



Reading Habits Among Language and Literature Students in Yogyakarta

Hendra Darmawan¹, Wajiran Wajiran^{2*}, Anang Masduki³

^{1,2}English Education Department, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

³Communication Studies Department, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

***Corresponding Authors:** Wajiran Wajiran, Department of English Literature, Universitas Ahmad Dahlan

Abstract: This research examines students' reading habits, especially Language and Literature students in Yogyakarta. There are several reasons underlying this research: first, students majoring in Language and Literature must have better reading habits than students in other majors. Second, the research location is Yogyakarta because it has been designated as a student city. This city has better educational facilities than other cities in Indonesia, so the level of reading culture in this city is also considered better than in different regions.

This research used a combined qualitative and quantitative method, which was conducted using a combination of questionnaires and interviews. Interviews were conducted to strengthen and deepen the understanding of problems or facts related to the reading culture of students majoring in language and literature in Yogyakarta. This research was conducted by asking questions to 173 students majoring in language and literature, who were distributed among several universities in the Yogyakarta area.

The temporary mapping results found that almost all students have a good reading culture, 82.1% percent. Unfortunately, of the number of students who have a reading culture, only a few spend more than two hours reading, only 34.1%. At the same time, those who allocate less than one hour to reading make up 56.6%. Although this study was conducted on students majoring in Language and Literature, the level of their reading culture is considered to be less good. or not better than students from other majors.

Keywords: Reading Habits, Reading culture, Final project, Language and Literature, University student

1. INTRODUCTION

This research is based on a researcher's awareness of students needing a better reading habit. This can be seen from students' need to understand literary works. Students in the Department of Language and Literature need a broad understanding of the field they study. In addition, when students are present in a class, it is scarce for students to have reference books. From the indications in the class, the researcher wants to prove or find out what students' reading habits are.

Reading habits in adults do not happen by themselves. The environment greatly influences a person's reading habits. Many things affect a person's good reading habits, including school, friends, and family. The family is the closest environment of these three factors and dramatically influences a person's reading habits. If the family has good reading habits, a child will have good reading habits, too. However, several factors cause a child not to have good reading habits, such as the influence of gadgets or parents who do not want to know about their children's reading activities.

Many factors influence students' low reading habits. Primary to secondary education is very influential on the low reading habits of students. In schools, language and literature education has not emphasized instilling the values of the importance of reading so that when a student graduates from school, he/she does not have a good awareness of the importance of reading habits. Indonesian language and literature lessons still emphasize language theory lessons; such as word order and sentence or paragraph structure. Meanwhile, lessons related to literature only revolve around memorizing the names of authors and titles of literary works. As for the content of literary works, students are not required to understand comprehensively.

In addition to an inadequate language and literature education system, the family environment also needs to gain awareness of the importance of a reading habit. In general, families demand that their

children achieve high grades in subjects but need to be made aware of the importance of reading. The family's appreciation of the reading habit can also be seen from the lack of book collections owned by the family. Parents also need a better awareness of the importance of book provision. In addition, visits to the library to instil a reading culture in their children are minimal (Pałkowska et al., 2023)

This condition is very contradictory to the reading habit in developed countries. In Australia, for example, all levels of education cultivate reading awareness (Durda et al., 2020) From an early age, we notice that school facilities cannot be separated from reading materials. Especially for elementary schools in the school environment, reading facilities are elementary to obtain, from illustrated storybooks found in various corners of the school. In between lessons and during core lessons, it is not uncommon for teachers to recommend reading books. Meanwhile, in primary education in our country, the opposite is true. All students are required to memorize complex formulas or heavy memorization material. They need to be stimulated to have the independence to get information by reading books themselves. Likewise, many parents assume that learning is only about memorizing certain formulas from a lesson.

The low reading habit is exacerbated by technological advances that are lulling. The rapid advancement of information technology has made students have an increasingly weak reading habit. Their activities are more about playing social media than reading books. That is why many studies show that students' reading duration is less than one hour a day. (Ibrahim, 2023).

Many studies have been related to reading culture, but rarely do they conduct research on students who focus on students majoring in language and literature. In fact, this research can be a reference in making decisions and predictions for the general public. Students who study language and literature should have a good reading habits compared to students of other majors.

Some of the research relevant to this field is a publication written by Setyawatira who conducted a publication related to the role of the environment on reading culture in school children. Setyawatira (2009) emphasizes that parents do not encourage children to read since childhood (Setyawatira, 2009). In fact, parents play a very large role in influencing the level of reading habits of children. If parents have a good reading habit, it will be transmitted to children. Unfortunately, the reading habits of parents or adults in Indonesia are also very low, which also affects the level of reading habits for their children.

Musdizal et al. (2022) conducted research related to the relationship between reading habits and interpersonal skills. The study emphasized a positive relationship between reading habits and the ability to comprehend reading. The habit of reading not only has an impact on peripheral comprehension skills but is also related to improving intrapersonal intelligence (Musdizal, et al., 2022). Intrapersonal ability is related to self-mastery in relation to its relationship with other people or the environment. Self-mastery is the sense of the ability to position oneself in how to behave and how to act in everyday life.

