%) over reading (11%) during their free time. This finding is consistent with research conducted by the American Psychological Association (2018) showing that less than 20% of teens read books, magazines, or newspapers daily for pleasure, despite more than 80% using social media daily. This highlights a significant shift from reading to digital media use among teens. Although playing games and reading have different impacts on cognitive skills and academic performance, playing games can enhance certain thinking skills. However, the time spent on reading is much less compared to other screen-based activities (Taylor & Francis, 2014). The correlation between the amount of reading and the number of hours spent reading by students is directly proportional, with most students reading between 30 minutes -1 hours per day. This implies that only a few of the high school students have good reading habits.

The quantitative analysis of the research data showed that 44% of the respondents read online reading materials such as e-books and journals, which means students tend to read for academic purposes. The results of this study are in line with Shen (2006) previous studies which consistently show that students prefer to read online materials. This research shows that paper-based reading is transforming into internet-based reading among EFL students, indicating a significant transformation in their reading habits.

During reading activities, the presence of visual elements such as pictures, graphs, and diagrams is very important. This is because students tend to find it easier to understand reading material if it is supported by visual aids. According to Sokhiba R (2024), the application of visual aids and information technology such as pictures, graphs, videos, and computers can effectively help students understand and recognize the main points they have learned in the lesson. Thus, according to Richard E. M (2014), the use of visual tools such as pictures, graphs, and diagrams in learning materials significantly improves students' understanding. These visual elements support students in understanding abstract concepts easier, especially for those who struggle with text-based learning. In addition, the presence of visual tools might improve students' interest in reading and literacy, hence motivating them to engage in active learning. Thus, utilizing visual aids in reading materials not only improves reading comprehension, it also strengthens students' literacy skills and their academic success overall.

According to the results of the Enjoyment of Reading, students demonstrate that reading is one of the best methods for learning something, as mentioned by Richard E. M (2014) especially for improving reading attitude students. Through reading, students can access various sources of information such as books, articles, and journals, which help them expand their knowledge. Additionally, students who enjoy visiting the library not only read books but also access a variety of important information for their learning processes (Guthrie & Davis 2003). According to the research findings, the enjoyment of reading is the highest value of attitude towards reading. This conclusion is supported by the analysis of the Mean and Standard Deviation data presented in the study.

According to the Anxiety and Difficulty survey result, students indicated that encountering unfamiliar words is the most challenging part of reading. This is consistent with Lavelle & Bush (2017), who stated that most teenagers experience difficulties when faced with foreign words while reading. However, few students avoided reading because it makes them anxious. This proves that the respondents consider the aspect of reading does not bring them anxiety. However, the results of this study contradict the research conducted by Annamalai & Muniandy (2015), who studied reading habits and attitudes among university students in an ESL context and found that university students have a negative attitude towards reading, which leads to anxiety. This was confirmed by Chairanissa & Wirza (2019) who conducted a study focusing on the attitudes of junior high school students in an EFL context. She mentioned that students struggle when reading in English due to their anxiety and ability. However, this study differs from that study in the participants. Although this study has the same participants in school but in terms of age, the participants are different, they are junior high school students, while in this study they are senior high school students.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study has investigated the reading habits and attitudes of EFL students in senior high school students in one of the public high schools in Yogyakarta. The researcher concluded based on the findings of students' reading habits and attitudes. The findings of this study indicate that students' preferences are more towards technology-related activities such as surfing the internet and playing games, which took up 58% of their time, while reading only took up 11%. Some students only read for only 30 minutes - 1 hour every day and even most students only read for a short time. The students read various types of reading such as novels, comics, and textbooks for study purposes. However, the results showed that students prefer to read online materials, with 44% preferring journals and e-books, and almost all students prefer Indonesian books over English. In terms of reading attitudes of high school students. The results prove that the average reading activity (Mean = 2.87) (SD = 1.04), Enjoyment of reading with average (Mean = 3.08) (SD = 1.02) and average Anxiety and Difficulty towards reading (Mean = 2.59) (SD = 1.02). This proves that students' obstacles and difficulties when reading are when finding unknown words, and there are no other obstacles when reading besides that. Despite the results of this study mentioning that students have positive attitudes towards reading, their reading habits need to be improved.

5.2 Suggestion

Actually, the students have a good at reading attitude, but they still explore reading only for academical purposes and they use online materials mostly for fun or just browsing for content randomly. Therefore, they need to explore knowledge reading more.

To overcome this, the researcher suggests that teachers, especially English teachers, emphasize the importance of reading and tell which reading is good and correct, also organize reading activities for students to motivate and encourage students, this is also so that students avoid the dangers of hoaxes spread on the internet. In addition, this study can be useful for researchers who want and are interested in reading habits and attitudes in high school students, can also use mixed methods and can increase the number of participants to be more.

