

## THE ELEVENTH GRADE STUDENTS' READING HABIT

**Nanda Aprilia**

Universitas Negeri Malang, Malang  
nanda.april060@gmail.com

**Abstract:** Reading habits help students to be prepared for wider aspects of life since books are the storehouse of knowledge. Yet, the mindset of reading only as a hobby is still often heard among English as a Foreign Language (EFL) students in Indonesia. This becomes an excuse for those who do not want to read since reading is not their hobby. This study was intended to investigate English reading habits of EFL students. A mixed-method design was carried out using a questionnaire and a follow-up interview guide. The questionnaire was distributed to 203 eleventh grade students in a public senior high school in Purwosari, Pasuruan, East Java, Indonesia. The findings showed that the majority of the EFL eleventh grade students did not indicate good English reading habits. Despite, most of the students considered reading English as an interesting and beneficial activity which was usually done in their spare time. Moreover, they indicated several problems that made them prefer to read in their first language which was mainly related to being unaccustomed to reading English materials at an early age. This study has initiated the need for parents and teachers to establish a good and serene reading environment that can encourage good English reading habits for the students.

**Keywords:** *reading, English reading habits, eleventh grade students, EFL students*

In this era, reading becomes something essential that cannot be separated in life. Reading provides opportunities to broaden the horizon of knowledge and gain a deeper understanding of the knowledge one has. Reading is a process of grasping the meaning of the written text. People can read to obtain information or to verify existing knowledge. Reading aims to correlate the ideas we get in the text and the ideas that we have already known. Besides, according to Chettri & Rout (2013), reading opens the doors to treasures of knowledge. Reading is also essential for students, in general, to face new knowledge in a changing world (Iftanti, 2012). "A good reading habit is necessary for healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency" (Chettri & Rout, 2013). Moreover, reading is fundamental to effective learning for students to perform well in their academic pursuits (Daniel et al., 2017). This is in line with Chettri and Rout (2013) who state that the success and failure of academic life rely on reading ability which is similar to Balan et al. (2019) who reveals that by establishing reading habits, students can develop their critical reasoning skills and eventually have better academic results.

Regarding the importance of reading, Iftanti (2012) states that it is indispensable that students who learn English as their foreign language set up good English reading habits. Apart from being very involved, they also greatly advantage from English reading practices (Iftanti, 2012). English reading practices help EFL students to learn many things such as enhance their knowledge from a lot of literature, enrich their vocabulary, and help them in their academic pursuits. Furthermore, Iftanti (2012) explains that good reading habits in English of EFL students are interpreted as the desirable repetitive reading behaviour that becomes second nature to EFL students.

According to Launder (in Alwasilah, 2013), in Indonesia, the status of English as a foreign language was declared in 1955 in a teacher trainer conference. Nowadays, students in Indonesia are taught the English language from junior high school until senior high school. However, it does not guarantee that most of the EFL students indicate good English reading habits. The finding of Yusuf and Sewoyo (in Heriansyah, 2016) has shown that senior high school graduates' competence in English is still far from being adequate. Iftanti (2012) states that most of the EFL students do not indicate good English reading habits. Indonesian students consider reading as a hobby, which becomes an excuse for those who do not want to read since reading is not their hobby (Ramadhani, 2019). The results of Iftanti's (2012) study revealed that students did not understand the content of the text in English and that many unfamiliar words interrupted reading comprehension. Meanwhile, without mastering English, a person may have difficulty competing with others globally (Rokhyati, 2013). This means that students need to learn English outside class hours. One of the best solutions to overcome this problem is to establish the reading habits of the students. By having reading habits, students are able to expand their knowledge so as it is important for students who learn English as their foreign language to set up good English reading habits.

Regarding that problem, the Indonesian government made a program namely School Literacy Movement as stated in the Decree of the Minister of Education and Culture Number 23 of 2015 (Sari, 2018). School Literacy Movement aims to foster students' reading interests and improve students' reading skills so that students can master knowledge better. The concept of literacy in education is actually inseparable from the concept of pedagogical art, multiple science, and multiple intelligences, which are proven to provide added value in increasing the effectiveness of the learning environment for students (Sari, 2018). This program is implemented by schools in Indonesia, including a state senior high school named SMAN 1 Purwosari, which was the research setting. At SMAN 1 Purwosari, students have to do a reading activity for around 15 minutes every morning before the class begins. The topic that the students read depends on the students' preference; however, the general topic is given and stated in the schedule. For instance, today's topic is biology. This means students should read anything about biology. Then, on the following day, the topic is English. Then, the students have to read anything intertwined with English. This also applies to other lessons on different days. Noor (2011) contends that "when students read frequently, they expand their vocabulary and world knowledge while simultaneously enhance their reading skills and strategies".

Reading habits can develop the students' language competence and expand students' knowledge in various subjects of learning. Moreover, as it is stated previously EFL senior high school graduates' competence in English is still far from being adequate, one of the reasons is reading English practices was not their habitual activity (Iftanti, 2012). Thus, this study tries to investigate the reading habits of EFL eleventh grade students at SMAN 1 Purwosari. Eleventh-grade students of senior high school are the middle grade in senior high school. At this stage, students prepare themselves for the twelfth grade and all performance empowers students to make better decisions about the direction students would like to take when they finish high school. Therefore, at this stage, reading habits help students to be prepared for the broader aspects of life.

