



## Students' reading habit and its impact in students' interest selection

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### Abstract

Reading is a very important activity in the learning process. One of the methods considered to be capable of fostering students' reading habit development is School Literacy Activity. This study was designed to investigate students' reading habit in science and its impact in students' interest selection. The participants of this study were a science teacher, school librarian, and 34 seventh-grade students at a junior high school in West Java Province, Indonesia. Observation and interviews was conducted to science teacher and school librarian to get more information about School Literacy Activity. Apart from observation and interviews, a Likert-Scale questionnaires was also used to find out the students' reading habit and their interest. The finding of this study showed that students' reading habit especially in science was classified into high category. Students with high reading habit also have high interest in science.

**Keywords:** reading, habit, interest, school literacy activity

### 1. Introduction

Reading is part of the language skills that include listening, speaking, reading, and writing. Reading skills are basic skills for students, which they must master in order to follow all activities in the process of education and learning. Therefore, reading will greatly affect the success of students in teaching and learning process in schools <sup>[1]</sup>.

Reading is a process of communication of ideas between authors and readers, where in this process the reader tries to interpret the meaning of the symbols or author's language to capture and understand the author's idea <sup>[6]</sup>.

Reading is a very important activity in the learning process. Although not the only one, but by reading, various knowledge and information can be obtained. Reading has several definitions, that reading is a process used by readers to obtain messages to be conveyed by the author through the words or written language <sup>[1]</sup>.

Students' reading habit should be instilled to students from an early age. Habit is an act that is done repeatedly without any element of coercion. Habit is not something natural in human but is the result of learning process and the influence of experience and environment. Therefore, habits can be nurtured and grown <sup>[2]</sup>.

The formation of a habit cannot occur in a short time, but the formation is a process of development that takes relatively long time. In addition to time, the factors of desire and willingness and motivation need to exist <sup>[5]</sup>.

The habit of reading is a reading activity that done repeatedly without any element of coercion. Reading habits include time for reading, the type of reading material, how to get reading material, and the number of books/reading material to read. The ability to read is the basis for the creation of reading habits <sup>[4]</sup>.

In the effort to establish reading habits, two aspects need to be

considered, namely, interest (the combination of desire, willingness, and motivation) and reading skills. The reading skills referred here are eye skills and mastery of reading techniques <sup>[5]</sup>.

Reading habit cannot be formed in a short time, but slowly and in a relatively long time or in other words the frequency of reading strongly supports the formation of reading habits. When reading activities are more frequent, the higher the person is mastering the word <sup>[4]</sup>.

A students' reading habit is usually influenced by several factors. Factors that are often highlighted that affect the development of interest and reading habits of students is a good environment of family, school, and community <sup>[6]</sup>.

A literary classroom environment can be demonstrated by the variety of writings that can be read by students, whether posted on the wall, on the blackboard, or in the form of books on display. Literary classroom needed to form students into generation that have a qualified apocalypse <sup>[1]</sup>.

So much the importance and usefulness of reading, then the problem of reading by our government gets serious attention. One movement created by the government in order to foster interest and reading habits of students is through the School Literacy Activity <sup>[1]</sup>.

Literacy can be interpreted: 1) the ability to write and read; 2) knowledge or skills in a particular field or activity; and 3) the use of letters to represent sounds or words. Simply, literacy can be interpreted as a reading and writing ability. We know that by literacy <sup>[3]</sup>.

Literacy has a strategic position in the school. Reading-thinking-writing that is the essence of literacy is very necessary for students to complete studies, pursue studies, prepare to enter the world of work, and lifelong learning in the community. Therefore, it is reasonable that literacy used as the basis for the development of learning activities in schools <sup>[1]</sup>.

School literacy in the School Literacy Activity context is the ability to access, understand, and use something intelligently through various activities, including reading, viewing, listening, writing, and / or speaking. School Literacy Activity is a comprehensive effort to make schools as a learning organization whose citizens are literate through public engagement [1].

The general purpose of School Literacy Activity is to cultivate students' morality through the culture of school literacy ecosystem that embodied in School Literacy Activity so that they become lifelong learners. The specific purposes of the School Literacy Activity are: 1) to develop a culture of literacy in schools, 2) increase the capacity of citizens and school environments to be literate, 3) make schools as fun and friendly to students so school citizens can organize the knowledge, 4) maintaining the continuity of learning by presenting a variety of books and accommodating various reading strategies [1].

School Literacy Activity in junior high school which aims to cultivate reading habit of students covering all fields of science, language, social, math, and science. Reading habits are also closely related to the pattern of learning in school and the availability of reading material in the library. Basically the sensitivity and critical power of the surrounding environment is preferred as a bridge to the generation of literacy, the generation that has critical thinking skills on all information to prevent emotional reactions [1].

