



Online Reading Resources among EFL(English Foreign Language) Students: Do They Promote Reading Habit?

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Abstract

The aim of this study is to describe the EFL learners' reading habit, the factors influence of reading habit, and the impact of the use Online Reading Resources in promoting students' reading habit. 156 EFL learners FKIP-Islamic University of Riau involved as participants who read by using online reading resources. The study employed questionnaire, reading log, and interview intensively to collect the data. The results of analysis data from instruments were used in this study reflected that the use of online reading resources as a source of reading material has changed the reading habits of the learners, from conventional reading cultures into integrated the new technologies in reading process. There were 75% students already have got reading habit. It has significant increased than before. Besides that, online reading resources also provided positive changes for the learners who have low motivation in reading to be a fun reading activity. Having support from teacher, parents, and environment help the learners establish their reading habit. The significant reason of learners in getting the reading habit was to complete the task. The result implies that the learners expected to read more intensively to get better reading habit. In conclusion, online reading resources help the learners to complete their tasks, get more information, and to improve their reading skill.

Keywords : *Online Reading Resources, reading habit, EFL Learners*

Sumber Bacaan *Online* diantara Siswa yang Mempelajari Bahasa Inggris sebagai Bahasa Asing: Apakah Sumber Bacaan *Online* Meningkatkan Kebiasaan Membaca?

Abstrak

Tujuan dari penelitian ini adalah untuk menggambarkan kebiasaan membaca peserta didik yang memperelajari bahasa Inggris sebagai bahasa asing, faktor-faktor yang mempengaruhi kebiasaan membaca, dan dampak penggunaan sumber bacaan *online* dalam mempromosikan kebiasaan membaca siswa. 156 peserta didik di FKIP-Universitas Islam Riau terlibat sebagai peserta yang membaca dengan menggunakan sumber bacaan online. Penelitian ini menggunakan kuesioner, log bacaan, dan wawancara secara intensif untuk mengumpulkan data. Hasil analisis data dari instrumen yang digunakan dalam penelitian ini mencerminkan bahwa penggunaan sumber daya membaca *online* sebagai sumber bahan bacaan telah mengubah kebiasaan membaca siswa, dari budaya membaca konvensional menjadi terintegrasi teknologi baru dalam proses

membaca. Ada 75% siswa sudah memiliki kebiasaan membaca. Ini telah meningkat secara signifikan dari sebelumnya. Selain itu, sumber bacaan *online* juga memberikan perubahan positif bagi peserta didik yang memiliki motivasi rendah dalam membaca menjadi kegiatan membaca yang menyenangkan. Memiliki dukungan dari guru, orang tua, dan lingkungan membantu peserta didik membangun kebiasaan membaca mereka. Alasan signifikan peserta didik dalam mendapatkan kebiasaan membaca adalah untuk menyelesaikan tugas. Hasilnya menyiratkan bahwa peserta didik diharapkan membaca lebih intensif untuk mendapatkan kebiasaan membaca yang lebih baik. Sebagai kesimpulan, sumber bacaan *online* membantu peserta untuk menyelesaikan tugas mereka, mendapatkan lebih banyak informasi, dan untuk meningkatkan keterampilan membaca mereka.

Kata Kunci : *Sumber Bacaan Online, kebiasaan membaca, Pembelajar Bahasa Inggris sebagai Bahasa Asing*

1. INTRODUCTION

Reading habits is the activity of someone curiosity about something that related with information. (Palani, 2012), states that reading habit is a crucial and fundamental aspect for produce community in this world. It can figure out people and aid them to expand thinking methods, and produce new ideas. (Noor,2011) confirms that in a good learning environment, reading considered as the most important academic language skills for all second and foreign language learners. Learners acquire current information and become more skillful in their subjects by reading. According to (Loan, 2009), the crucial of reading by convincing the people with reading habits well is the place to expand their firmament and to enlarge their chance. In addition (Noor, 2011) states that reading is important in teaching how to protect with new knowledge in the technologically shifting and thriving world of today. But this reality difference when reading habit among people is not good. In line the results of a survey conducted by the International

Education Access (IEA, 2000), the ranking of quality Indonesian of children reading habit was 29th out of 31 countries studied in Asia, Africa, Europe and America. This fact shows that the quality index of human resources is still low. (Prasetyo, 2008) found that the percentage of Indonesian population aged over 10 tends to prefer watching television around 90% while the population who read magazines or newspapers only ranges 18%. In line (Akanda, Hoq, and Hasan,2013) found that students prefer to watch television; play games on computers, tablets, and X-box; and surf the web and social network, and not read. Related with this condition, it needs to encourage students to read more and intensively. (Wagner, 2002), (Shen, 2006) states that reading habit is measured by how much material be read, how often someone read and how long takes to read.

