

A SURVEY OF EFL STUDENTS' READING HABIT

Primandita Rahmaningtias, Dyah Kusumastuti

English Department,
The Faculty of Teacher Training and Education of
Universitas Muhammadiyah Purwokerto

E-mail: prahmaningtias@gmail.com, dyahkusumastuti@ump.ac.id

Abstract

This research was aimed to know what extent EFL students' reading habit and the factors that actively contribute. The sample was 50 students 6th semester English Department. The method used was descriptive-quantitative method. In collecting the data, the writer used questionnaire and interview to find out EFL students' reading habit and the factors that actively contribute. This study found that the highest frequency of EFL students' reading habits category was fair with the frequency 38 students. It is followed by bad category was 7 students. Then, in category good there were only 5 students. Whereas for the factors that actively contribute was students' motivation 48% students read only when it is assigned by their lecturers, the second one students' purpose 96% students read English to improve their English skills, and for students' preferences 68% read various kinds of reading texts (fiction and nonfiction).

Keywords : reading habit, EFL'students, the factors contribute

Introduction

Reading is very important and has main role in our life, it can enrich our experience and knowledge about science, technology and easy way to get much information that is useful for us (Amam Musfiroh, 2014). Regarding the importance of reading, it is necessary for students to establish reading habit because they can get great benefit from it. Especially students who took English as their field of study, it is absolutely true that they are required to master all the courses taken. All these can be acquired through reading. However, from the pre-interview that the writer did with students in English Education Department, Universitas Muhammadiyah Purwokerto, it found some of them only read for completing the task from the lecturers or to pass examination. So, the writer wants to know deeper the reading habit of the EFL students and factors actively contribute of reading habit itself.

Methodology

The method used was descriptive-quantitative method. In collecting the data,

the writer used two different types of instruments to find out EFL students' reading habit and the factors that actively contribute, namely:

1. Questionnaire

The study used closed-typed questionnaire which is the students only complete the questions with the options that already provided by the writer. The writer was providing 19 statements in the questionnaire, and it will divide into two parts. The first part is for students reading habit and the second one is for the factors actively contribute in reading habit.

2. Interview

The second instrument that used in this study was interview. The type of interview that used was open-ended (semi- structured) interview, which is the topic drive talk directly. The interview consists of some questions to support as well as to clarify the data from the questionnaire.

Discussion

The aims of this study were to know what the extent EFL students reading habits and find out the factors that actively contribute of EFL students reading habit. This section would elaborate the result of the analysis

which is aiming to answer the research questions that will be explain one by one. The result of data was displayed in the following table:

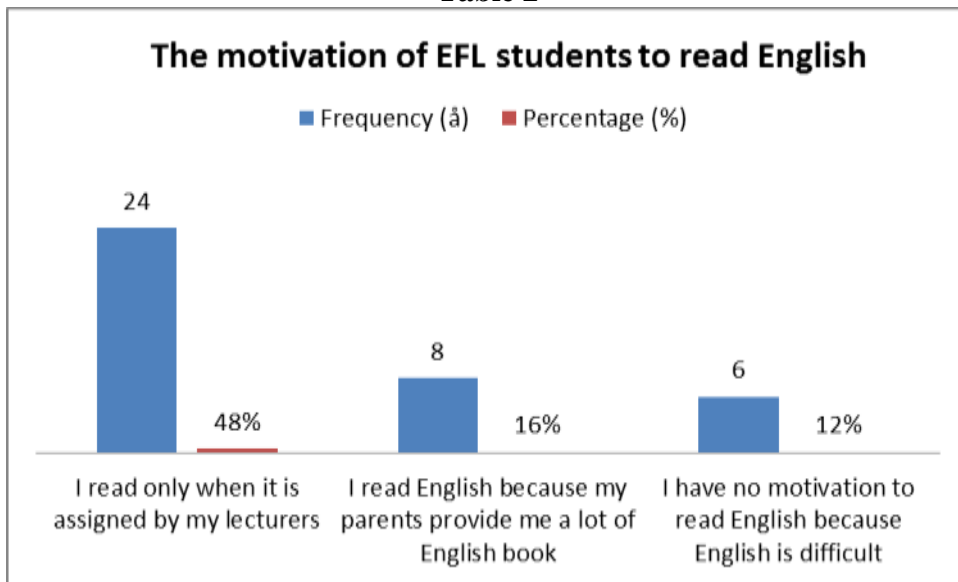
Table 1
The result of EFL students' reading habits

Percentage	Category	Frequency (F)
81% - 100%	Very good	-
61% - 80%	Good	5
41% - 60%	Fair	38
21% - 40%	Bad	7
0% - 20%	Very bad	-

From the data analysis it found that the highest frequency of EFL students' reading habits category was fair with the

frequency 38 students. It is followed by bad category was 7 students. Then, in category good there were only 5 students.