With the existence of the School Literacy Activity in schools, especially in junior high school makes the students have a better reading habits so that students can understand the various information that obtained through reading. Based on that analysis, so the author does the research about "Students' Reading Habit and Its Impact in Students' Interest Selection".

**2. Materials and Methods**

The research method that used in this study is observation at junior high school in West Java Province, Indonesia. Observation was conducted twice. The first observation was conducted to know general characteristics or advantages possessed in the school. Furthermore, the second observation focused more on reading habits of students especially on science subjects arising from the existence of School Literacy Activity and its relation with the selection of interest of students in school. In this second observation, interviews were done to teachers of science subjects and school librarians, as well as giving an interest reading questionnaire to 34 seventh-grade students that consist of 15 male and 19 female students. The instruments that used in this observation are School Literacy Activity observation sheets [1], interview protocols for science teachers and librarians, and questionnaire of reading interest in science for students.

**3. Results & Discussion**

Implementation of School Literacy Activity that has been held for more than 2 years in a junior high school in West Java Province, Indonesia, foster students' reading interest and reading habit, especially in science lessons, especially in 34 seventh-grade students. This is based on observations and interviews to teachers of science subjects. Although their reading interest and reading habits have been there but there are still some students who also rarely read in the library. This is because the location of the library is less conducive and the book collection is still lacking. The results of observations and interviews can be seen as follows.

**Table 1:** Observation results of School Literacy Activity

No.	Indicators	No	Yes
1.	There is an activity of 15 minutes reading (reading in the heart, reading aloud) that done every day (at the beginning, middle, or towards the end of the lesson).		√
2.	The 15 minutes reading activity has been running for at least 1 semester.		√
3.	Students have a daily reading journal.	√	
4.	Teachers, principals, and / or educational personnel become models in a 15 minutes reading activity.		√
5.	There are libraries, reading corners in each class, and a comfortable reading area with a non-learning book collection.	√	
6.	There are posters of reading campaigns in the classroom, corridors, and / or other areas of the school.	√	
7.	There is a rich text material emblazoned in each class.		√
8.	School gardens, cafeterias, and medical room are clean, healthy and rich in text. There are posters about clean, healthy, and beautiful living habits.		√
9.	Schools seek to involve the public (parents, alumni, and community elements) to develop school literacy activities.		√
10.	The principal and his staff are committed to implement and support the school literacy movement.		√

Based on Table 1 it can be seen that from 10 indicators of School Literacy Activity implementation there are 3 indicators that have not fulfilled. But, it can be concluded based on Table

1 that reading interest and reading habits of students has grown along with the implementation of the existing School Literacy Activity.

**Table 2:** The results of interviews that proposed to science teachers

No.	Questions and Answers
1.	How long has School Literacy Activity been implemented in the school? Since 2014
2.	How is the implementation of School Literacy Activity? Before the lesson begins, students read the free book (fiction and nonfiction) for 15 minutes.
3.	What kind of books do students read during School Literacy Activity?

	Fiction: Novels, comics, short stories. Nonfiction: The story of history, motivation, biography
4.	Did the students report back the results from a book that had been read? After the students read for 15 minutes, some students representative the report what they have read in front of the class.
5.	Does School Literacy Activity students' reading interest? Yes. It seen from the enthusiasm of students in every School Literacy Activity that held the morning before the lesson begins.

Based on the interviews with science subjects teachers, students have a good interest in reading that viewed from the

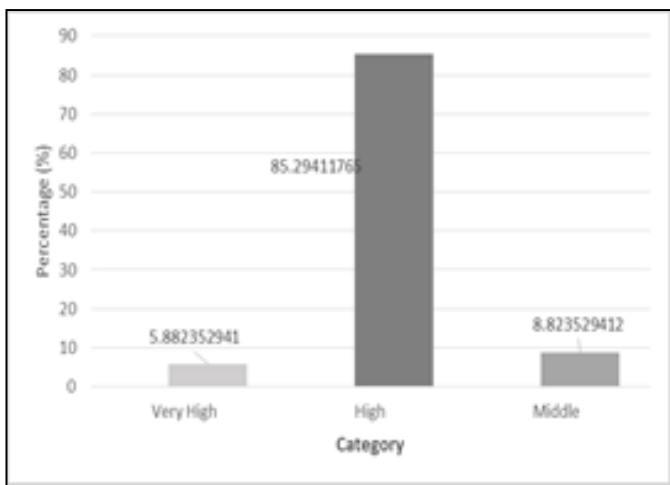
enthusiasm of students in every School Literacy Activity was held 15 minutes before the lesson began.

