

## **A Survey on Students' Reading Habits at English Education Study Program of PSDKU Maluku Barat Daya**

<sup>1</sup>Rosalina Ketrina Tiotor, <sup>2</sup>Renata. C. G. V. Nikijuluw and <sup>3</sup>M. S. Ferdinandus  
<sup>1,2,3</sup>English Education Study program PSDKU Pattimura University

Corresponding e-Mail: [tiotork@gmail.com](mailto:tiotork@gmail.com)

### **ABSTRACT**

This study investigates the students' reading habits at the English Education Study Program of PSDKU Maluku Barat Daya, conducted by surveying from 05 October until 04 November 2021. The total number of respondents who participated in this research was 69, who were administered questionnaires with 20 questions. The findings showed that most respondents like reading, but at the same time, they just read for college purpose. Thus, reading is not a favourite activity for them without concrete reasons. However, the students have pretty good reading habits.

**Keywords:** *Students, reading habits*

### **INTRODUCTION**

English is an essential skill in this era and has become an international language used in almost all sectors like education, medicine, technology, business, and tourism. Therefore, it has become a compulsory subject taught from elementary school to junior high school to university, or even at the level included in Indonesia. There are four essential skills that learners must achieve in English: reading, writing, listening, and speaking. Reading and listening skills are included in receptive skills while writing and speaking skills are considered productive (Harmer, 2015). When we write or say, we make a product, while when we listen and read, we receive something from the material that we listen to or read.

#### **Reading**

can also help students learn other skills. During reading, they learn new vocabulary to speak with people; otherwise, they can understand when people talk to them. Moreover, they can write and use those words to express their ideas. This means that reading has more benefits in language learning. An aphorism says that "reading is the world's window, "meaning we can know everything through reading. According to Harmer (2015), reading is helpful for getting information, knowledge, and values. This statement means reading is very reliable for getting information and knowledge, vocabulary enrichment, and understanding how words are used. Syahputra (2016) considers reading one of the best

receptive skills in language learning concerning getting better knowledge."

Reading habits establish students' academic achievement. When the students are accustomed to reading, they will get used to self-thinking and analysis. Therefore, they would understand the subject well and be able to pass the examination. Their academic achievement measures the students' success in academics. Bashir and Mattoo (2012) stated that the knowledge students acquire from school means academic achievement. The researcher conducted the preliminary study at the English Study Program in the second semester. The researcher found that the learners have bad reading habits, and a lack of motivation causes it. They do not realize the benefits of reading habits. They are more interested in looking for an alternative way, such as watching television, YouTube, or TikTok, to get information than reading, which would make them less used to critical thinking. Meanwhile, critical thinking is essential for a student's learning. The students have to motivate themselves to read. As mentioned (Bashir & Mattoo, 2012), good reading habits are vital for students to excel in life. Students with good reading habits can face all situations in their education and daily lives. Therefore, reading habits should be instilled in the students, thus improving their vocabulary and developing their speaking skills; it helps them understand the world around them better.

## **METHODOLOGY**

The researcher will survey the method to learn the students' reading habits. This type of research is expected in the researcher's circle. Asmadi Alsa (2004) defined survey design as a procedure in which the researcher conducts a survey or provides a questionnaire or scale on a sample to describe the attitude, opinion, behaviour, or characteristics of the respondent from the result of this survey; the researchers made claims about trends in the population. The advantage of this research design is that it is usually conducted anonymously. Many subjects feel free to express their problem and opinions about something sensitive honestly without pressure from anyone. This research will be on the students of PSDKU MBD, and the subject is the students from the third to ninth semester of the English Education Study program. However, the researcher will use a questionnaire to collect the data in this study. The questionnaire as an instrument is a written list consisting of twenty questions that the participant will answer, which will analyse the questionnaire data using the following formula by Nana Sudjana (2005):

$$p = \frac{F}{N} \times 100\%$$

Where            P = Percentage  
                      F = Answer frequently  
                      N = Number of Respondents  
                      100 = Constant Number

This formula was used to calculate the students answers from the questionnaires. Then, the researcher will interpret the data into percentages.

## DISCUSSION

The data collected from the research showed that 29 of 69 respondents (42%) started reading English at Junior high school, 15 students (22%) started reading books at elementary school, 19 students (27%) started reading at senior high school, but only six students (9%) were started reading English when they entered English study program. Most of the students, or 44% of respondents (30 students), spend 30 minutes per day reading English text, 25 students (36%) spend 45 minutes reading, and only five students (7%) spend 1-2 hours per day. Meanwhile, nine students (13%) read less than 30 minutes per day. Twenty-four students (35%) read-only an English text in a week, 26 students (38%) read two English texts in a week, and 11 students (16%) read five texts. Furthermore, eight students (11%) read more than five English texts weekly.