Reading activities provide good benefits for a person not only related to the knowledge he gets but also related to independence. The activity of reading a book will equip a person with new knowledge, which in turn will also form a personality linked to independence. This is mainly related to independence in learning and long-life learning that a student should own (Li, et al., 2023) Min et al. (2022) conducted a study that emphasized the importance of reading activities in teachers, especially those related to reading during leisure time, which significantly benefits an individual. The habit of reading in leisure time provides benefits related to how they teach. The addition of knowledge and insights for teachers greatly influences the way they teach (Min, et al., 2022)

Studying in higher education requires different efforts and methods than studying at school level (Fergus, 2022). At the tertiary level, independent learning becomes the central focus compared to learning in the classroom or depending on the teacher or lecturer. Awareness or understanding of the responsibility to learn independently is very important for every student. At the university level, students cannot only rely on the knowledge gained in the classroom; they must read, experiment, and dialog to improve their understanding independently. That is why, as a percentage, while studying in college, students get 20 percent of their knowledge obtained in class while the rest is the result of reading on their own.

Permatasari (2015) revealed the importance of reading habits for a nation. Unfortunately, Indonesian society, including the government, has not paid much attention to the low reading habits of the community, including the younger generation. Programs to improve literacy culture are increasingly

barren with the elimination of several institutions that should have a very important function in enhancing the reading habits of the community, including the elimination of the National Book Council by President Joko Widodo (Permatasari, 2015). The institution was established during the Susilo Bambang Yudhoyono presidency to improve people's intelligence through reading habits. Reading habits significantly affect the quality of the human being as a human capital index is directly proportional to the quality of the reading habits of the Indonesian people. As we know, Indonesia's Human Development Index ranks 112th out of 175 countries (Permatasari, 2015).

The low interest in reading is influenced by people's perception of the importance of reading. Most people think reading is only essential for those in school. This also leads to the misperception that the school is responsible for cultivating a reading habit. This is contrary to the fact that the family has the main task of familiarizing children with good reading habits. The family is the environment that most often interacts with children. As well as research conducted by Meliyanti et al. shows that the community pins its hopes on schools regarding the responsibility of instilling a reading culture. (Meliyanti, et al., 2021)

Low reading habits have occurred globally due to the development of communication technology. In some studies, it has been shown that even in developed countries, the problem of a low reading habit is caused by the interference of social media (Kuhfeld et al., 2023) As quoted from the writing of Alsaeedi et al., reading habits in the United States have also decreased. In the study, it was stated that the average student in America also only reads less than one hour of the reading material for the courses they take (see: Alsaeedi, Ngadiran, Abdul Kadir, Altowayti, & Al-Rahmi, 2021). Related to the strong influence of social media, the publication written by Balan et al. also thoroughly explores the impact of the development of communication technology that affects student reading culture (Balan, et al., 2019)

2. RESEARCH METHOD

This study employs a mixed-method approach that combines qualitative and quantitative research methodologies. The goal is to comprehensively understand the reading culture among students majoring in language and literature, focusing on their reading habits, duration, purposes, and obstacles.

This research's population consists of all undergraduate students majoring in language and literature at universities in Yogyakarta. The sample is a stratified random sample of 200 university students, ensuring representation across different academic years (first to final year).

Data collection method

Questioner: to gather quantitative data on students' reading habits, duration of reading, purposes of reading, and the obstacles they face. The section of the questionnaire: demographic information, especially the semester, reading habits, reading purposes, sources of reading material, and obstacles.

Interview: The interview is conducted only with several students to ensure the data is based on the questionnaire. This interview focuses on the obstacles that hindered the development of the final assignment (thesis).

The research results on reading habits have indeed been carried out, but the focus is different. Researchers feel the need to conduct research related to reading culture, especially for students who have a concentration in the field of language and literature. This field is the focus of research because students who take the field of language and literature are expected to be an example of the importance of reading habits for their lives. In addition, students in this department are primarily tasked with reading. Reading literary works or other texts related to studying reading texts. That is why the researcher's first assumption is that all students majoring in language and literature are higher than those who are not in these majors.

Reading Culture

The results of this study prove that students' reading culture is not optimal. Thus, students' low knowledge of literary works greatly affects their understanding. The overview of the results of this study proves that hard efforts are still needed so that students have a good reading culture.

The results of research conducted on respondents show that the reading culture of students majoring in language and literature is still concerning. If calculated as a percentage, the number of students who have the habit of reading looks quite large, around 82.1%. However, the number of people who allocate time to reading is not in accordance with their field of study, which demands a longer time for reading.

This is because reading novels, history, or other motivational books is not enough to be read in just a few minutes. This means that if the majority of students allocate less than an hour a day, it would take them months just to read one book.