Table 2



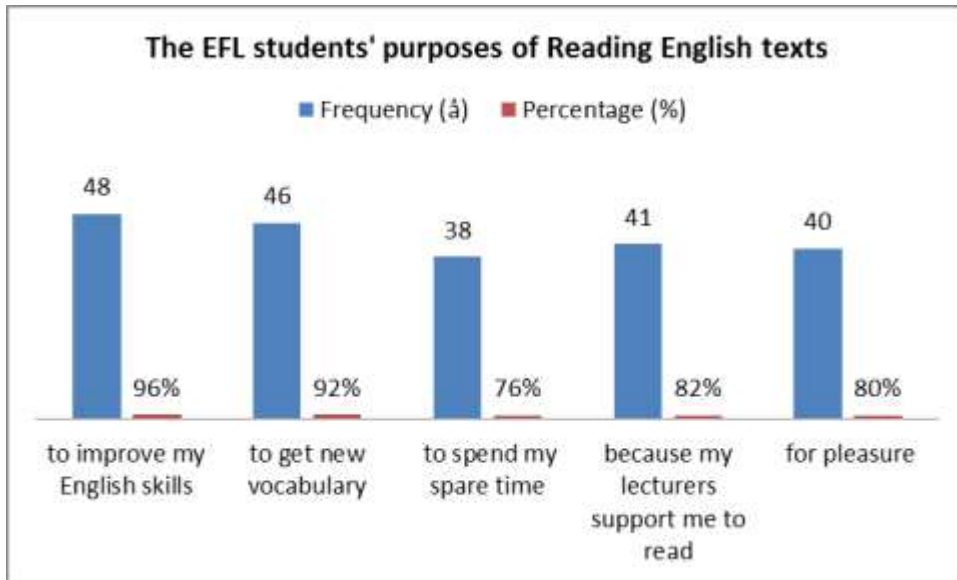
In motivation, students have internal and external motivation in reading. It is used whether students read as their own desire or as other command. Based on the result of the questionnaire 24 students (48%) they only read when it is assigned by their

lecturers. And followed by the second indicator that they read English because their parents provide a lot of English book are 8 students (16%). It proves the biggest motivation come from external motivation. In other hand, the result of interview the

students who have good reading habit category said that they read English as their own desire, it happens because some of them realized about the importance of reading. It contrasts with the students who

have fair and bad reading habits category, they said that they read when it command by their lecture or parents. And only read when they need references to their assignment.