Some previous studies have been conducted to investigate reading habits involving EFL college students (Iftanti, 2012; Putra, 2018). Some others carried out the research involving EFL senior high school students to find out the effect of reading habit towards reading comprehension (Suhana & Haryudin, 2017; Mu'awana, 2018), correlations among reading habit, vocabulary mastery, and reading comprehension (Lusianah, 2017), also the influence of online reading habit on reading achievement (Yuliani & Barokah, 2017).

However, studies investigating EFL senior high school students, especially eleventh-grade students' reading habits in terms of students' attitude toward reading, reasons for reading, reading preference of students, and students' frequency of reading, particularly focus on the factors caused students to prefer reading in English or Indonesian and the students' difficulty in reading foreign language are still rare. Understanding the readers' attitudes is essential since it may affect the level of ability achieved by students through factors such as engagement and practice (Akbari et al., 2017). Muchtar (2015) also indicates that one of the problems students face today is not reading ability but a lack of interest or attitude, indifference, or resistance to reading. Meanwhile, knowing reading preferences is also important to consider the interests and needs of students (Aytas, in Aydın & Ayrancı, 2018). This is intertwined with the reasons for reading of the students in which reading preferences refer to the reasons the students read. Understanding students' interests and exposure to literacy may help teachers to teach appropriately (Flynn, 2016). Besides, it also plays an important role in the reader's motivation, interest, and comprehension (Knutson in Cheon & Ma, 2014). Furthermore, the frequency of reading indicates that someone has a high interest in reading or not (Mustika, 2017). It is in the light of this that it has turned out to be important to carry out this study to bridge the gap by investigating the English reading habits of EFL students, particularly EFL senior high school students in terms of students' attitude toward reading, reasons for reading, reading preference of students, and students' frequency of reading based on the theory of Gaona and González (2011). The result of this study is expected to be used to help the students to have better reading habits that may have an effect on their academic achievement even their future careers.

## **METHOD**

This study utilized a mixed-method approach which provided greater depth to examine the subject by using two or more stages of analysis or data collection in the same study (Green, Krayder, & Mayer, 2005; Creswell & Plano Clark, 2007; Given, 2008:526 in Kazazoğlu, 2020). In collecting the data, the researchers used quantitative and qualitative approach. The quantitative research was carried out through a survey research design and the qualitative was carried out through an interview. This research was carried out at a public senior high school in Purwosari. This school is one of the schools in Indonesia that implements the School Literacy Movement program. Even though the program has not been implemented by all teachers, one of the English teachers had already implemented the habit of reading in different way. Furthermore, as the result of asking the librarian, only several number students used to read or borrow English books from the library. As a matter of fact, the library also provides English materials for learning English such as grammar books to borrow but the students would do it only if their teacher asked them to.

The populations of this study were the eleventh grade students. The researchers employed a convenience sampling technique (Creswell, 2012). Two hundred and three (203) participants from the total population of four hundred and fourteen (414) are willing and available to be studied in a survey research. Meanwhile, the interview was conducted

with ten participants from the survey pool. This number of participants was taken by considering Morse (in Omona, 2013) who suggests that “qualitative researchers use at least six participants in investigations”.

To collect the data, the researchers used a close-ended online questionnaire. The researchers adapted Putra's (2018) questionnaire that focuses on students' attitude toward reading, reasons for reading, reading preference of students, and students' frequency of reading since Putra's questionnaire used elements based on the theory of Gaona and González (2011) and this was used by many research focusing on reading habits. The modified indicators which were done in this instrument are, first, the researchers changed some indicators into more specific such as time spend for reading in a week into in a day and the amount of books read in a month into in a week. Besides, the researchers changed the placement of the indicator types of reading materials from the general attitudes toward reading into students' preference of reading based on Bouchamma et al. (2013) in which types of reading materials involved in preference of reading. The questionnaire consists of a Likert scale or a response scale in which respondents had to specify their level of agreement to a statement in four (4) points, strongly agree, agree, disagree, and strongly disagree.

To obtain the qualitative data, the researchers conducted follow-up interviews by using interview guide with ten participants from the survey pool to probe students' English reading habits more deeply and to explore further specific data. The choice was based on the participants' response to the items in the questionnaire. Those who strongly agreed, agreed, disagreed, and strongly disagreed to a particular item were recorded and one participant of each category was chosen to represent the 'strongly agree group', 'agree' group, etc. This procedure was also done to other items. Altogether there were ten (10) potential participants to be interviewed. Another consideration was the prospective participants' willingness to be interviewed. The ten participants were asked whether or not they would be willing to be interviewed. They responded positively and agreed to give more information on the interview by using WhatsApp. The interview guide was revised based on the feedbacks and suggestions by the expert. The instruments validity was ensured through expert validation by an ELE lecturer whose expertise is in reading course. The questionnaire reliability was tested, which then showed Cronbach Alpha value .888 which means that the reliability is considered very good level (Ursachi et al., 2015).

In analyzing the quantitative data from the questionnaire, the researchers involved descriptive statistics focusing on the frequencies and the percentages of each item. Meanwhile, in analyzing the qualitative data from the interview responses, the researchers divided the items into different categories then divided the categories into different themes as needed based on comparison with other comments in that category to ensure consistency and alignment (Gredler, 2016), also to provide a more detailed of one particular theme within the data.

## FINDINGS AND DISCUSSION

The results have led to answer the research question in which the majority of EFL eleventh grade students indicate that they do not have good English reading habits. This is because they do not read English every day and read only one or two English reading materials in a week. However, most of them have positive beliefs that reading English is beneficial and important.