Image 1

This fact shows that there is a robust correlation between the reading habits of students majoring in language and literature in completing their final project. So far, students who have difficulty determining the object of research for their final project because of their poor reading culture have difficulty completing their final project. The short reading allocation in a day affects the breadth of their insights, making it difficult to determine research themes as well as difficulties in building narratives written in proposals or theses. This data was obtained from the questionnaire data, especially for those who allocated less than one hour of reading time. When confirmed about their readiness with the final project, most of them were still confused. Below are some answers from respondents who were asked directly through interviews:

Question from the researcher: "Are you ready with the title of your thesis?" from the question most of the respondents answered questions with the same problem. Respondent A: "I am still confused about the title of the novel that I will make the object of research. But I have read several novels." With the same question, respondent B and C gave a similar answer. Respondent B: "I don't yet have an idea of what novel I will research. Maybe after taking the Literature Seminar course, I will decide which novel." Respondent C: "I have a title but I am not sure about the theory...".

Students studying in the Department of Language and Literature must master many things related to the completion of the final project. In addition to having to read the novel as the object of research, students must master the theory to analyze it in depth. Students must also be required to read the history and contemporary social conditions of the literary work being analyzed, in this case, if students use several theories related to politics or literary sociology.

This requires a good reading culture to achieve maximum value in their final project. Students must master the theories that will be used in analysing literary works. Meanwhile, students must also know the content of the literary work itself. Theory and literature; these two things require many reading activities. Theory cannot be read only once or twice but several times because in this context, literary theory is not just theory itself. Literary theory often requires students to understand many things because, in this field, interdisciplinary theories are often used in analysing literary works. It is not enough for students to understand the structure of literary works but also theories of sociology, history, and also relevant social phenomena such as ideology, politics and so on.

In addition to the percentage that does not match the basic assumptions of researchers, the reading duration of students majoring in language and literature can also still be categorized as low. It can be seen from Figure 2 above which shows that as many as 56.6% of students read their books for less than one hour. This certainly influences how students' appreciation of reading material is still very low. Researchers assume that the low duration of these students' reading books is influenced by the existence of highly developed information media. Students focus more on social media than reading books. Students also choose instant information compared to reading scientific works in the form of journal articles or books. They also read more online information sources that cannot be scientifically accounted for; such as Wikipedia or personal blogs. This can be seen from the reading sources of students who prefer to take information from websites or Wikipedia compared to journal articles, books, or research results that can be accounted for. According to the results of the evaluation conducted by the research, almost all students get their initial information from Wikipedia sources.

From the figure above, students in the field of language and literature should have a reading culture with a minimum duration of two to three hours. Meanwhile, the results of the questionnaire show that only 9.2% have a reading culture of more than three hours. The number of respondents who answered the question indicates that students' understanding of the knowledge of literary works is predictable because the duration and frequency of reading greatly affect the knowledge and understanding of literary works.

Reading duration

Berapa lama rata-rata anda menyisihkan waktu untuk membaca dalam sehari?

0 / 173 correct responses

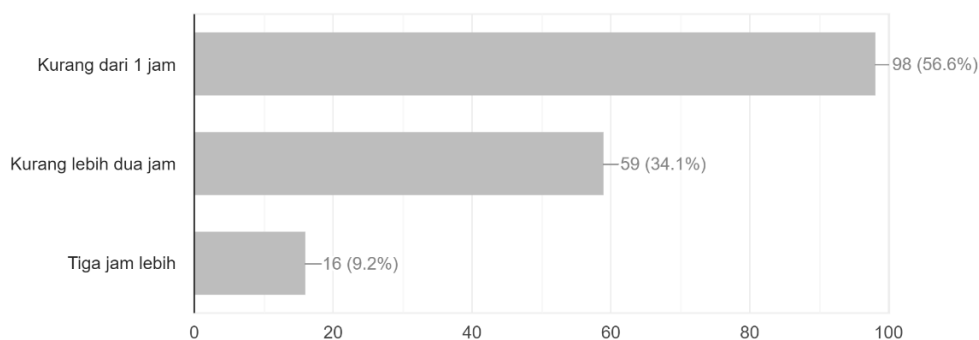


Image 2

Purpose of reading

In addition to the problem of the duration of reading time, the next problem is related to the wrong purpose of reading. According to the questionnaire results, many students allocate reading time only for entertainment. They do not have clear goals that affect certain reading achievements.

Jika anda suka membaca. Apakah alasan anda membaca buku?

0 / 171 correct responses

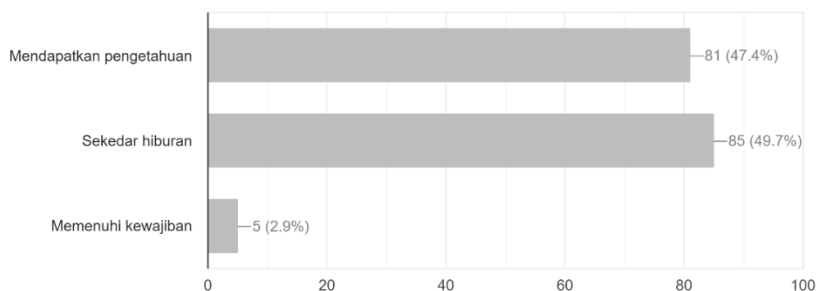


Image 3

The figure above shows that the number of students who read just for entertainment is 49.7%. If added to those who read to fulfill the task, this number amounted to 2.9%. This means that more than fifty percent of the respondents need to be more severe in reading. This condition greatly affects the effectiveness of reading activities in obtaining information relevant to the material for writing students' final assignments. That is why students who should have been ready with research material in the eighth semester are mostly still trying to understand what they will do. This condition affects the rate of students graduating on time. For example, the average in the English Literature study program is less than 20%.

