

Interests and Behaviors in Reading English Literacy of State Religious College Students

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Abstrak:

Penelitian ini bertujuan untuk mengetahui minat dan perilaku dalam membaca literasi bahasa Inggris, serta hambatan yang dihadapi mahasiswa dalam membaca literatur bahasa Inggris pada mahasiswa calon guru bahasa di Perguruan Tinggi Agama Islam. Penelitian ini menggunakan desain survei kuantitatif untuk mengumpulkan data primer dengan menggunakan purposive sampling sebanyak 200 mahasiswa calon guru. Hasil penelitian menunjukkan bahwa minat dan kebiasaan membaca mahasiswa dalam literatur bahasa Inggris cukup baik. Hal ini ditunjukkan dengan fakta bahwa sebagian besar peserta (52%) menyukai membaca literatur bahasa Inggris, sementara 48% mengatakan bahwa mereka 'biasa saja' dan 'tidak suka' membaca literatur bahasa Inggris. Namun, waktu yang dihabiskan partisipan untuk membaca literatur berbahasa Inggris masih dalam kategori sedikit, yaitu kurang dari satu jam per hari (67%). Literatur bahasa Inggris yang dominan diakses oleh partisipan adalah esai fiksi dalam bentuk online (29,5%) dan artikel ilmiah pendukung mata kuliah dalam bentuk cetak (48,5%). Peneliti merekomendasikan agar minat dan kebiasaan membaca mahasiswa terhadap literatur berbahasa Inggris perlu ditingkatkan, salah satunya dengan mengintegrasikan kegiatan membaca literatur berbahasa Inggris ke dalam kegiatan perkuliahan dan menetapkan program literasi sebagai kegiatan ekstrakurikuler mahasiswa.

Kata kunci : Minat Membaca, Perilaku Membaca, Literatur Berbahasa Inggris.

Abstract:

The study aims to determine interests and behaviors in reading English literacy, as well as the obstacles faced by students in reading English literature in prospective language teacher students at Islamic Higher Education. The study uses quantitative survey design to collect the primary data by using purposive sampling as 200 pre-service teachers. The results showed that students' interest and reading habits in English literature were quite good. This was demonstrated by the fact that most participants (52%) liked reading English literature, while 48% said they were 'ordinary' and 'didn't like' reading English literature. However, the time spent by participants reading English literature was still in the small category, namely less than one hour per day (67%). The dominant English literature accessed by participants was fictional essays in online form (29.5%) and scientific articles supporting courses in printed form (48.5%). Researchers recommend that students' interest and reading habits in English literature need to be improved, one of which is by integrating English literature reading activities into lecture activities and establishing literacy programs as student extracurricular activities.

Keywords: Reading Interest, Reading Behavior, English Literacy

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INTRODUCTION

One of the benchmarks for the development of a nation is the consistency of the reading culture practiced by its citizens. The correct reading culture is often considered as the foundation of a nation's democratic stability (Oladele & HawwauA, 2015; Jegbefume et al., 2017; Yusof, 2010). The Prophet even told his people to always "iqra", this is clearly stated in various religious references (Black, 2010; Anyira & Udem, 2020). For the majority of the world's population, awareness of the substance of reading is important to always be preserved. (Tavsanlı & Kaldırım, 2017), including in Indonesia. To realize this hope, the Government as a policy maker has issued several relevant policy programs and strategies, including the School Literacy Movement (Wiedarti et al, 2016; Kemendikbud, 2015) Literacy Village, and the Indonesia Reading Movement program which was established in 2015 based on sources from Ministry of Education and Culture¹.

Contrary to the policy proclaimed by the Government, the results of the research study actually state the opposite and are

disappointing. Central Connecticut State University (CCSU), an institution from the United States has conducted a survey in terms of literacy which shows the results that Indonesia ranks 60th out of the population of 61 countries involved as research participants (CCSU, 2016). Indonesia is right in the second-last position after Botswana which is the lowest level position. Not only that, another survey conducted by (PISA) the abbreviation for Program for International Student Assessment, a program carried out by the Organization for Economic Co-operation and Development (OECD) further emphasized the position of Indonesian students at a much lower level. of reading skills. when compared to other countries that are members of the organization (OECD, 2019). The average score of Indonesian students is presented with a score of 371, while the total score is 600. Accordingly, several studies that have been conducted by Indonesian researchers show results that are not significantly different. Two other studies conducted by Siswati (2010) with student subjects and Triatma's research using student subjects at the elementary².