**Table 1**  
*Students' Attitudes Toward Reading*

No.	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1.	I consider myself as someone who likes reading.	40 (19.7%)	116 (57.1%)	43 (21.2%)	4 (2%)
2.	I like to read English reading materials in my leisure time.	22 (10.8%)	88 (43.3%)	72 (35.5%)	21 (10.3%)
3.	Besides textbooks, I also read other English reading books.	20 (9.9%)	80 (39.4%)	85 (41.9%)	18 (8.9%)
4.	I think reading English reading materials is an interesting activity.	42 (20.7%)	107 (52.7%)	44 (21.7%)	10 (4.9%)
5.	I think reading English reading materials is an important activity.	80 (39.4%)	97 (47.8%)	22 (10.8%)	4 (2%)
6.	The appearance of books (thickness, book cover, font shape, book title, etc.) influenced me in choosing English books.	131 (64.5%)	53 (26.1%)	15 (7.4%)	4 (2%)

### Students' Motivation Related Factors

Reading is an interesting activity that may bring the readers to places where they would never be able to visit, such as the past or an imaginary world. This activity gives readers insight into the way of thinking of other people from different countries, cultures, social classes, and different brains work. Some students addressed during the interview that reading English is an interesting and beneficial activity. Students can learn how to pronounce new vocabulary and accents,

develop English skills, as well as enrich their English vocabulary. Reading English also provides a chance to be able to communicate with people all over the world and give them entertainment. Besides, as a result of English is an international language, students may expand their knowledge. "I love learning accents. By reading English, I am able to learn how to pronounce new English vocabulary by searching on Google then practice it by reading aloud" (Student 4). This study discovered reading English is an interesting activity that helps students to learn pronunciation by reading aloud new vocabulary. This result leads to similar conclusion where Ocvika (2017) discovered that the reading aloud technique is one way that can be used in learning pronunciation since it can develop students' pronunciation. Besides, it helps to understand the world in which students are able to communicate with people from other countries and know what is going on abroad. With various technological advances in news delivery, people have much more flexible and rich media environments (Yadamsuren & Erdelez, 2011). This makes it easier for people from any part of the world to find out news that is happening in other countries, as long as they understand English which is an international language.

**The Difficulty due to the Lack of Vocabulary**

This study also discovered the lack of vocabulary causes students difficult to comprehend the content of the books which affects the unpleasant feeling towards reading. "I find it difficult to comprehend the meaning because there are many words I don't understand" (Student 1). This is similar to Hidayati (2018) that discovered 79% of the participants found it difficult in understanding the context of the text. The difficulty caused by the lack of vocabulary also tends to affect the students' lack of interest in reading. This is supported by the finding of Ullah and Fatema (2013) in which 46% and 47% of the participants strongly agreed and agreed respectively on the points that the students' lack of vocabulary and knowledge of structure was responsible for their lack of motivation in the reading class.

**Aspects of Book Selection Based on Appearance**

Reading interest is influenced by many factors including the role of the books' appearance or design. Regarding this matter, this study found the books' appearance influenced them in choosing English books. From the interview, students revealed their reasons on why the books' appearance influenced them in choosing books, one of which is the attractive cover and title make them curious and want to read it. The font size, the book thickness, the genre, and the language used also influence them in choosing book. Other students gave their answers by linking the attractive cover and the contents of the book which the contents of the book can be known from the synopsis presented on the back cover. "I like books that are not thick because for me thick books are boring. The font size that I like is not too small because it can be unclear and can hurt the eyes. Another factor is that the language should not be too difficult and understandable" (Student 2).

This found evidence for Daniel et al. (2017) that stated the characteristics of a book (thickness, font size, illustrations, etc.) affect reading preference. Attractive cover design can attract students and make them feel curious as well as want to read the book. This finding corroborates d'Astous et al. (in Birdi & Ford, 2018) that stated an attractive book cover would be more likely to stimulate readers' interest in choosing a book. Concerning this topic, an attractive cover should represent the contents of the book, one of which is by adding a synopsis that is presented on the back cover. This result confirms the finding of Gibson (2011) that discovered "Students are highly interested in the front cover of books and back-of-the-book summaries". Furthermore, the thickness and the font shape also influence students' choices. This is in line with the findings from the studies conducted by Edmunds and Bauserman (2006), Haynes and Richgels (1992), Stieve and Schoen (2006), also Swartz and Hendricks (2000) that revealed personal interests, authors, genres, and titles influence students' literature choices (Gibson, 2011).

**Table 2**  
*Reasons for Reading*

No.	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1.	I read English reading materials for learning	81 (39.9%)	96 (47.3%)	26 (12.8%)	0
2.	I read English reading materials for pleasure	38 (18.7%)	90 (44.3%)	64 (31.5%)	11 (5.4%)
3.	Reading English reading materials may increase my knowledge.	122 (60.1%)	75 (36.9%)	6 (3%)	0
4.	Reading English reading materials makes me think critically.	60 (29.6%)	102 (50.2%)	36 (17.7%)	5 (2.5%)
5.	Reading English reading materials will contribute to my success in doing exams/tests.	98 (48.3%)	89 (43.8%)	14 (6.9%)	2 (1%)