**Table 3:** The result of interviews that proposed to school librarian

No.	Questions and Answers
1.	How is the condition of the library? Facilities are still not complete. Books available mostly textbooks. The room was a bit small because the previous library room was temporarily renovated so it used the available empty space that was once the language laboratory room.
2.	How is students' reading interest? Some students have a high interest in reading. Some students also lack high interest in reading.
3.	Are some students interested in visiting the library? Not much. One reason is because the book collection is still lacking. In addition, the library location is on the 3rd floor so many students are less interested in visiting the library.
4.	Is the collection complete and interesting enough for students to read in the library? Not yet. Books available mostly textbooks. Indeed, some students donate their own novel that they have finished reading.
5.	What are the constraints faced by librarians in growing students' reading interest? The book collection is not complete. The location of the library located on the 3rd floor causes the students hesitate to read in the library.
6.	What efforts/strategies from librarians to make students interested in reading in the library? Applying to the principal to increase the book collection.

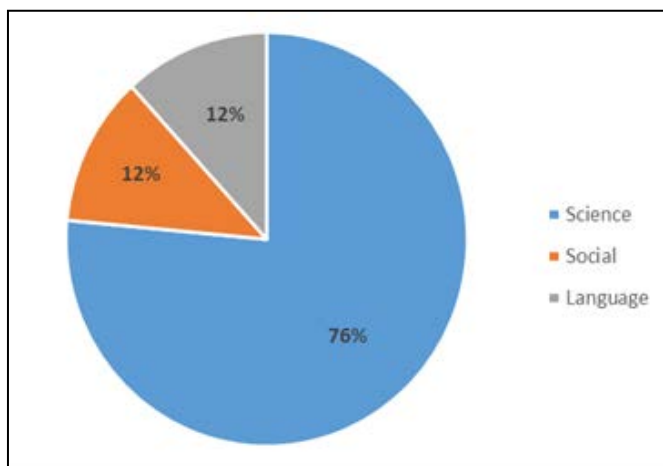
Based on interviews with school librarians, some students who have interest in reading are still rare to the library to read. This is because the location is less conducive and the book collection is very less. One of the causes is less conducive to the location of the library due to the renovation done so that the library must be moved to the 3rd floor of the school that causes students hesitate to go to the library.

To support the results of interviews that have been done to teachers of science subjects and school librarians then given a questionnaire to students, especially 34 seventh-grade students to see reading interest or reading habits of students. Based on the results of the questionnaire given, it can be seen the students' interest of reading in Figure 1.



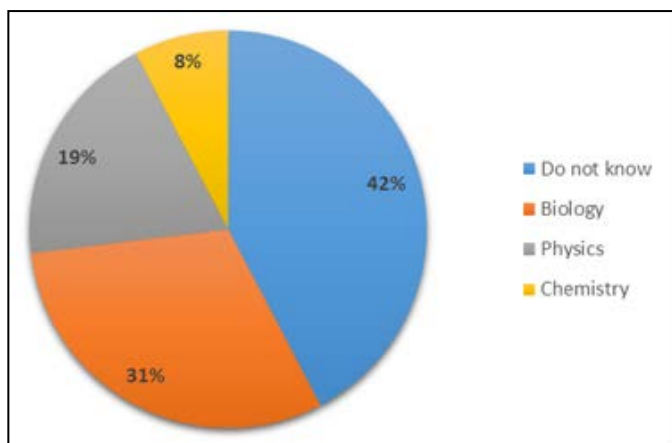
**Fig 1:** Students, reading interest in science

Students who have an interest in reading science are also more likely to choose the science program when continuing school to a higher level (senior high school). Of the 34 students, as many as 26 people were interested in choosing a high school in science program, 4 were interested in choosing a social program, and 4 people chose the language program. The graph of students' interest in choosing to continue high school can be seen in Figure 2.



**Fig 2:** Graphic of students' interest selection

As for the 26 students who chose science as their program of interest, after direct interviews to 26 people, as many as 8 people chose Biology, 5 people choose Physics, 2 people choose Chemistry, and 11 people still do not know want to vote in between Biology, Physics, and Chemistry. The graph of students' selection in science can be seen in Figure 3.



**Fig 3:** Graph of students' selection of science field

Based on observations, interviews and questionnaires, 34 seventh-grade students have a high reading interest and reading habit. High reading habits cause students also like reading related to science and choose science programs as an interest when entering a higher school.

### 8. Conclusions

Students' reading habit especially 34 seventh-grade students are in the high category. This can be seen from reading interest of students especially on science subjects that are in high category. Besides that, most of the students with average high reading interest, prefer science program as an interest to be selected when entering a higher school (senior high school).

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