Students are required to display an interest in and qualified reading behavior with respect to postsecondary learning

¹ Estika Satriani, 'Sumber Bacaan Online Dalam Membangun Reading Habit Mahasiswa Universitas Islam Riau', *JURKAM: Jurnal Konseling Andi Matappa*, 2 (2018), 22
<<http://search.ebscohost.com/login.aspx?direct=true&db=sph&AN=119374333&site=ehost-live&scope=site%0Ahttps://doi.org/10.1016/j.neuron.2018.07.032%0Ahttps://dx.doi.org/10.1016/j.tics.2017.03.010%0Ahttps://doi.org/10.1016/j.neuro.2018.08.006>>.

² Micheal Owusu-Acheaw, 'Reading Habits Among Students and Its Effect on Academic Performance', *Library Philosophy and Practice (e-Journal)*, 6.5 (2014), 23.

activities from an early age. This will aid the academic community's learning process. Students are expected to have an interest in English-language instructional literature in addition to a general love of reading. The progress of science is written in the international language, English, thus interest and conduct in reading English literature are critically needed. Aside from that, reading skills help develop English language skills, which would be highly advantageous for potential teaching staff in utilizing ICT in numerous fields of life and participating in going global³.

As English educators, instilling interest and correct reading behavior can be carried out if the teacher knows the pattern of interest in reading that their students have. The description of interest in reading English references will be a guide for the teacher in analyzing student needs or student needs in studying Reading Comprehension courses. Teachers can explore approaches, methods, techniques, and strategies for teaching Reading courses in order to achieve optimal learning outcomes. It is hoped that these skills, as well as a penchant for effective reading of English-language literature, will be

a provision for future teachers at the Faculty of *Tarbiyah and Tadris* (FTT) at the Islamic Religious College (PTKI) to always learn and actualize themselves with the latest developments in knowledge related to their profession⁴.

Language teaching is the profession that pre-service teachers will pursue in this example. The teacher frequently has to be able to locate the top recommendations in their field. Because the majority of these references are presented in English, access to English-language reading is essential for finding the most recent discoveries, such as international articles. This inspired the researchers in this study to evaluate their pre-service teachers' reading interests and reading behavior before becoming future teaching professionals.

Meanwhile, preliminary research previously presented the results that the position of Indonesian students at a much lower level. As librarians, researchers also report that student visits to Islamic Higher Education libraries are still relatively low, this also further encourages researchers to further explore the reading interests and reading behaviour of these students, particularly English texts.

³ Nova Mustika and Rinda Lestari, 'Metode Bermain Peran Dalam Meningkatkan Kemampuan Berbicara Bahasa Inggris Mahasiswa STIKes Perintis Padang', *Edukatif: Jurnal Ilmu Pendidikan*, 2.2 (2020), 202-9
<<https://doi.org/10.31004/edukatif.v2i2.125>>.

⁴ Ahmad Fikri Rosyadi and others, 'Upaya Menumbuhkan Budaya Baca Warga SD No 57 / IV Sei Benteng', *Urnal Abdi Pendidikan*, 02.57 (2021), 117-22.

Previous preliminary research presented the results that the position of Indonesian students at a much lower level. As a librarian, the researcher also reports that student visits to Islamic Higher Education libraries are still relatively low, this also further encourages researchers to explore further the reading interest and reading behaviour of these students, particularly English texts which are rarely explored further, considering that so far only focused on general reading interest

LITERATURE REVIEW

The introduction of reading culture to the European population at that time was through scientists named Mortimer J. Adler and Charles Van Doren who wrote a book in the 1940s, the book was entitled *How to Read a Book* and in the book it was written that 'reading is a tool' (Rohman, 2016: 255). Research conducted by Prijana and Asep regarding students' ability to read textbooks showed that the reading speed of students with high GPAs did not have a significant relationship, but the reading skills of students with high GPAs were very good so they could get more information faster. Skills and training factors that cause reading time to be faster. Therefore, students' reading skills must be trained and guided, especially reading materials such as journals and textbooks in

English which are easier to obtain in digital media⁵.