6.	Reading English reading materials develops my imaginary world.	59 (29.1%)	89 (43.8%)	52 (25.6%)	3 (1.5%)
7.	Reading English reading materials enables me to express my feelings.	46 (22.7%)	93 (45.8%)	55 (27.1%)	9 (4.4%)
8.	Reading English reading materials may improve my vocabulary understanding.	115 (56.7%)	79 (38.9%)	9 (4.4%)	0
9.	Reading English reading materials helps me in speaking and writing.	115 (56.7%)	78 (38.4%)	7 (3.4%)	3 (1.5%)

### Reading Helps Facilitate and Understand the Meaning of the Questions

Reading is an essential activity that positively influences students' academic outcomes (Balan et al., 2019). This study discovered reading English contributes to students' success in doing exams/tests in which it makes them easier to comprehend the questions. The students addressed the contribution of reading English to the success in doing exams/tests, that is makes them easier to work on and comprehend the meaning of the questions. "If you can understand the basics in English and understand some words from what you have read, it will make it easier to work on and understand the meaning of the questions" (Student 3). This result is supported by Whitten et al. (2016), "Students who engage in pleasure reading experienced marginal average increases of .11% in English". A study conducted by Putra (2018) also discovered that students believed reading has a lot of advantages in their lives such as reading positively affected their academic performance during exams and developed their mental thinking. Furthermore, reading comprehension is important for students so as students are not just merely reading words but are able to derive meaning from the written words to get thoughts and ideas. This led students to understand the questions of the exams/tests quickly so as contributed to their academic success, as showed in this study that discovered reading English can enrich vocabulary in which it may help students to take exams/tests easily.

However, sometimes the language used in the exams/tests is more difficult than the language used in English readings found on the internet such as short stories that allow the readers to picture in their mind the images that the writer 'painted'. Four students stated some reasons why reading English does not contribute to their success in doing exams/tests, namely the difference in sentence pattern, the difference in language used, and the lack of understanding of the sentence structure. "English reading materials on the internet do not use formal language while the language either taught in schools or used in tests is formal" (Student 4). Tobias (in Rachman, 2018) stated that "reading for interest topics are easier than other topics for readers". The difficulty in understanding the meaning of the questions is also influenced by the lack of vocabulary. The result provides evidence to the Lusianah's finding (2017) that discovered there was a significant correlation between reading habits to reading comprehension achievement and vocabulary mastery to reading comprehension achievement.

### Correct Written Texts

In order to communicate properly in both spoken and written form, students need to get a lot of exposure from reading activities. Balan et al. (2019) stated that reading was found to influence students' knowledge acquisition, world views, and skill in speaking and writing English. Concerning this problem, this study discovered that reading English makes students easier to string words, understand sentence structure, and know how to write properly. Students reported that they benefited from reading activity towards their writing skills. Reading makes students easier in writing such as to string words, spelling the words, and finding vocabulary for sentences. "By reading English texts, we can better understand how to write English, such as the sentence structure" (Student 6). This result is supported by Linuwih and Winardi's (2020) finding in which the students who read constantly will be able to write well because they understand how to write. Besides, reading English helps students obtained new vocabulary which uses in writing. This corroborates Linuwih and Winardi's (2020) finding that stated "During the writing process, the students easily recall their memory in terms of words or vocabulary, grammar in use, and also the comprehension they have read".

### Streamlining Speaking

Despite helps students in writing skills, vocabulary also increases students' speaking ability in which students can increase vocabulary, getting familiar with the words, also being accustomed to speaking in English. "If we often read English books, our tongue will indirectly get used to English" (Student 3). This result found evidence for Aprilia and Lukita (2019) that revealed that there was a high and significant correlation between reading and speaking skills in which reading provides students with a lot of vocabulary that will help them deliver meaning in conversation. However, two students reported that they experienced difficulty in learning pronunciation and spelling simultaneously through reading.

"Unable to learn how to pronounce that is connected to the way it is written, so when I listen to English words, sometimes I write incorrect spelling" (Student 5).

**Table 3**  
*Preferred Language and Forms of English Reading Materials*

No.	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1.	I prefer reading in English to reading in Indonesian.	7 (3.4%)	35 (17.2)	129 (63.5%)	32 (15.8%)
2.	I like reading English reading materials in digital form (e-books, online newspapers, online articles, etc.).	48 (23.6%)	93 (45.8%)	47 (23.2%)	15 (7.4%)
3.	I like to read English reading materials in printed version.	26 (12.8%)	97 (47.8%)	72 (35.5%)	8 (3.9%)

**Language Selection Factors**

Besides having benefits in speaking and writing skills, reading paves the worldwide avenues for knowledge that is not accessible to non-readers. Meanwhile, the insights that can be accessed from all over the world are using English. This creates special attention for non-native English-speaking countries where English is not their vernacular. In this study, the majority of the students preferred reading in Indonesian to English. This result is supported by the finding of Noor (2011) where the reading materials that EFL learners read for pleasure were their first language. It means that Indonesian students do not frequently read in English. Since English is not their colloquial language, it becomes the main reason for them. This issue may be due to the undeveloped culture of reading English from an early age experienced by many students. In the meantime, children who have an early start can develop and maintain some excellence in several areas of language (Cameron and Arifin, 2018) so an undeveloped culture of reading English may make students less vocabulary which led them to have difficulty in understanding English reading materials.

