

Students' Digital Reading Habits For Digital Academic-Text And Their Achievement

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Abstract. Digital media's role is useful for creating reading habits through the benefit of technology. Technology has grown up these days; the young generation lives in a modern era where they can get their education everywhere, not bound to a classroom. That is how promoting a literate society or reading habit in this modern era might be important for EFL to study more easily with creating a literate society through reading cause reading is the identification of the symbols and the association of appropriate meaning with them. This study describes the level of students' digital reading habits for academic text with descriptive quantitative and the correlation between students' habits in reading digital academic text and their achievement. This research involved 39 out of 95 students who have done with their reading material for academic text in the 4th semester. A 31-item questionnaire was distributed to obtain data about students' reading habits in digital academic text and their achievements, for the second instrument is based on the final course reading exam. The first result in student's reading habits in the digital academic text has an average result habits in reading or low habits in reading based on the SPSS calculation for the descriptive statistic; it means there are some other aspects of student's reading habits in this private university by comparing for the previous study. Afterward, the researcher analyzes the data after collecting it. The data shows that students' reading habits in the digital academic text do not affect student achievement, which means that there is no significant correlation between the students' reading habits in digital academic text and their achievement in the 4th semester at the private University of Malang

Keyword: achievement, digital academic text, digital reading, reading habit.

1. INTRODUCTION

In Indonesia, the literacy context has many digital reading habits with the result the current time on 96% percent of news consumption and printed media only 4% percentage. Based on Indonesian Digital Association (IDA), these different results tell us that the role of digital media is much useful for contributing to creating reading habits through the benefit of technology (Kurniasih, 2016), and Indonesia ranks 60th out of 61st countries regarding reading interest in currently research of 2022. Moreover, this number would show the reading capacity of Indonesian people who have a bad habit of reading, come to some other problem with any aspect of their interest, or based on the need for

more media to read. However, recently, the government has decided on the education system by building the local library, and the industry producing many books has grown. Nevertheless, there is no sign of a rise in their interest in reading; many of them now have an interest in reading from mobile devices or any digital media, such as a laptop or smartphone, and also, based on the result, we do not know yet how did they people are always getting interested in media online books much more rather than printed books, this is going to be a problem for the side of literacy and the addiction to technology. Also, the printed book has a purpose; when someone needs to increase his literacy ability, he has to consume a more written book and make it a habit of education (Kucirkova & Littleton, 2016). Personality problems may cause the problem of the lack of reading in Indonesia, or they get their interest in reading through mobile or digital media. Even some students have acquired the knowledge of English through a novel book for example, the matter of reading habits is how much they get those books has finished, so they could be more productive in their language skills, especially at the reading skills, which they get independently not to be involved in a classroom.

Technology has grown; the young generation lives in a modern area where they can get their education everywhere, not in a classroom. That is the way the promoting of to create a literate society or reading habit in this modern era might be necessary for EFL to study more easily with creating a literate society through reading cause reading is the identification of the symbols and the association of appropriate meaning with them, and based on that people would be able to know how educated for someone it just to look at their habits on a daily day, are they spent some time to get literacy with reading a book or at least from the newspaper either via online or printed (Palani, 2012). The contribution of literacy is working together by the student metacognitive so that they can learn something new for every single course, especially from the digital text where these could be studied and accessed and read for a further time and be replicated in their habits (Kavale, 1982). Fluency also is achieved through continued reading habits as long the student has the opportunity to learn how to become fluent in English and tiring all the time by written text in more volumes, either printed or digital media (Allington, 2014).

The modern of this century people would not oppose it with much progress in technology since the first 20 century and is now leading to our day. Our era will be the most excellent time for the human race to live alongside modern technology. As all we know, the sub or kind of technology is beginning to spread in mobile devices, online media, and other forms. For the mobile, we now are going to take more benefits for ourselves, to development to the future, with the digital text that is available in our hand so we can get it for habit. There are many online media for running it, which contain any idea of digital reading text, and we can access it anywhere and under any condition.

Furthermore, younger generation students are more preferred and even feel free to not worry about getting the textbook in a library, but with digital media on mobile devices through the internet, at this point, they can be taught as effective to increase reading habits (01_The Impact Internet and Digital Media on ReadingHabit (Jyoti Verma) n.d.). Technology has grown; the young generation lives in the modern area, where they can get their education everywhere, not bound by a classroom. Also, there are many back up to promote the reading habit, and a simple example is the role of organizations or institutions to helps the facility of libraries conduct reading promotion; every single aspect these days could become a tool for conducting reading behavior (__Van_Wesermael_ & Sangkaeo, 1999). The more a person gets his habit of reading commonly written books and any genre, the more he

could already practice his reading comprehension to get the backup knowledge for the further time ahead; it will be used when the time comes (Sulaiman & Harpiansi, 2018).