From this problem, there needs to be anticipation by the study program manager that students majoring in language and literature need to be given an understanding from the start of the importance of reading. Refrain from letting it happen that students are already in the eighth semester but need help understanding what theme or research object to complete their final project. This effort is significant

because not all students taking this major understand the demands for good quality education in this field. If necessary, each lecturer is also required to give assignments to students, especially those related to literary history theory. Thus students will be prepared with various information they must work on as early as possible. If that is fulfilled, they can complete their education in a short time or at least on time.

Obstacles faced

Indeed, students need help accessing reading materials. However, more is needed to legitimize the low reading culture of students. Constraints related to the difficulty of obtaining reading materials should no longer be an excuse in this digital era. The reason is that reading materials are more than just printed; they are also electronic. This means that if they do not allocate time to read due to the difficulty of getting reading material, it can be dealt with by accessing electronic reading. Electronic reading materials are easy to obtain at meager prices, even free. Reading materials accessed electronically allows them to read anywhere without space and time constraints. So, the reason for having less time than 25.9% is not an obstacle that makes them unable to allocate time.

Alasan anda tidak suka membaca?

0 / 139 correct responses

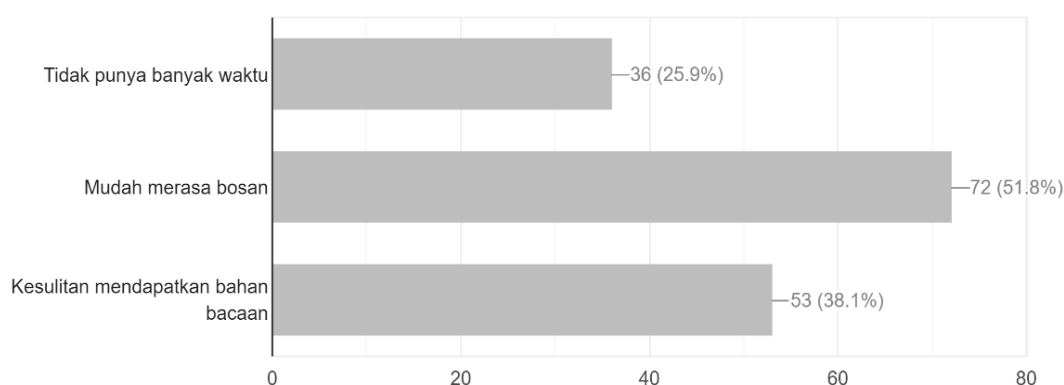


Image 4

The questionnaire results in accordance with the researcher's prediction that the problem is not the difficulty of accessing reading materials and being busy but the habit of individuals who are not accustomed to allocating time to read. The condition where respondents answered that they quickly feel bored is a habit factor that still needs to be created in them. More than 51.8% answered that they felt bored easily, a factor of fragile individual motivation towards reading activities. This is certainly related to the habit since childhood that does not accustom themselves to having a special schedule for reading. In fact, if this has been familiarized since childhood, someone will feel something is missing if there is no reading activity at all.

Some of the interview answers also showed that the obstacle was caused by them. The existence of many distractions causes them to face difficulties in dividing their time. Most students do their daily activities irregularly, so they do not have the habit of allocating time for positive things, especially for reading. As many as 51.8% of students admitted that they easily feel bored while reading, indicating a weak ability to manage time for this.

The difficulty of getting reading material also cannot actually be a legitimization for students to get reading material. Especially in this digital era, reading sources are abundant. In addition, students can visit the library to access reading materials. Unfortunately, the results of the study show that students who visit the library need to improve. From the results of the questionnaire data, only 4.6% have a regular schedule to visit the library. This fact reinforces that the reason for students not to read because of the difficulty of reading material is not the right reason. The reason is that in the city of Jogjakarta, there are various libraries with very varied reading materials. In addition to the campus library, students can access reading materials at regional libraries or libraries provided to the public in various corners of the city for free.

Apakah anda memiliki jadwal rutin berkunjung ke perpustakaan?