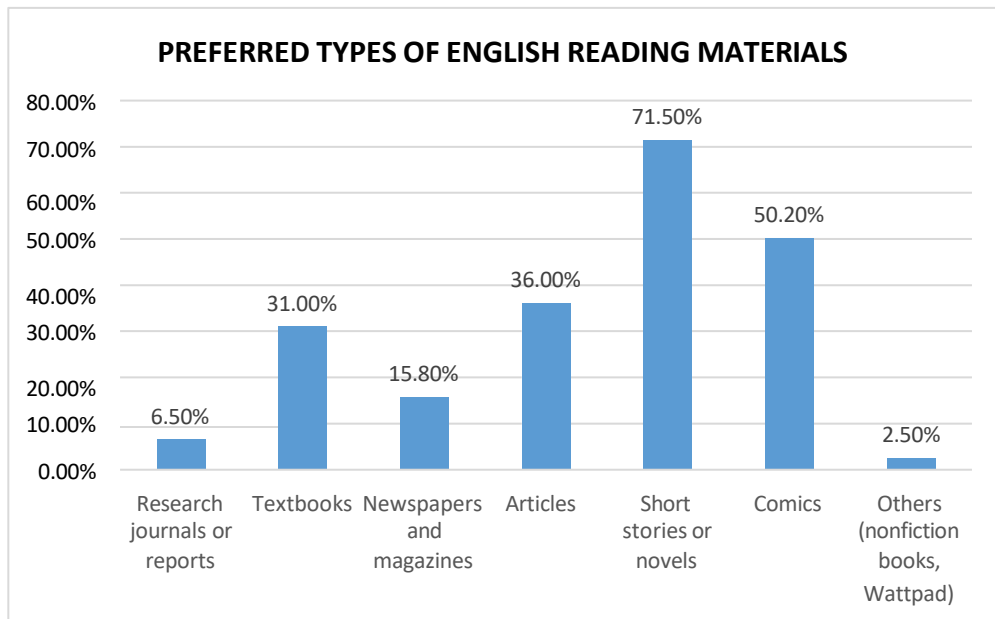
Despite the undeveloped culture of reading English experienced by most students, this study also found some factors that made the rest of the students preferred English to Indonesian, namely being motivated to learn English and accustomed to being familiar with English since childhood. "Because since childhood I was used to reading Indonesian so I am not used to using English when reading" (Student 5). This result conforms that was claimed by Namaziandost et al. (2019), that the material that slightly above the competency of students can trigger students' motivation in which the motivation expressed as an urge to understand or find out more. Despite there were students who were used to reading Indonesian, there were also students who were accustomed to read in English. "Reading English helps me improve my vocabulary. In addition, since childhood I have been accustomed to being familiar with English" (Student 7).

**Reading Form Factors**

Growing up in the era of technology has its advantages, not least in the world of education. Technological advances seem to have opened up a completely different world of how information is perceived. This can be seen from the form of digital reading which has traditionally been available in paper form. Regarding the convenience of using the book, this study discovered that most of the students preferred digital to the printed version. One of the reasons is digital is more practical. This result is similar to those were found by Millar and Schrier (2015) which stated students preferring digital to print because of its convenience, price, and weight. Regarding the price, this study also found that students have difficulty in buying books due to they have to pay a fee. In addition, in terms of the number of readings, the digital form of reading is easily accessible. This result in accordance with the finding of Iftanti (in Putra, 2018) whereby the accessibility of the internet contributes to the development of the EFL students' good English reading habits.

Nonetheless, printed books have their advantages, one of which is students easier to take notes of what they have read which is then easier to reread. This conforms to what was claimed by Millar and Schrier (2015), "Students appreciate that with printed textbooks they can go back and look at their notes and highlighted sections of the book after a course has ended as some like to keep their textbooks". Besides, in terms of eyesight, reading in digital form makes students' eyes tired more quickly. This is supported by Fernandez (in Millar & Schrier, 2015), "Most library users will typically want to avoid eye strain from looking at a computer monitor and prefer turning pages than scrolling down screens".

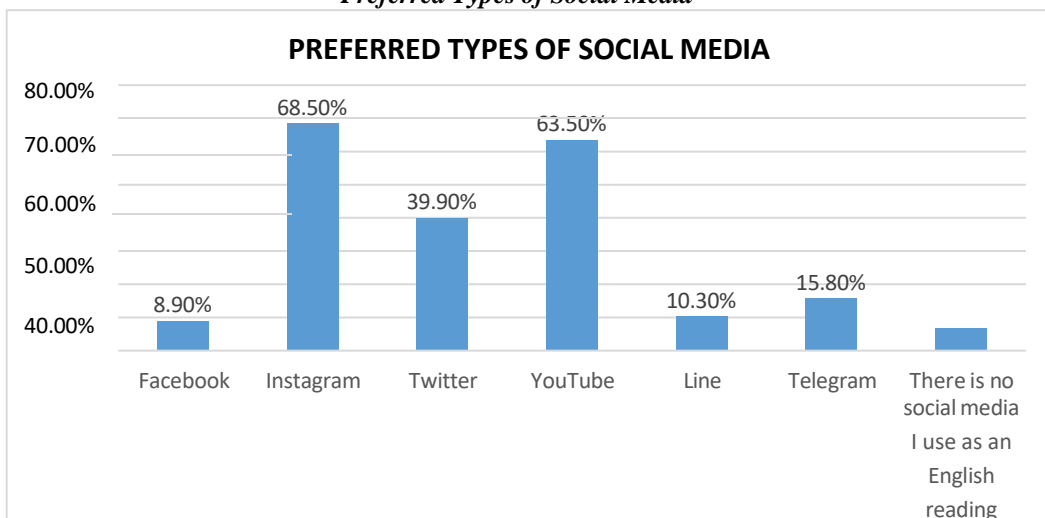
**Figure 1**  
*Preferred Types of English Reading Materials*