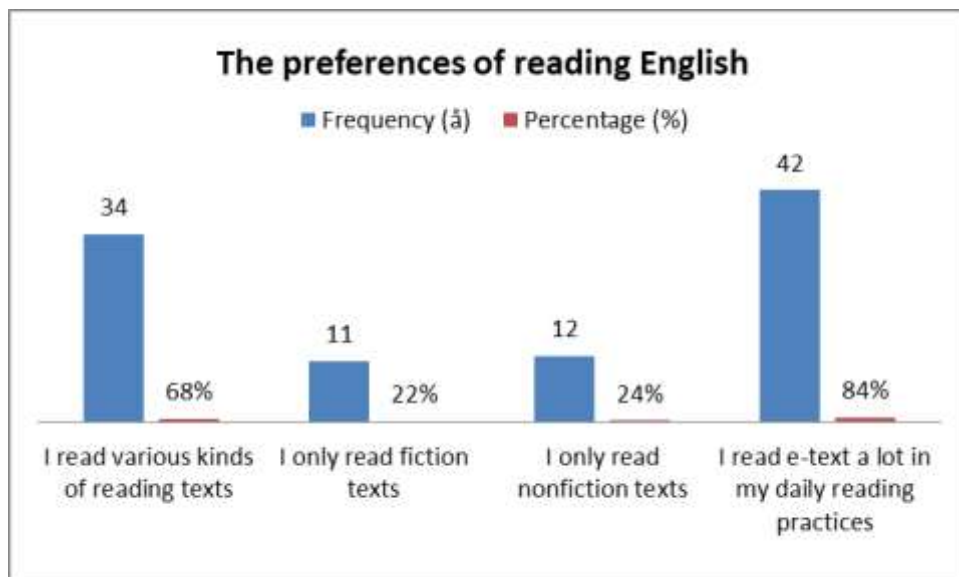
Table 3



The purpose of reading practice is one aspect to know students' purposes in reading. This study proved that most of students are motivated to read in the purpose to improve their English skills. There are still few of them read only for pleasure and to spend their spare time. Besides that, they also read for doing assignments from the lecturers. From the

questionnaire result item, the students who read English to improve their skill are dominant (96%) 48 students. It also supported by students' answer in interview, some of them agree that by reading they can improve their English skill. They also can improve their knowledge about vocabulary, grammar and spelling.

Table 4



Related to preferences, at some moment students need to read fiction but they also need to read non-fiction. Most of students enjoy reading e-text; there are 42 students (84%). Because they can use their smartphone to get all the genre of the text they want to read. Most of the students more interest to read non-fiction, because it can entertain them. Based on the interview result, the writer found that by reading e-text students more easy to get the topic that they want to read. They just read printed when they need, and they feels that printed more expensive that e-text itself. Through e-text or online cite they also get new knowledge, because in some article there are any column comment for the viewers to write comment or to correct the wrong or incorrect statement or spelling of the writer.

Conclusions

Based on the result of the data analysis, it was found that:

1. The result of EFL students' reading habit found that the highest frequency was in fair category as much as 38 students. It is followed by bad category which was gotten by 7 students. Then, in good category there were only 5 students.
2. The result of the factors that contribute to the reading habit, there are about 48% of the students who have motivation to read only because their lecturers assigned them to do some tasks. While 68% of the students show us that they have various preferences of what books they read whether it is fiction or non-fiction. Interestingly, 98% of the students' purpose to read is all to improve their English skills.

References

Book:

Arikunto, Suharsimi. (1993). *Prosedur Penelitian suatu pendekatan praktik*. Jakarta: PT. Rineka Cipta.

Sugiyono. (2016). *Metode Penelitian kuantitatif, kualitatif dan R&D*. Bandung: ALFABETA, cv.

Suwartono. (2014). *Dasar-Dasar Metodologi Penelitian*. Yogyakarta: ANDI

Scientific Journal Article:

Chettri Kushmeeta and Rout S.K. (2013) *Reading Habit - An Overview. IOSR Journal Of Humanities And Social Science (IOSR-JHSS), 14 (6) : 1.*

Essays, UK. (2013) *Factors Affecting Reading Habit*. Retrieved from <https://www.ukessays.com/essays/English-language/factors-affecting-reading-habit-among-undergraduates-English-language-essay.php?vref=1>

Iftanti, E. (2012) *A Survey Of The English Reading Habit of EFL Students in Indonesia. TEFLIN Journal, 23 (2) : 150-152*. Retrieved from <http://teflin.org/journal/index.php/journal/article/viewFile/144/136>

Musfiroh, A. (2014) *An Effort to improve reading using Round Table*. Retrieved from <http://repository.ump.ac.id/226/>

Nordquist, Richard. (2017) *English as a Foreign Language (EFL)*. Retrieved from <https://www.thoughtco.com/English-as-a-foreign-language-efl-1690597>

Ögeyik , Muhlise Coşgun & Akyay, Esin.
(2009) Investigating Reading
Habit and Preferences of Student
Teachers at Foreign Language
Departments. Retrieved from
<https://s3.amazonaws.com/academia.edu.documents/30926686/28-7.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1546486113&Signature=4Q9au0P1ZuqNFvHqB9uMOQLOFUo>

[%3D&response-content-disposition=inline%3B%20filename%3DInvestigating_reading_habit_and_preferene.pdf](#)

Sullivan, Alice. (2013) Reading for fun
improves children's brains, study
confirms. Retrieved from
<https://www.theguardian.com/books/booksblog/2013/sep/16/reading-improves-childrens-brains>