The reading habits may take the learners to study by themselves in every kind of time out of classroom time or teacher explanation. When students read a lot, they will get much knowledge and information from what they read. Reading habit is one of the most important elements supporting students' achievement. Reading is an important aspect that shapes an individual's personality and aids in developing proper thinking methods and creating new ideas (Rachmativani & Supeno, 2020). The purpose of reading habits it's the learners have to own their passion/habits to take their skills greater than yesterday, and also the independent way to look after what their learning style is in language based on their intention and intensive or extensive reading for understanding the material (Allington, 2014). Moreover, for exactly why the kind of reading the reader could do enough to get specific knowledge they did not know before, and the kind is that reading for pleasure and reading without looking up all the unknown words were both highly correlated with overall language proficiency (Shimray et al., 2015). The digital reading of the academic text for the reader may have an impact caused by independent reading that shows how they get the knowledge about anything in academic text. Digital academic text aims to foster students' awareness of how the language system structure can be different in content, effect, and language structure (Muhid et al., 2020).

Based on the previous problem, the young generation is now seeking for much knowledge and becoming rich in science from the digital reading habit, and staying alive in a literacy environment anywhere based on UNESCO's recent study in 2015. the result of the very next year will have changes in culture that many people will have their mobile media like smartphones and laptops and hold them up to find out the literature from e-books with tens of thousands of valuable results (Shimray et al., 2015). Regarding for previous problem in our study, finally, technology has the role of an education system that the learner could take to read by everywhere and anytime, since there, perhaps the digital academic text also influences the students' achievement, for that our study is to identify the digital reading habit level for academic text and to examine the correlation between the digital reading habit for academic text and achievement. We want to get more specific with the digital reading habits for academic text and their relationship to student achievement; it is important to examine first what is it the students' level of habits in reading for academic text. Also, it is important to determine the correlation between students' digital reading habits for digital academic text and their achievement. Based on the above, this research was conducted to answer the following research questions:

- 1) *what is the level of students' digital reading habits for academic text?*
- 2) *Is there any significant relationship between students' habits in reading digital academic text and their achievement?*

2. METHOD

This research has a quantitative approach. It to examined the level of students' reading habits in digital academic text. In addition, the correlational design is for the second question to examine whether any significant relationship exists between students' habits in reading digital academic text and their achievement.

The participant were second-year students at a private university in Malang. Using a convenience sampling technique, out of 95 students who have done with their reading material for academic text in the 4th semester, only 39 students were included in this research. Out of 39 respondents, the majority of these respondents are female, with 26 participants, and the next 13 respondents the male. A high majority of the respondents were between 19-24 years old. The students were divided into two proficiency levels based on their reading scores; the scores range between 3-4 is categorized as high achievers and 1-2 as low achievers.

The questionnaire was adapted from (Erna Iftanti 2008) and were on a 5-Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) and with 31 item questionnaire was distributed to obtain data about students' reading habit in digital academic text and their achievements. The second instrument is based on the final course reading exam; the scores were collected with permission by asking the lecturer who conducts the reading material. The scores were used to determine the level of students' achievement in reading an academic text.

No.	Statement	5	4	3	2	1
1	Saya membaca digital teks akademik lebih dari lima jam setiap hari					
2	Saya membaca digital teks akademik sekitar dua jam setiap hari.					
3	Saya membaca digital teks akademik sekitar satu jam setiap hari					
4	Saya membaca digital teks akademik kurang dari satu jam setiap hari.					
5	Saya tidak selalu membaca digital teks akademik setiap hari					
6	Saya membaca digital teks akademik bahasa Inggris segera setelah saya bisa membaca.					
7	Saya telah membaca digital teks akademik bahasa Inggris sejak SMP					
8	Saya telah membaca digital teks akademik bahasa Inggris sejak saya masih di universitas/kuliah.					
9	Saya membaca digital teks akademik hanya jika ditugaskan oleh guru/dosen saya.					
10	Saya membaca digital teks akademik berbagai macam teks bacaan.					
11	Saya hanya membaca digital teks fiksi seperti drama, cerpen, novel, komik strip, legenda, dongeng, dan puisi.					