**Types of English Reading Materials**

Numerous studies have asserted that a person's preferred reading material has a major impact on their enthusiasm in reading. Students may be inspired to start "reading" if they have an interest in particular subjects or themes. Thus, it is crucial to consider the reading selections made by the students. When it came to English reading materials, most of the students in this study said that they favored novels or short stories. The ability for kids to escape into other worlds and discover various cultures, viewpoints, and lifestyles is one of the most potent advantages of reading fiction to them. Their perspectives will be widened, their tolerance will grow, and a love of learning will be fostered by this experience. "I usually read novels. I also read articles, but I prefer reading novels to articles because it is more fun" (Student 4). Through literary works, children also learn about abstract concepts such as kindness, sharing, love, and being helpful, which eventually contribute to the development of their personalities (Uzuner Yurt, 2014). However, the other preferred type of English reading material is non-fiction. This includes research journals or reports, articles, newspapers, magazines, and textbooks. Several students admitted that they usually read different types of articles such as health articles related to psychology, cooking articles, and sports articles. "I am looking for simple reading materials and I like reading articles about cooking. Because apart from being able to learn English, I also learned how to cook" (Student 2).

**Figure 2**  
*Preferred Types of Social Media*



### **English Skills Improvement through Social Media**

Despite the increasingly sophisticated technology that influences English language skills, social media also has its role to improve students' English skills. Social media has become a place where young generations in the millennial era usually utilize for various purposes. This study shows that social media has become one of the English reading sources by the majority of the students. Students addressed the importance of social media as an English reading source in which students learn how to behave politely, how to live a healthy life, and in terms of academic. Five students reported reading through social media helps them to practice English skills as a result of getting used to reading and listening in English. Also, social media can be a means to communicate with foreign friends. Besides, four students stated that this activity contributes to improving vocabulary as well as learning a lot about the word order and word type use in English. "From the frequent reading of English subtitles on YouTube, it has quite a lot of influence because I can learn to know English words without having to look at the text or subtitles to know what is being said" (Student 3).

Furthermore, in social media, it is possible if we coincidentally find English articles. A similar conclusion was revealed by Erzad and Suciati (2018) where various articles or papers are shared through social media can be a means for students. In addition, it gives a chance for students to communicate with foreign people, learn sentence structure and word order, improve pronunciation and learning accent, also be accustomed to watching or listening to native speakers. This is similar to what is stated in Erzad and Suciati's study, "The useful one is being able to find and know the way native speakers using the English language". Furthermore, frequent use of social media as an English reading source makes students accustomed to seeing English vocabulary in which they can access every time and everywhere. This supports the finding of Erzad and Suciati that stated "By accessing the social media, students can practice English every time and everywhere".

### **CONCLUSION AND RECOMMENDATION**

Reflecting on the research findings, it can be concluded that the majority of the EFL eleventh grade students at SMAN 1 Purwosari did not indicate good English reading habits since the majority of the students do not read English every day and read only one or two English reading materials in a week. However, most of them showed positive attitudes toward reading. This study also discovered several problems that make EFL students prefer to read in their first language, one of which is the undeveloped culture of reading English from an early age which makes them accustomed to reading in their mother tongue rather than in English. Besides, a limited supply of English printed books also influences them to read Indonesian materials rather than English. This study further discovered several factors that caused students to like reading, including enriching vocabulary, learning sentence structure, as well as practicing and developing English skills. This study also revealed that although students have many types of English reading sources, most of them only read textbooks.

Based on the findings of the study, the researchers recommend that students should be motivated and encouraged to read different English resources other than their textbooks thereby being exposed to a different and broader view of knowledge to help students in their reading habits. Besides, by developing good reading habits, students will also be able to have better speaking skills. In addition, since reading habits are the product of repeated reading practices developed both at home and school, it is necessary for parents and teachers to establish a good and serene reading environment that can encourage good English reading habits for the students. Parents also should monitor the misuse of social media, so that students will be careful about using it for educational purposes. Furthermore, regarding the lack of vocabulary experienced by many students that causes students not to have good English reading habits, English teachers are suggested to make an innovation of activity that helps students to enrich their vocabulary. Additionally, regarding the findings of this study, the implementation of the School Literacy Movement is still not effective. The school is suggested to implement more reading activities such as to assign a scheduled reading session to the students to read English reading materials to help the School Literacy Movement policy becoming more effective.

This study has shed an understanding of the factors that cause Indonesian preference over English. It would be interesting if future researchers conduct an in- depth study on children reading English since an early age, which would affect the reading habits of the EFL students. Future research may also include studying more diverse populations to ensure the generalizability of the results.

### **REFERENCES**

- Akbari, H., Ghonsooly, B., Ghazanfari, M., & Shahriari, H. (2017). Attitude toward reading: L1 or L2 or both. *SAGE Open*, 7(3), 1–10. <https://doi.org/10.1177/2158244017717303>
- Alwasilah, A. C. (2013). Policy on Foreign Language Education in Indonesia. *International Journal of Education*, 7(1), 1–19. <https://doi.org/10.17509/ije.v7i1.5302>
- Ameyaw, S. K., & Anto, S. K. (2019). Read or perish: Reading habit among students and its effect on academic performance: A case study of Eastbank Senior High School-Accra. *Library Philosophy and Practice*, 2019.