To realize the culture of reading, it takes a lot of reading material, reading source and the media used. Media provides convenience in learning process.

Media also has a role in sending messages from teachers to learners, stimulating the learning process, facilitating the learners in learning. Currently, the easy access of reading media such as digital used is a defiance for reading habits. It can give an extremely effect for learners who need information to learn. The learners feel pleasurable in using technology as learning media e.g. smart phones, tab, laptop that connected with internet than printed document. (Shen, 2006) states, it is a current issues for reading habits at which EFL learners choose internet-based reading than paper-based one. Further, internet enable people to learn something through swift process and hope the content in a brief and easy to gist format (Verma & Malviya, 2014).

Based on earlier statements, Internet as media and source of information needed by the EFL learners because it is a favorite tool today. Moreover, the numbers of these learners are increasing much because they can gain information easily through this media (Shahriza & Hasan, 2007). Mainly, the change of paper-based reading to internet-based or online reading resources based on learners' choice. They can have easy access to the source of information if they use online resources. For example, as learners, books are very important for them to have. However, today the way to get the information not only from printed version but it is done through accessing electronic book at which they can save and then it taken anywhere with ease (Akarsu & Dariyemez, 2014)".

Considering the explanation above, The study was generally concerned with finding out the

effectiveness of online reading resources to promote learners' reading habit. Nevertheless, little study conducted in term of investigating live experiences of the EFL teachers who apply online reading resources in learning reading process. Thus, this study focuses of the following questions proposed to investigate it; (1) How is the EFL learners reading habit? (2) What factors influence the EFL learners' reading habit? (3) What is the impact of online reading resources on learners EFL reading habit?

2. METHOD

This study uses descriptive qualitative approach. This study was carried out by formulating the problem, collecting the data, classifying, and explaining the result. It is in line with the purpose of this present study. The purpose was to investigate the participants' reading habit, factors in reading habit and the impact of online reading resources on reading habit.

Participant

This research was conducted on learners of FKIP-Islamic University of Riau. The present study involved 156 students consisted of four classes (104 females and 52 males). Considering the large of sample, the researcher only took 100 data from the learners answer to be analyzed.

Data Collection

To complete the study several steps were undertaken. Questionnaires, reading logs and interviews were used in this study. The same questionnaire has been tested before and after the learning process of online reading resources. The questionnaire has

tested its validity and reliability before giving it for the learners. The purpose of giving the questionnaire, to log the things, behavior, developments, and everything about the learners reading habits of FKIP-UIR. Reading logs were given in every meeting on learning reading process. In learning process, the teacher selected the kinds of reading topic to be access by the learners (e.g e-book, article, journal, online information, newspaper, magazine, and novel. This is to limit the media abuse by the learner). The aims of reading log to find out the learners activities during the process of teaching and learning by applying online reading resources. Further, the interviews are used to find out the opinions of students about the use of online reading resources in promoting their reading habits.

Data Analysis

Data analysis is done through the process of organizing and sorting data into patterns, categories, and basic description units. In checking the data used the technique of triangulation.(Hittleman and Simon 2002, p.183) explain that triangulation is a procedure for cross-validating information. It is a process of collecting information from several sources about the same event or behavior. The data compared one each other data. Researchers checked their findings by comparing them (Questionnaire, Reading log, And Interview).

3. FINDING AND DISCUSSION

Finding

In the preliminary study phase, a questionnaire was distributed to learners. It aims to describe the

learners reading habit before using online reading resources as media in reading. Questionnaire was given to 156 second semester learners, who appointed by researchers from four extensive reading classes. The questionnaire consisted five categories, each categories contained five questions; Reading frequency, Material of reading, Academic Reading, Motivation in reading, and Media used in reading. The results of the preliminary questionnaire analysis state that 87% of learners still have low reading habit.

The second questionnaire was distributed for the learners after applying online reading resources as media in learning reading process. The data analyzed by reducing and classifying in each categories/indicators. The first step was the researchers grouped the questionnaire data based on each indicator/categories, and find out the percentage of the average score of the learners' answers, and then the data was described according to the findings in the study. The data from each indicator of the questionnaire can be seen in the following recapitulation table:

Table. 1 Recapitulation of Learners Questionnaire

No	Categories	Question					Score	%
		1	2	3	4	5		
1	Frequency	77.2	68.0	72.4	72.6	84.8	375	75
2	Academic	79.6	88.6	72.4	67.2	88.0	395.8	79.2
3	Motivation	79.4	95.6	76.4	92.4	78.4	422.2	84.4
4	Material	73.8	73.8	73.2	87.2	73.6	381.6	76.3
5	Media	90.8	50.2	54.4	99.6	84.2	379.2	75.8

The above result showed that 75% students mostly accessed internet every day because it enables for them to get the information faster, and more conveniently. Definitely, they do not need to consume much time without getting what they want to know. Thus, by access internet, it can be considered as one of the way to obtain information instantly without spending much time on topics they do not want to explore. It is easily done by inserting keywords and the information available all at once. From the responses given by the learners through the questionnaire above, it can be concluded that in general reading habit of student have been well established when compared to their previous habits.