0 / 173 correct responses

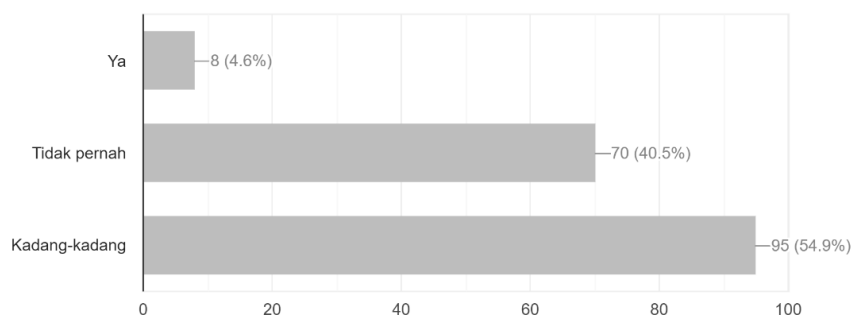


Image 5

Environmental factors

The need for more reading culture and interest among university students is a complex and multifaceted problem. Many factors play a role in this condition, but environmental factors are often the main determinant. The environment, in this case, includes family, school, community, and access to reading materials (Chengcheng, 2022).

In addition to the disruptive factors of social media and communication technology, environmental factors greatly influence the birth of a reading culture among students. That is why students' low reading culture is also influenced by their immediate environment, namely family and school.

The family contributes significantly to a child's reading habit. If, since childhood, a child has been accustomed to reading, then until they grow up, the habit will be easily embedded in the child. Thus, without any coercion or suggestion from the school, a child will have a good reading habit. Unfortunately, not many families have a role in instilling reading habits in children. It is evident that the percentage of families who encourage or motivate children to read is still tiny. This can be seen from the questionnaire results, which recorded that only 39.5% of families have a good awareness of instilling a good reading culture in children in their household environment. Meanwhile, another 60.5% stated that their family environment did not have good reading habits. This fact is in line with students' low percentage of reading habits.

Apakah di dalam keluarga anda memiliki budaya baca yang bagus?

0 / 172 correct responses

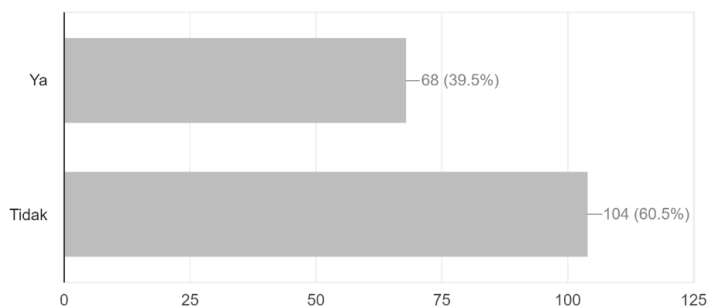


Image 6

In addition to family factors, school institutions also have a role in instilling reading habits in children. Educational institutions can contribute to the habit of reading by giving assignments in the form of reading activities or by encouraging students to access reading materials in the school library. Activities that encourage interest in reading are not maximized in Indonesia, so students do not have the habit of reading books in the school library environment. This condition is also relevant to the minimal number of students who regularly visit the library. From the questionnaire results, only 4.6% have a regular schedule to visit the library (see Image 5).

The school environment encourages every student to read. Unfortunately, the encouragement to read is not followed by a systematic learning system that forces students to read. The reason is that when teachers give students assignments in the form of writing, not all of the writing is evaluated or given a thorough and maximum assessment. The assignments that students have made are not assessed or not given an evaluation, so students do not know where the mistakes lie in what they have done. In addition, with the development of technology, many students cheat by simply copying from friends' work or taking from the internet. Meanwhile, teachers and even lecturers need to have adequate means to check the authenticity of the writing produced by students. This factor has become an open secret due to the disproportionate number of students in a class. Also, a teacher or lecturer has to do the administrative burden outside of teaching activities.

Apakah semasa SLTA, guru atau lingkungan sekolah anda menekankan untuk membaca buku di luar mata pelajaran?
0 / 172 correct responses

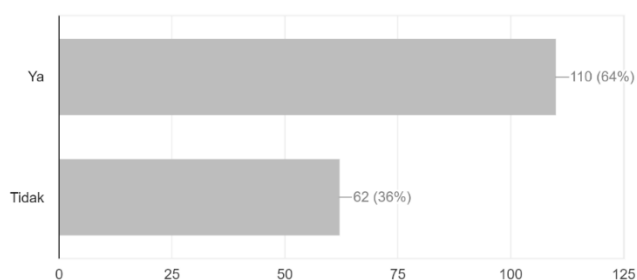


Image 7

The questionnaire data shows that the percentage of teachers who encourage students to read is quite high at 64%. But do teachers give school assignments that require students to read? The next question is also whether the teacher corrects the students' work according to the correct references. These questions are fundamental because they will significantly affect students' awareness of the habit of reading books. If the school never gives students the burden of reading, nothing else can oblige a child to read a book. Even if some tasks require children to read books, the next task is that every teacher who gives reading assignments must ensure that students absorb the reading material correctly and as expected. That is why exam questions must be taken from books that have been recommended when the subject is taught.