Based on this question, the respondents chose more than one answer; most of them (38 students), 55% read Novels, short stories, and comics; 11 students (16%) read magazines and newspapers, and 27 students (39%) read textbooks and dictionaries. However, only six students (7%) read journals. In reading English text, seven students (10%) rarely translate into Bahasa, 42 students (61%) sometimes translate them, 13 students (19%) often translate into Indonesian, and seven students (10%) always translate the text into Bahasa.

In this question, the respondents also choose more than one answer: 26 students (38%) usually spend their English reading in the class, 17 students (25%) spend reading in the library, two students (3%) spend their reading in café and most of them 54% (37 students) spend their reading at home. At this point, most of the respondents, 96% (66 students), agreed that they read English texts because

they are studying at an English education study program, while three students (4%) disagreed. Fifty-eight students (84%) read English texts because they liked reading, whereas 11 (16%) did not. 60 students (87%) read

English texts because they wanted to do their assignment, and nine students (13%) did not. Fifty-six students (81%) read English texts to pass their examination tests, while 17 (19%) did not. Fifty-two students (75%) read English texts to find information, and 17 students (25%) disagreed with that statement. Fifty-one students (74%) spent their spare time on English text, while 18 students (26%) were not. Fifty-six students (81%) of respondents read English texts to improve their grammar, and 13 students (19%) disagreed. Fifty-nine students (86%) of respondents read English text to increase their vocabulary, while ten students (14%) think it is unnecessary.

In this statement, 61 students (88%) of respondents read English texts for college purposes, whereas eight students (12%) did not think so. In this question, the respondents chose more than one answer: 16 students (23%) got English text at the bookstore and 46 (67%) online. However, 23 students (33%) got it from the lecturer, and only 20 (29%) found it in the library. Thirty-two students (46%) of the respondents went to the library once a week, nine students (13%) twice a week, eight students (12%) three times a week, and 20 students (29%) of respondents never visited the library. Forty students (58%) spent 30-45 minutes reading books at the library, six students (9%) spent 1-2 hours, five students (7%) spent over 2 hours, and 18 students (26%) never spent time reading at the library. Twenty students (29%) borrowed only one book from the library, 22 students (32%) borrowed two books, nine students (13%) borrowed more than two books, and 18 students (26%) never borrowed books from the library. 19 students (28%) bought one English book a year, 13 students (19%) bought two books, nine students (13%) bought more than two books, and 28 students (40%) never bought an English book.

No	QUESTIONS	RESPONSES					
		A	B	C	D	YES	NO
		F(%)	F(%)	F(%)	F(%)	F(%)	F(%)
1	When do you start reading English	22 %	42 %	27 %	9 %		
2	How much time do you spend reading English texts every day?	44 %	36 %	7 %	13 %		
3	How many English texts do you read in a week	35 %	38 %	16 %	11 %		
4	What is your English text reading every day	55 %	16 %	39 %	7 %		
5	Do you translate into Indonesia	10 %	61 %	19 %	10 %		
6	Where do you usually spend your English reading	38 %	25 %	3 %	54 %		
7	I read English text because I am studying at English Education Study Program					96 %	4 %
8	I read English text because I like reading					84 %	16 %
9	I read English text because I want to do my assignments					87 %	13%
10	I read English text because I want to pass my examination test					81 %	19 %
11	I read English text because I want to find information					75 %	25 %
12	I read English texts because I want to spend my spare time					74 %	26 %
13	I read English text because I want to improve my grammar					81 %	19 %
14	I read English text to increase my English vocabulary					86 %	14 %
15	I read English text because college purpose					88 %	12 %
16	Where do you get English text	23 %	67 %	33 %	29 %		
17	How many times do you go to the library in a week	46 %	13 %	12 %	29 %		
18	How much time do you spend reading English in the library	58 %	9 %	7 %	26 %		
19	How many English books do you borrow from the library	29 %	32 %	13 %	26 %		
20	How many English books do you buy in a year	28 %	19 %	13 %	40		

*Table 1. The student's English reading habits.*

The result of the table above simply indicated that most of the English students read English because they study at English Education Study Program. They are not read because they realize the importance of reading itself. Even though as an English student, they must have the awareness to read without any specific reason.

## CONCLUSION

Based on the previous discussion and the result of the research, the writers conclude that the students at the English Education Study Program of PSDKU Maluku Barat Daya have very good reading habits. Because many of them love reading and they read to spend their free time, but they also read-only for college purposes and they read under one hour per day. It made them accustomed to not taking the initiative to read thus they got used to not reading every day.

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