From the number of activities have done during online reading, learners did some techniques to do their activities in improving reading skills (academic reading) e.g. read all kinds of information and write the summary or key points of. Besides that the learners also did some strategies to explore the content of text, they are skimming and scanning were used during reading process. Connected text with the learners' knowledge and underline important information is other strategy used by the learners to get the information of the text. 79.2% learners did it.

The kind of students reading were included; newspapers, magazines, novels, and jurnal in level of sometimes. Meanwhile, e-book, article, and online information were frequently read. Particularly, it indicated that they had a purpose in reading. Hence, indirectly there was a relationship between learners' choice of reading materials and their reading purpose. As university learners, they chose textbooks and online

information as the materials they often read. In addition, respondent chose reading online information frequently because they liked to get fast and current information especially to work the task. In general 76.3% learners have read various online reading resources.

Motivation in reading is the important thing to promote reading habit. 84.4% learners felt that reading was very important for them. Another motivation arises for reading habit when the learners felt reading is more fun and enjoyable than playing and watching TV. The learners also realized that reading could increase their knowledge. In addition, encouragement from parents or the environment also helped learners to promote their reading habits. However, the highest motivation was they have to complete their assignments.

The last category is Media Used in Reading (media used as a source of reading). The learners really liked the internet as a media in getting reading resources. Online media are very attractive, ease to access anywhere and easy to use anytime. Learners felt more comfortable to read information through their smart phones or other digital sources.

Reading Log

To know learners' reading activities, researcher used reading log as a instrument that involve several indicators or categories. The indicators include: (1) writing the adress of article / journal / book being read, (2) the number of pages that have been read, (3) the time used to read, (4) summary of reading, (5) comment and reasons for the text. The

results of reading log data analysis can be described as follows:

After doing several exercises by using online reading resources, and filling out the reading log, the analysis found that, in the beginning mostly students were having difficulty in writing summary, they only copy the text, there were no sentences are the result of their understanding of what they read. Their summary was still long portion.

Further, in giving comments of the text, the learners gave comment have no a basis. In other word, they did not know what they want to say about the text that they read. Learners tend to write comments and give unfounded reasons so that many things that should be sharply commenting, it was not highlighted by them. They only comment about unimportant things of reading.

However, after doing some practices during reading process of reading subject by using online reading resources, the result showed the improvement. All of learner were able to write the address of the reading source, the other fact the learners have been capable to much read, the average number of the learners read in every meeting was 4-5 pages. It can be stated that any impact online reading resources on learners reading habit, considering before applying online reading, they only read approximately 1-2 pages. Based on reading log, the learner spends less time to read. They read 4-5 pages in 30 minutes. It indicated that they have habitual in reading. In summarize of text, mostly learners were able to write the good summary. The summary has been concise. It was written in their own word. The summary reflected the content of sources of text. In giving comment of

the text, the learners were able to give good comments for the text. Comment provided for the learners was correct, and the arguments given have discussed about important information from the text.

Interview

The interview had done for twenty learners who randomly selected by the researchers. The following is the results of interviews: the learners asked about her opinion of online reading resources (L1, L5)) stated:

"In my opinion, online reading resources is a good media easily accessible everywhere and very useful for me as a learner. Besides, it can help me to complete my task. I can work my task. I don't need to get my home to work my task. I can access easily anything I need by my digital tool.

Learners who use online reading resources as a reading media feel good because it can help to finish their assignments and easily accessible wherever and whenever they want .It is easily done by inserting keywords and the information available all at once. In line with (L1,L5), another learner (L3,L9) said:

I think online reading resources is a great medium for reading besides providing a lot of reading resources, it also presents the information that I need in working the task. It help me to like reading.

(L3,L9) believe that an online reading resource is one of the great media to improve their reading habit. They think online reading resources can help them doing the task easily.

Regarding to the frequency of learners reading and the types of material reading. (L7,15) said:

I spend my time to read around 1-2 hours every day. I read 2-3 article or online information. But if I have task I read 3-4 article at the time. Sometimes I read various types of reading to get some information.