12	Saya hanya membaca digital teks nonfiksi seperti koran, majalah, leaflet, menu, surat, buku harian, buku pelajaran berbagai topik, brosur perjalanan, dan iklan.					
13	Saya banyak membaca digital teks akademik elektronik dalam praktik membaca harian saya.					
14	Saya membaca lima digital teks akademik setiap minggu					
15	Saya membaca kurang lima digital teks akademik setiap minggu.					
16	Saya membaca lebih dari lima digital teks akademik setiap minggu.					
17	Saya memiliki kebiasaan membaca digital teks akademik yang baik dalam bahasa Inggris					
18	Saya memiliki kebiasaan membaca digital teks akademik bahasa Inggris yang buruk					
19	Saya membaca digital teks akademik bahasa Inggris untuk kesenangan.					
20	Saya membaca digital teks akademik bahasa Inggris untuk mengerjakan tugas					
21	Saya membaca digital teks akademik bahasa Inggris untuk meningkatkan pengetahuan saya.					
22	Saya membaca digital teks akademik bahasa Inggris untuk meningkatkan kemampuan bahasa Inggris saya.					
23	Saya membaca digital teks akademik bahasa Inggris untuk menghabiskan waktu luang saya					
24	Saya tidak memiliki motivasi untuk membaca digital teks akademik bahasa Inggris karena bahasa Inggris itu sulit					
25	Saya membaca digital teks akademik bahasa Inggris meskipun sulit.					
26	Saya percaya bahwa membaca digital teks akademik bahasa Inggris dapat meningkatkan kemampuan bahasa Inggris saya.					

27	Saya percaya bahwa membaca digital teks akademik bahasa Inggris dapat meningkatkan pengetahuan saya.					
28	Saya percaya bahwa membaca digital teks akademik bahasa Inggris dapat meningkatkan prestasi saya dalam berbahasa					
29	Saya tidak percaya bahwa membaca digital teks akademik bahasa Inggris dapat meningkatkan kemampuan bahasa Inggris saya.					
30	Saya tidak percaya bahwa membaca digital teks akademik bahasa Inggris dapat meningkatkan pengetahuan saya					
31	saya tidak percaya bahwa membaca digital teks akademik bahasa Inggris dapat meningkatkan prestasi saya dalam berbahasa					
32	Jika skor berbicara saya buruk, saya tidak berusaha keras untuk meningkatkan diri saya untuk mendapatkan skor yang lebih baik.					
33	Jika skor bicara saya buruk, saya akan berusaha untuk mengembangkannya.					
34	Saya harus lebih baik dalam berbicara bahasa Inggris karena saya dapat memiliki kesempatan untuk mendapatkan uang dari kemampuan berbicara saya.					

Data was collected through the questionnaire over two weeks and from the student's test scores from the reading course material over four semesters. Also, the researcher already gets the agreement from them through the later consent before these participants will answer the questionnaire. Moreover, the researcher uses online media from the Google tool, such as google forms, and shared via- online media. Moreover, the scores are collected by those student's have finished the ^{fourth} reading material where they were studying the reading academic text during one semester, and the researcher gets these scores by asking permission first from the responsible lecturer for important things in this research.

The data analysis is run in the SPSS software, using data from the questionnaire to be analyzed by using descriptive statistics to show the level of students' reading habits for digital academic text with the high and low category of habit and using for this criteria 1.00 – 3.50 (low), 4.00 – 5.00 (high) (Iftanti, 2012). Furthermore, correlational analysis with the use of Pearson correlation was used to analyze the significant relationship between student's digital reading habit and their achievement.

Level	Low	High
Category	1.00 – 3.50	3.60 – 5.00

3. RESULT

The level of students' digital reading habits for academic text

The first research question examines the level of students' digital reading habits for a digital academic text. The data were analyzed by using descriptive statistics, which the result in the table below:

	DESCRIPTIVE STATISTIC				Category Level of reading habits
	N	Minimum	Maximum	Mean	
Student's reading habits in digital academic text	39	2.60	4.80	3.1821	And the final result from the average was (3.1) in the low level for digital reading habits
Valid N (Listwise)	39				

Table 1 : level of student's reading habits in digital academic text

The mean score of the digital reading habit of 39 students was 3,1. And the table shows that both scores (Minimum score of 2.60 and Maximum score of 4.80) show the student's habit of reading digital academic text. The mean result above (3.1) indicates that the student's reading habits are moderate and have minimum interest in reading, whether from printed or digital media (Iftanti, 2012).