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APPENDIX

APPENDIX 1: ASRA English Questionnaire

No	Questions	1	2	3	4	5
1.	I can read but I don't understand what I've read.					
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 I 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 of the best ways for me to learn things.					
12.	Reading is one of my favourite 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.					
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.					

Questions	
1. Activities in leisure time	<ul style="list-style-type: none"> • Surf internet • Watch television • Sports • Games • Reading
2. Amount of Time Spend Reading	<ul style="list-style-type: none"> • <30 - 1 hours • 1 - 2 hours • 2 - 3 hours
3. Students Preferences of Reading Materials	<ul style="list-style-type: none"> • Online e-books and journals • Textbooks • Comics • Magazines • Newspapers
4. Preferred language for reading	<ul style="list-style-type: none"> • Indonesia • English • et cetera.

APPENDIX 2: ASRA Indonesia Questionnaire

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

13	Saya membaca ketika saya memiliki waktu untuk menikmatinya.					
14	Saya mendapatkan banyak kesenangan dari membaca.					
15	Saya suka pergi ke perpustakaan untuk meminjam buku.					
16	Ketika saya membaca buku yang menarik, cerita ataupun artikel, saya akan bercerita kepada teman saya.					
17	Membaca adalah salah satu hal yang paling menarik yang saya lakukan.					
18	Saya termasuk tipe orang yang menikmati buku yang bagus.					
19	Saya bahagia menerima hadiah buku.					
20	Saya butuh banyak bantuan ketika saya sedang membaca.					
21	Saya merasa kesal ketika saya membaca.					
22	Saya merasa gelisah ketika saya banyak melakukan kegiatan membaca.					
23	Saya merasa gugup jika harus banyak membaca informasi tentang pekerjaan atau beberapa aktivitas sosial.					
24	Menemukan kata-kata yang tidak dikenal adalah bagian tersulit ketika membaca.					
25	Saya sangat khawatir tentang bacaan saya					
26	Saya mencoba untuk menghindari membaca karena itu membuat saya merasa cemas.					
27	Saya kesulitan memahami apa yang saya baca.					
28	Saya khawatir orang-orang akan tahu betapa buruknya saya ketika membaca.					

Kebiasaan Membaca	
	<ul style="list-style-type: none"> • Menjelajah internet • Menonton Televisi • Olahraga • Bermain Game

1. Kegiatan apa yang kamu sukai ketika memiliki waktu luang?	<ul style="list-style-type: none"> • Membaca • dan lain-lain
2. Berapa lama kamu menghabiskan waktu untuk membaca dalam sehari?	<ul style="list-style-type: none"> • <30 - 1 jam • 1 - 2 jam • 2 - 3 jam
3. Jenis bacaan yang kamu baca?	<ul style="list-style-type: none"> • Buku Elektronik / Jurnal • Buku Pelajaran • Komik • Majalah • Koran • dan lain-lain
4. Kamu lebih suka membaca dalam bahasa apa?	<ul style="list-style-type: none"> • Bahasa Indonesia • Bahasa Inggris • dan lain-lain

APPENDIX 3 Table of Descriptive Statistic

Table 4.1 Descriptive Statistics

	N	Minimum	Maximum	Mean	SD
ASRA1	92	1	5	2.58	.891
ASRA2	92	1	5	3.13	.951
ASRA3	92	1	5	2.64	1.000
ASRA4	92	1	5	3.04	.993
ASRA5	92	1	5	2.57	1.029
ASRA6	92	1	5	2.76	.976
ASRA7	92	1	5	3.71	.941

ASRA8	92	1	5	3.37	1.199
ASRA9	92	1	5	2.36	1.013
ASRA10	92	1	5	2.58	.996
ASRA11	92	1	5	3.53	1.010
ASRA12	92	1	5	2.73	.947
ASRA13	92	1	5	3.28	1.051
ASRA14	92	1	5	3.01	.895
ASRA15	92	1	5	2.68	.900
ASRA16	92	1	5	3.14	1.033
ASRA17	92	1	5	2.89	1.010
ASRA18	92	1	5	3.32	1.110
ASRA19	92	1	5	3.18	1.015
ASRA20	92	1	5	2.69	1.066
ASRA21	92	1	5	2.52	.870
ASRA22	92	1	5	2.44	.881
ASRA23	92	1	5	2.64	1.043
ASRA24	92	1	5	3.17	.990
ASRA25	92	1	5	2.78	.935
ASRA26	92	1	5	2.14	.908
ASRA27	92	1	5	2.42	1.008
ASRA28	92	1	5	2.52	1.162
Valid N	92				

(listwise)

The table above shows the results of descriptive statistics of all questionnaire data.