(L11,17) said related with this question:

Easily access of reading resources by internet make me enjoy to reading. I spend my free time to read everything that I want. Actually I read much article for my homework. I also read some online information sometime.

Two learners' answers indicate that the learners need to read much article to complete their reading task. Sometime they spend their time to read online information. But it can be said that the learner have enjoyed in reading.

Related with motivation in reading, the learners (L22,L30) said:

My teacher asks me to read a lot. She give me and my classmate task in order to I and my friend read a lot both on campus and at home. Besides that my parents also facilitate me to be able to access the internet while doing assignments.

(L30, 36, L45)

My family always supports me to read more, to learn more. My parents facilitate me to access internet. Sometime my sister and my parents help me to find the material that I need, and we read together.

The learners believe that the motivation of teacher and family also explore their reading habits. The interview revealed that the motivation of teacher and family are influential reading habit of learners.

The results of this study show that the use of online reading resources in the learning process has changed the reading of learners' habits from traditional reading culture to the utilization of new technology into the reading process. In addition, online reading resources also provide positive changes to students who have low motivation in reading become a pleasant reading activity.

Analysis of reading log supports the finding of questionnaire. It shows that students spend more time reading by read 3-5 books a week, this shows that they have enjoyed reading activities when compared to the results of interviews conducted, from 10 learners were interviewed 14 people responded that

they read 5-7 types of reading text a week. While the results of the reading log analysis, learners are able to read two types of articles in a day in the form of exercises in class or in the form of assignments at home.

Other results from the learners' questionnaire show that learners prefer to use online reading media rather than printed document. In addition, mostly learner read to complete their task. By online reading resources learners found much variations of reading text. It can be said that after the use of online reading resources in learning reading process, the learners' reading habit has been formed and there is increasing great if compared than before.

Discussion

The results of the three instruments used in this study found several facts that stated on learners reading habits at Islamic University of Riau. The first fact, there is a change in the way of learners read from traditional reading to be utilization of technology, namely online reading resources by internet . The second, the choice of the types of reading, mostly learners prefer the articles. The themes of the selected article are social and educational article. The findings of the data indicate that learners choose article to be read due to relevance with their material. It is supported by (Tan, Ng, and Saw 2010), students are no longer interested in hardcopy printed material because of the availability of the varied, enormous amount of reading material and other activities online. Then the changes in reading habits also about learners level of reading still likes, it is not hobbies, but they feel enthusiasm and pleasure

in reading. (Nathanson, Pruslow, and Levitt, 2008), this liking is basically related to enthusiasm. As an enthusiasm, individuals who claim to like reading mean having a pleasant experience while doing these reading activities.

The changes of reading habits of learners are also caused by the use of internet technology which is currently media which very popular among the people, especially for learners. By using the website, learners can access several online reading resources, such as e-books, fiction or non-fiction, articles, journals, magazines, and others. (Hagood, 2003, p.387) emphasized, "new media and online reading are inseparable parts of people's daily lives today, it is necessary to begin to view them as a central aspect of education." The fact that the majority of internet users communicate online in English has made English learners realize the usefulness of learning the language to enable them to enter the digital world of computers with ease.

Implication

Concerning with the findings and discussion of this study, some implication for future reading development are proposed. The worse of people reading habit in Indonesia especially learners, cause the quality of human resources index is low. This case demands the learners to promote their reading habit to increase human qualities. Poor of people reading habit are decrecent presently caused by television, cell phones, videos, computer games and other negative ways of entertainment which play a contributory role to such worsen situation. By utilizing of online reading resources as a source of

reading media, it can reduce the negative use of online media for the learners. It can take into consideration as an implication of application online reading resources contribute to develop learners' critical thinking capabilities as well as supporting them to have imaginative strength.

4. CONCLUSION

As described in this article, the transformation of learners' interest in reading from the paper version to the digital version. They choose online device to read information every day. It can be seen by the time that they spend to access the internet, around four to five hours every day. By applying technology in process of learning, it can be a consideration for lecturers to keep connection with their learners. But realizing the plentiful use of the internet as part of technological progress, lecturers must explain what is done or not when students search the information. These activities have to be done by the lecturer to increase the effectiveness of using the internet as a media of reading among learners.

Reading habits can develop the involvement of important components, start from the learners, educators, librarians, figures, and the community. Without collaboration among these components, reading has never been part of culture. However, if taken seriously and fully supported can bring a good impact to bring reading not only as a habit but also culture, especially in the Faculty of Teacher Training and Education in the Islamic University of Riau in Indonesia.

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