- Aprilia, N. R., & Lukita, M. L. (2019). Correlational Study Between the Improvement of Reading Achievement and Student' Speaking Skill at The First Grade of SMAN 1 Rawamerta Karawang. *PROJECT (Professional Journal of English Education)*, 2(5), 656. <https://doi.org/10.22460/project.v2i5.p656-664>.
- Arifin, M. N. (2018). Teaching Speaking Skills in the Young Learners' Classroom. *English Language Teaching for Young Learners*, 1–9.
- Aydm, G., & Ayrancı, B. B. (2018). Reading Preferences of Middle School Students. *World Journal of Education*, 8(2), 127. <https://doi.org/10.5430/wje.v8n2p127>.
- Balan, S., Katenga, J. E., & Simon, A. (2019). Reading Habits and Their Influence on Academic Achievement Among Students at Asia Pacific International University. *7(1)*, 1490–1516. <https://doi.org/10.35974/isc.v7i1.928>.
- Birdi, B., & Ford, N. (2018). Towards a New Sociological Model of Fiction Reading. *Journal of the Association for Information Science and Technology*, 69(11), 1921–1303. <https://doi.org/10.1002/asi.24053>.
- Bouchamma, Y., Poulin, V., Basque, M., & Ruel, C. (2013). Impact of Students' Reading Preferences on Reading Achievement. *Creative Education*, 04(08), 484–491. <https://doi.org/10.4236/ce.2013.48070>.
- Cheon, H. J., & Ma, J. H. (2014). The Effects of Reading Purpose on Reading Comprehension and Perceived Difficulty. *English Teaching*, 69(2), 51–69.
- Chettri, K., & Rout, S. K. (2013). Reading Habits - An Overview. *IOSR Journal Of Humanities And Social Science*, 14(6), 13–17. <https://doi.org/10.9790/0837-01461317>.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (P. A. Smith, C. Robb, & M. Buchholtz (eds.); 4th ed.). Pearson Education, Inc.
- Daniel, O. C., Esoname, S. R., Chima, O.-O. D., & Udoaku, O. S. (2017). Effect of Reading Habits on the Academic Performance of Students: A Case Study of the Students of Afe Babalola University, Ado-Ekiti, Ekiti State. *Teacher Education and Curriculum Studies*, 2(5), 74. <https://doi.org/10.11648/j.tecs.20170205.13>.
- Erzad, A. M., & Suciati. (2018). Social Media for Improving Students' English Quality in Millennial Era. *Jurnal Edulingua*, 5(1).
- Fadilah, A. E., Anugerahwati, M., & Prayogo, J. A. (2017). Efl Students' Preferences for Oral Corrective Feedback in Speaking Instruction. *Jurnal Pendidikan Humaniora*, 5(2), 76–87. <https://doi.org/10.17977/um030v5i22017p076>.
- Flynn, K. O. (2016). Students' Reading Interests Impact on Reading Comprehension Abilities How has open access to Fisher Digital Publications benefited you? Students' Reading Interests Impact on Reading Comprehension Abilities [St. John Fisher College. New York, United States]. [https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1330&context=education\\_ETD\\_masters](https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1330&context=education_ETD_masters).
- Gaona, J. C. G., & González, E. R. V. (2011). Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students. *Revista De La Educación Superior*, 1(157), 55–57.
- Gibson, B. L. (2011). The Impact of Physical Features on The Book Selection Process of Fourth and Eighth Graders (Issue May) [Graduate College of Bowling Green State University Huron, Ohio]. [https://etd.ohiolink.edu/apexprod/rws\\_etd/send\\_file/send?accession=bgsu1300468939&disposition=inline](https://etd.ohiolink.edu/apexprod/rws_etd/send_file/send?accession=bgsu1300468939&disposition=inline).
- Gredler, J. J. (2016). Postsecondary Online Students' Preferences for Instructor Feedback. *Walden Dissertations and Doctoral Studies*, 30(2), 1–182. <http://scholarworks.waldenu.edu/dissertations/2538>.
- Heriansyah, H. (2016). Speaking Problems Faced by The English Department Students of Syiah Kuala University. *Lingua Didaktika*, 6(1), 64–75.
- Hidayati, D. (2018). Students Difficulties in Reading Comprehension at The First Grade of SMAN 1 Darussalam [Ar-Raniry State Islamic University, Banda Aceh]. [https://repository.ar-raniry.ac.id/id/eprint/2865/1/DASRUL\\_HIDAYATI.pdf](https://repository.ar-raniry.ac.id/id/eprint/2865/1/DASRUL_HIDAYATI.pdf).
- Iftanti, E. (2012). A Survey of the English Reading Habits of EFL students in Indonesia. *TEFLIN Journal*, 23(2), 149–164. <http://www.teflin.org/journal/index.php/teflin/article/view/298/244>.