Even more ironic is that the school environment never encourages students to read. According to the results of the questionnaire, 36% of students stated that the school environment does not emphasize reading. Of course, they have yet to have a good reading culture. This teaching system is certainly very influential on the mentality and habits of school students, affecting the reading culture when they become students. That's why it takes a serious effort if you want to make changes to the culture or way of learning of students. However, changing habits is not easy because a reading culture will only be embedded with serious intention from the person concerned.

The impact of the lack of reading culture among students continues with the minimal number of novels read by students majoring in language and literature. From the results of the questionnaire we conducted, it was recorded that only around 34.7% had read more than ten novels throughout their lives. While the most significant portion only read 1-5 novels at 44.5%. This fact is very concerning because of their position in the sixth semester. In this position, they are already required to prepare to write the final project. If their understanding of novels or literary works is minimal, it will significantly affect their ability to complete the final project professionally and according to the target time.

The percentage of students who are ready to write their final project in the sixth semester is only 34.3%. This means that the lack of reading is directly proportional to the problems they face. The majority of them still need clarification about what they want to do. In fact, in writing a final project in the field of literature, they must master many things: the object of research, the theory used, and also supporting knowledge that will enrich the results of their analysis, especially if they use social theories in analyzing literary works. The questionnaire results on 173 respondents showed that 65.7% needed more time to prepare for their final project. This fact indicates that students in the field of language and literature

need help in achieving the target of graduating from college on time, which is eight semesters. Logically, suppose they are working on a final project in the form of a thesis. In that case, writing it in just one semester is impossible, especially if they have yet to fully understand what they will write in the sixth and seventh semesters. Because of the benchmark of students' abilities in the field of literature, in particular, they will only be ready to write a thesis after they master the reading material to be studied and the theory that will be used to analyze.

Sebagai mahasiswa jurusan sastra, berapa novel yang sudah anda baca saat ini?

0 / 173 correct responses

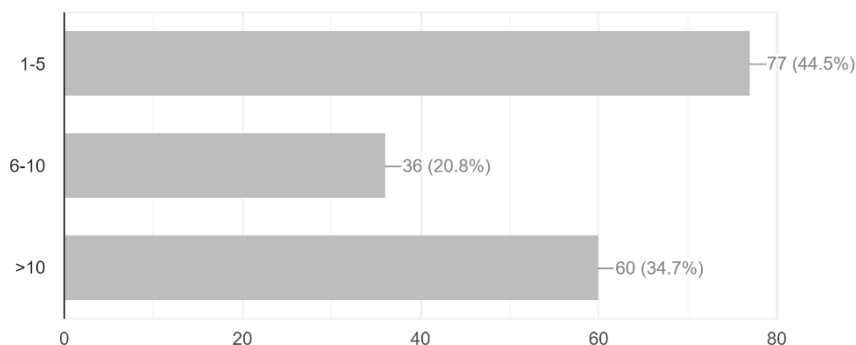


Image 8

Apakah anda sudah memiliki pandangan akan karya sastra atau topik yang anda jadikan objek penelitian skripsi anda?

0 / 172 correct responses

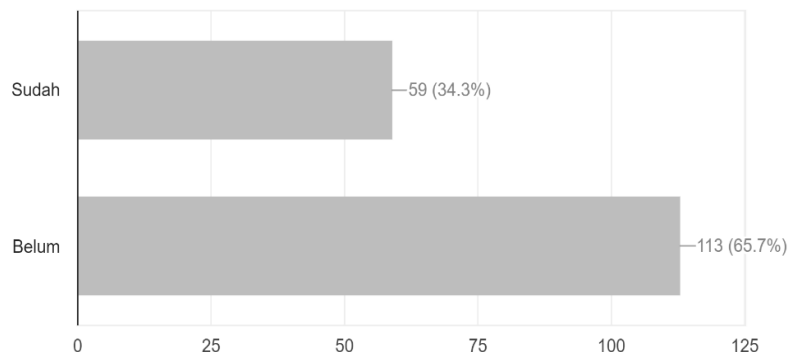


Image 9

Figure 9 is the culmination of the problems faced by students majoring in language and literature in Yogyakarta, where their weak reading culture greatly affects their readiness to complete their final project. That is why strategic steps are needed to solve this problem. Of course, from the study program, from the beginning, students must be instilled that students who want to research or write final assignments in the field of literature from an early semester must be accustomed to reading literary works and other books that support their understanding in the field or theme that they will research. Students must be aware of the importance of reading books, especially those relevant to the field they will make as their final project, so they can easily write their final project.

Reading is the cornerstone of academic success, especially for students of literature. Good reading habits enhance comprehension and critical thinking and ensure that students are prepared to do their coursework effectively. Developing such habits requires a strategic approach involving various stakeholders, including educators, institutions, and students. (Ekaterina, et al., 2022). This analysis outlines the essential steps to cultivate good reading habits among students, facilitate their academic achievement, and foster a strong reading culture.