The correlation between students' reading habits in digital academic text and student achievement

The second and the third table below shows how the student's digital reading habits for digital academic text influence their achievement. A person correlation analysis was used to determine data:

	Mean	Std. Deviation	N
Student Reading habit in digital academic text	3.1821	.37	39
Achievement	3.7692	.42	39

Table 2 : The average of student's habits in reading and their achievement

Correlation			
		Student reading habits in digital academic text	Achievement
Student Reading habit in digital academic text	Pearson correlation	1	.203
	Sig. (2-tailed)		.214
	N	39	39
Achievement	Pearson correlation	.203	1
	Sig. (2-tailed)	.214	
	N	39	39

Table 3 : The correlation between student's habits in reading digital academic text and their achievement

The table above shows that the correlation coefficient value is .214, and it was more than 0.05, the standard coefficient score. Eventually, there is no significant correlation between students' habits in reading digital academic text and their achievement. Therefore the other mean/average in their achievement was 3.1; this final achievement result did not show any difference from the average of reading habit, with the minimum value range.

Furthermore, the first final finding in student's reading habits in the digital academic text have an average result (3.1) or low habits in reading based on the SPSS calculation for the descriptive statistic, which means there are some other aspects of student's reading habits in this private university by comparing for the previous study. The (Rachmativani & Supeno 2020) statement will be related to this student's problem, which is the massive aspect comes from motivation; with motivation comes an interest. Also, there are problems with students' education system and how they would get more material not only from the class but they could do it independently; based on these factors, it has to do with their achievement in the class. Furthermore, any kind of habit, especially there is the education system for getting reading into a habit cause with a big volume of reading, the more scientific the person is (Oluwayemisi Florence et al., 2017). The final result of the average score of the student's level in reading may have to be increased again, and make the strategies for good comprehension reading, be on any time to read. The state in (Muhid et al., 2020) Cause when someone actually wants to achieve a goal, he needs to read to open a new mind and diversity of knowledge; by reading much literature, he will have good regulation in strategy.

The second final finding is researcher conducted the research to get the correlation result of the student reading habits in digital academic text in their achievements. Furthermore, after collecting the data, the researcher analyzed it before explaining the calculation. The data shows that students' reading habits in digital academic text do not affect student achievement. From the previous explanation, the Pearson correlation result was .214. It means there is no significant correlation between the students' reading habits in digital academic text and their achievement in the 4th semester at the private university of Malang. The finding in this study is quite different from those (Sulaiman

& Harpiansi, 2018) that the study searches for any significant correlation between student reading habits and their reading comprehension; the student's reading habits may take the student to good fluency and high achievement. The problem could be the role of students' literacy in their achievement research about literacy (Geske & Ozola, 2008). The literacy process will have an important way to get the student to be more accepted and open to a book. The reading might be more complex with any written text, printed or digital, where those have their own impact and support students' literacy. Eventually, for the final decision, the student might have another suggestion and interest for their regulation system to do their metacognitive in the study, with some reflection that this study said from (Barbe-client, 2002), the probability to learn its has from the kind of students' reflection, that will have the major impact to getting an increase for reading habits and their achievement. Even the result of this study has to make reveals that scores are higher based on the student's reading habits.

4. CONCLUSION

This study aims to find out students in the 4th semester who have good reading habits for digital academic text and measure their achievement with their scores in reading 4th semester. The results imply that the study that shows students' reading habits for digital academic text vary from high to low; most of them are low, and their averages score in reading 4th semester are high; based on that, there is no contribution from the reading habit in digital academic text and student achievement. Besides, the student's level of reading habits was included in the low level, where the average was massive on number 3. Therefore the researcher is hoping the teacher could make increasing the student's reading habits through every kind of media because all of the reading activities were always great, remembering for Indonesian ranks in international literacy of reading, so the students' reading habits must be increased by the teacher or their reflection to education.

Based on the research of this study, the researcher finds the result is not expected. It is evident from the results that digital reading habits are low, and their achievements are high. That is something that can be suspected because students are not serious when filling out the questionnaire, for the researcher should like to choose the appropriate students and advise them to be more serious in filling out the questionnaire. Therefore, the digital reading habit has some effects on developing skills, such as learning new vocabulary and grammar skills, improving their achievements and knowledge. Moreover, our research range was supposed to reach much more students as a participant. For the following study, we may take the genre of reading material for the students, which of that genre students get more interested in increasing reading habits for EFL.

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