- Kazazoğlu, S. (2020). Is printed-text the best choice? A mixed-method case study on reading comprehension. *Journal of Language and Linguistic Studies*, 16(1), 458–473. <https://doi.org/10.17263/JLLS.712879>.
- Linuwih, E. R., & Winardi, Y. K. (2020). The Influence of Reading Habit on Students' Writing Skill. *Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, 11(1), 37–47.
- Lusianah, N. (2017). Reading Habit, Vocabulary Mastery and Reading Comprehension of Secondary School Students of Patra Mandiri. *The Journal of English Literacy Education (The Teaching and Learning of English as A Foreign Language)*, 4(2), 132–146.
- Millar, M., & Schrier, T. R. (2015). Digital or Printed Textbooks: Which do Students Prefer and Why? *Journal of Teaching in Travel & Tourism*, 15(2), 166–185. <https://doi.org/10.1080/15313220.2015.1026474>.
- Mu'awana. (2018). The Correlation between Students' Reading Habit and Their Reading Comprehension of The Eleventh Grade Islamic Senior High School Al Jauharen Jambi [The State Islamic University Sulthan Thata Saifuddin, Jambi]. <http://repository.uinjambi.ac.id/994/>.
- Muchtar, N. (2015). Attitude of Students in Reading Comprehension. *IDEAS Journal on English Language Teaching and Learning Linguistics and Literature*, 3(1), 1–9.
- Mustika, S. D. (2017). A Survey of Students' Reading Habits and Preferences [Muhammadiyah University of Purwokerto, Banyumas]. [http://repository.ump.ac.id/3651/1/COVER\\_SEPTIKA\\_DYAH\\_MUSTIKA\\_PBI%2717.pdf](http://repository.ump.ac.id/3651/1/COVER_SEPTIKA_DYAH_MUSTIKA_PBI%2717.pdf)
- Namaziandost, E., Esfahani, F. R., & Ahmadi, S. (2019). Varying Levels of Difficulty in L2 Reading Materials in The EFL Classroom : Impact on Comprehension and Motivation Varying Levels of Difficulty in L2 Reading Materials in The EFL Classroom : Impact on Comprehension and Motivation. *Cogent Education*, 6(1). <https://doi.org/10.1080/2331186X.2019.1615740>.
- Noor, N. M. (2011). Reading Habits and Preferences of EFL Post Graduates : A Case Study. *Indonesian Journal of Applied Linguistics*, I(1).
- Ocvika, R. P. D. (2017). Teaching-Learning Pronunciation through Reading Aloud Technique at The Second Semester of The Eighth Grade of SMP Negeri 2 Gading Rejo 2016/ 2017 Academic Year [Raden Intan State Islamic University of Lampung, Lampung]. <http://repository.radenintan.ac.id/2350/>.
- Omona, J. (2013). Sampling in Qualitative Research: Improving the Quality of Research Outcomes in Higher Education. *Makerere Journal of Higher Education*, 4(2), 169–185. <https://doi.org/10.4314/majohe.v4i2.4>.
- Putra, A. A. (2018). Exploring the Reading Habits of Students of English Language Teaching Program. State University of Malang, Malang.
- Rachman, D. (2018). Students' Interest in Learning English and Reading Understanding Ability Using Story Texts. *JELE (Journal of English Language and Education)*, 4(1), 37–42. <https://doi.org/10.26486/jele.v4i1.428>.
- Ramadhani, W. V. R. (2019). Reading Interest Problems in Indonesia (Book Day Opinion). Institute Teknologi Sepuluh Nopember Surabaya. <https://www.its.ac.id/news/en/2019/05/22/reading-interest-problems-in-indonesia-book-day-opinion/>.
- Rokhyati, U. (2013). Teaching English at Higher Education in Indonesia: Searching for Usefulness. *SELT 2013 Proceeding*, 66(1997), 37–39.
- Sari, I. F. R. (2018). Konsep Dasar Gerakan Literasi Sekolah Pada Permendikbud Nomor 23 Tahun 2015 Tentang Penumbuhan Budi Pekerti. *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 10(1), 89–100. <https://doi.org/10.14421/al-bidayah.v10i1.131>.
- Suhana, A., & Haryudin, A. (2017). The Effects of Reading Habit Towards Students' Reading Comprehension At Private Senior High Schoolin Purwakarta. *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, 5(2), 57. <https://doi.org/10.22460/eltin.v5i2.p57-70>
- Ullah, M., & Fatema, S. (2013). Why Some Students Are Less Motivated in Reading Classes at Tertiary Level in Bangladesh. *Canadian Center of Science and Education*, 6(5), 129–140. <https://doi.org/10.5539/elt.v6n5p129>

- Ursachi, G., Horodnic, I. A., & Zait, A. (2015). How Reliable are Measurement Scales? External Factors with Indirect Influence on Reliability Estimators. *Procedia Economics and Finance*, 20(15), 679–686. [https://doi.org/10.1016/s2212-5671\(15\)00123-9](https://doi.org/10.1016/s2212-5671(15)00123-9).
- Uzuner Yurt, S. (2014). Çocuk yayınları. İçinde T. Şimşek (Editör). *Kuramdan uygulamaya çocuk edebiyatı el kitabı*. 3. Baskı (71-80). Ankara: Grafiker Yayınları.
- Whitten, C., Labby, S., & Sullivan, S. L. (2016). The Impact of Pleasure Reading on Academic Success. *The Journal of Multidisciplinary Graduate Research*, 2(4), 48–64.
- Yadamsuren, B., & Erdelez, S. (2011). Online News Reading Behavior: From Habitual Reading to Stumbling upon News. *Proceedings of the American Society for Information Science and Technology*. <https://doi.org/10.1002/meet.2011.14504801139>
- Yuliani, S., & Barokah, F. (2017). The Influence of Online Reading Habit on Reading Achievement of The Eleventh Grade Students of Senior High School Muhammadiyah 1 of Palembang. *English Community Journal*, 1(1), 51–59.