Creating an engaging and supportive reading environment is one of the most important factors in developing good reading habits. Educational institutions should invest in a well-stocked library with a diverse collection that caters to a wide range of interests. Libraries should be attractive spaces with comfortable reading areas and access to digital resources. Schools and universities can also organize book fairs, reading clubs, and literary events regularly to stimulate interest in reading (Gary, et al., 2023) Providing access to a wide variety of reading materials and creating a lively literary atmosphere will encourage students to develop a lifelong love for reading.

Integrating reading activities into the curriculum is essential to cultivate good reading habits. Educators should design courses that require regular reading assignments, discussions, and analysis of various texts. (Wang et al., 2022) Recommending additional readings can encourage students to read beyond the prescribed syllabus and broaden their horizons. Assignments involving book reviews, comparative analysis, and thematic essays can further reinforce the importance of reading. By making reading an integral part of the learning process, students will see it as an important and rewarding activity rather than a chore.

Teaching students active and critical reading strategies is essential for developing good reading habits. Educators should guide students in annotating texts, summarizing chapters, and identifying key themes and arguments. Techniques such as SQ3R (Survey, Question, Read, Recite, Review) can help students approach reading in a structured way (Peng, et al., 2024; Wang et al., 2022). Encouraging group discussions and debates about readings can also improve comprehension and critical thinking. By equipping students with effective reading strategies, they can engage with texts more deeply and retain information better.

While reading academically is important, promoting reading for pleasure is equally important in developing good reading habits. Students should be encouraged to explore different genres and authors based on their interests. Educational institutions can support this by offering elective courses on popular literature, organizing author talks, and providing access to recreational reading materials. (Sun et al., 2023). When students find joy in reading, they are more likely to make it a regular part of their lives, which in turn improves their academic reading skills.

Providing adequate support and resources is crucial to cultivating good reading habits. This includes offering workshops on time management and study skills, which can help students allocate sufficient time for reading (Levy et al., 2011). Campuses should provide access to digital reading platforms and tools that can help students with disabilities or those who have difficulty reading. Mentorship programs where senior students or faculty members guide and motivate students on their reading journey can also be very effective. By ensuring that students have the necessary support and resources, institutions can remove barriers to reading and encourage consistent engagement with texts.

3. CONCLUSION

Developing good reading habits among college students is an endeavour that requires concerted efforts from educational institutions, educators, and the students themselves—creating a supportive reading environment, integrating reading into the curriculum, promoting active reading strategies, encouraging reading for pleasure, and providing the necessary support and resources. Students can develop habits that not only help them excel in their assignments but also foster a lifelong appreciation for literature. With these habits, students in literature and other fields can achieve academic success and contribute to a vibrant reading culture.

Reading is the main activity in the teaching and learning process. Even before being able to write something, students must read it first. Reading activities will increase knowledge or insight so that by reading a lot, students can learn positive things related to the lessons they want. The obstacles that exist as reading activity challenges come from within each individual. That is why, there is only one effort that must be made other than intending to read as many books or references as possible in order to open up insights properly.

Reading activities cannot be delegated to others, meaning that every student must allocate the best possible time for reading. The short duration of students' reading is the real cause of their low understanding of what they must do related to their final assignments. That is why every student must be forced to spend time reading. This reading habit can also be done with a teaching model that assigns students to read several books according to the course volume. Students must be mandated to read books

so that what they learn can be maximally absorbed. Students must understand the meaning and purpose of reading to be motivated to read as many references as possible. Social media or telecommunications tools must be reduced so that the reading portion can be more focused. The toughest challenge is the challenge from oneself, so there must be self-awareness to allocate the best possible time for reading.

The campus can be supported by creating a teaching system that emphasizes independence. Each course must have proportional reading and writing chapters. Thus, students are indirectly required to read and practice expressing their thoughts in writing. Only then will a reading culture naturally be formed. In addition to good reading assignments, students are required to visit the library at least three days a week. This is to show their commitment to learning. The luxurious facilities that have been provided in the library have yet to be maximally utilized by students. The number of students actively visiting the library still needs to be bigger. It shows that the teaching system in the classroom so far has not required students to read books in the library independently.

REFERENCES

- Alsaeedi, Z. S., Ngadiran, N. B. M., Abdul Kadir, Z., Altowayti, W. A. H., & Al-Rahmi, W. M. (2021). Reading Habits and Attitudes Among University Students: A Review. *Journal of Techno-Social*, 13(1). <https://doi.org/10.30880/jts.2021.13.01.006>
- Balan, S., Katenga, J. E., & Simon, A. (2019). Reading Habits and Their Influence on Academic Achievement Among Students at Asia Pacific International University. *Abstract Proceedings International Scholars Conference*, 7(1), 1490–1516. <https://doi.org/10.35974/isc.v7i1.928>
- Chengcheng, H. (2022). A study on the reform of college English education inspired by the cultural differences between China and the United States. *Applied Mathematics and Nonlinear Sciences*, 8(1), 2771–2784. <https://doi.org/10.2478/amns.2021.2.00226>
- Durda, T., Artelt, C., Lechner, C. M., Rammstedt, B., & Wicht, A. (2020). Proficiency level descriptors for low reading proficiency: An integrative process model. *International Review of Education*, 66(2–3), 211–233. <https://doi.org/10.1007/s11159-020-09834-1>
- Ekaterina, K., Vera, V., D., Marina, A., S., & Julia, D. (2022). Reading Practices of Students of the Metropolitan Metropolis: “Amateurs” and “Pragmatists.” *Vysšee Obrazovanie v Rossii*. <https://doi.org/10.31992/0869-3617-2022-31-10-87-101>
- Fergus, S. (2022). Are undergraduate students studying smart? Insights into study strategies and habits across a programme of study. *Journal of University Teaching and Learning Practice*, 19(2). <https://doi.org/10.53761/1.19.2.8>
- Gary, R., Richard, C., D., & Dani, T. (2023). The effect of classroom environment on literacy development. *npj science of learning*. *Npj Science of Learning*, 8(8). <https://doi.org/10.1038/s41539-023-00157-y>
- Ibrahim, A. (2023). Budaya Membaca Mahasiswa Semester Akhir Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Kupang. *Pensos: Journal Penelitian Dan Pengabdian Pendidikan Sosiologi*, 1(2), 38–43.
- Kuhfeld, M., Lewis, K., & Peltier, T. (2023). Reading achievement declines during the COVID-19 pandemic: evidence from 5 million U.S. students in grades 3–8. *Reading and Writing*, 36(2), 245–261. <https://doi.org/10.1007/s11145-022-10345-8>
- Levy, R., Dickerson, C., & Teague, J. (2011). Developing blended learning resources and strategies to support academic reading: A student-centred approach. *Journal of Further and Higher Education*, 35(1), 89–106. <https://doi.org/10.1080/0309877X.2010.540317>
- Li, H., Majumdar, R., Chen, Mei-Rong, A., Yang, Y., & Ogata, H. (2023). Analysis of self-directed learning ability, reading outcomes, and personalized planning behavior for self-directed extensive reading. *Interactive Learning Environments*, 31(6), 3613–3632. <https://doi.org/10.1080/10494820.2021.1937660>
- Meliyanti, M., Raraswati, P., Nuruddin Hidayat, D., & Aryanto, S. (2021). Kajian Literatur: Perkembangan Literasi dan Numerasi di Lingkungan Keluarga. *Jurnal Pendidikan Tambusai*, 5(3), 6504–6512. <https://jptam.org/index.php/jptam/article/view/1973>
- Min, L., Grace, H., & Ee, L. C. (2022). A mixed-methods study of the leisure reading habits of preservice teachers. 78–92.
- Musdizal, M., Hartono, R., Malana, E. S., Herayati, H., & Wilymafidini, O. (2022). A Correlation Study among Reading Habit, Intrapersonal Intelligence and Reading Comprehension Ability. *Loquen: English Studies Journal*, 15(1), 1. <https://doi.org/10.32678/loquen.v15i1.6502>
- Pałkowska-Goździk, E., Zadka, K., & Rosołowska-Huszcz, D. (2023). Impact of the Family Environment on the Frequency of Animal-Based Product Consumption in School-Aged Children in Central Poland. *Nutrients*, 15(12). <https://doi.org/10.3390/nu15122781>

- Peng, P., Wang, W., Filderman, M. J., Zhang, W., & Lin, L. (2024). The Active Ingredient in Reading Comprehension Strategy Intervention for Struggling Readers: A Bayesian Network Meta-analysis. *Review of Educational Research*, 94(2), 228–267. <https://doi.org/10.3102/00346543231171345>
- Permatasari, A. (2015). Membangun Kualitas Bangsa dengan Budaya Literasi. *Seminar Nasional Bulan Bahasa UNIB*, 146–156.
- Setyawatira, R. (2009). Kondisi Minat Baca Di Indonesia. *Jurnal Media Pustakawan*, 16(1 &2), 28–33. <https://ejournal.perpusnas.go.id/mp/article/view/904/882>
- Sun, Y. J., Sahakian, B. J., Langley, C., Yang, A., Jiang, Y., Kang, J., Zhao, X., Li, C., Cheng, W., & Feng, J. (2023). Early-initiated childhood reading for pleasure: Associations with better cognitive performance, mental well-being and brain structure in young adolescence. *Psychological Medicine*. <https://doi.org/10.1017/S0033291723001381>
- Wang, Y., Wang, S., Zhu, W., Liang, N., Zhang, C., Pei, Y., Wang, Q., Li, S., & Shi, J. (2022). Reading activities compensate for low education-related cognitive deficits. *Alzheimer's Research and Therapy*, 14(1), 1–12. <https://doi.org/10.1186/s13195-022-01098-1>

Citation: Wajiran Wajiran, et.al., “ Reading Habits Among Language and Literature Students in Yogyakarta ”, *International Journal on Studies in English Language and Literature (IJSELL)*, vol. 12, no. 8, pp. 7-18, 2024. Available: DOI: <https://doi.org/10.20431/2347-3134.1208002>.

Copyright: © 2024 Authors. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.