Furthermore, the study also evaluated the learning of the 2016 HITS program by testing the abilities of third-semester students from three different study programs namely Sundanese Literature Study Program (non-foreign language), Japanese Literature Study Program (foreign language) and History Science Study Program (non-language). contained in the Faculty of Cultural Sciences in understanding English texts. They were given a reading skills test in which the reading text was taken from the upper-intermediate level which often appears in the TOEFL. The test includes a skill test of getting main ideas, finding topics, scanning stated information, making inferences, and guessing vocabulary. Researchers also examined the attitudes of these students toward learning English in the 2016/2017 school year. This study showed how the level of ability and attitude of FIB students toward learning English improved during the previous year. In order to attain the intended results, this research is descriptive in character. The findings of this study are expected to be utilized as a reference in developing learning models for students in various study

⁵ C.M. Jegbefume, G.S. Yaji, and H. S. Dala, 'Improved Reading Culture: A Panacea for Sustainable National Development', *International Journal of Applied Technologies in Library and Information Management*, 3.1 (2017), 66-73.

programs and for English instructors at the Faculty of Cultural Sciences⁶.

Researchers in Indonesia, on the other hand, have undertaken extensive research on students' capacity to read English literature. As in the case of Veronika et al. (2015)'s research, the ability to read English texts by students outside the English Language Study Program increased in understanding after being given interference in learning difficult vocabulary and sentence structures. Another study conducted by Muflihah (2016) yielded the result that the reading ability of bilingual students on campus was very low, obtaining an average score of 37 out of a total score of 67. In addition, research involving STIKES students General Achmad Yani, West Java related to testing of English proficiency using international standard tests, showed a low average score of 387 out of 535 as the standard set⁷.

Kusuma and Adnyani (2016) also researched students' attitudes toward English and found that students and their parents were very interested in English. Language attitudes affect student achievement in class

by 11.2% while motivation influences as much as 6.3% (Tantra, 2014). Manggong (2017) conducted research on language attitudes toward learning methods and concluded that learning methods that focus on students are preferred and active in discussion⁸.

Aside from language attitudes and learning methods, past research examined students' perceptions regarding various types of English accents. Adityarini et al. (2009) discovered in one of their studies on students' attitudes toward three types of English, namely British English, General American English, and Indonesian English, that students thought the version that was the most difficult to follow was British English, while the version that was easy to follow and obviously the pronunciation was Indonesian English. While American English is the most fascinating delivery style⁹.

Based on a literature review related to this topic, the research that will be carried out by the authors and the team is to examine interest and reading behavior among students of Religious Higher Education in the

⁶ Marianna Harahap, Firman Firman, and Riska Ahmad, 'Penggunaan Social Media Dan Perubahan Sosial Budaya Masyarakat', *Edukatif: Jurnal Ilmu Pendidikan*, 3.1 (2021), 135–43 <<https://doi.org/10.31004/edukatif.v3i1.252>>.

⁷ William F. McComas, 'Programme for International Student Assessment (PISA)', *The Language of Science Education*, 2014, 79–79 <https://doi.org/10.1007/978-94-6209-497-0_69>.

⁸ Magdalena Elendiana, 'Upaya Meningkatkan Minat Baca Siswa Sekolah Dasar', *Jurnal Pendidikan Dan Konseling (JPDK)*, 2.1 (2020), 54–60 <<https://doi.org/10.31004/jpdk.v1i2.572>>.

⁹ Steven K. Poon and Laura E. Sudano, 'Impact of Social Media on Mental Health', *Mental Health in the Athlete: Modern Perspectives and Novel Challenges for the Sports Medicine Provider*, 9.03 (2020), 181–89 <https://doi.org/10.1007/978-3-030-44754-0_14>.

Bengkulu region, involving participants from backgrounds students of the Tarbiyah and Tadris Faculties or more equivalent to the Teaching Faculty and Education Sciences, they are prospective educators. By conducting this research, it is hoped that it will be able to increase knowledge related to the description of students' interest and reading behavior in the Religious Higher Education environment so that it can become input for determining appropriate techniques, methods, and approaches in disseminating English-language literature among UIN and IAIN students in Bengkulu. In addition, by completing this research it is hoped that it will become a reference in analyzing student needs, as well as exploring various approaches, methods, techniques, and learning strategies to improve learning outcomes, especially in Reading Comprehension, Extensive and Intensive Reading courses which have an impact on English Tadris study program policies. specifically, the Faculty of Tarbiyah and Agencies in general. Not only that, the research results can also provide guidance and an overview to the Library Unit in Religious Higher Education institutions in Bengkulu in designing a socialization program for reading English literature. In addition, it is hoped that the results of this study will encourage higher education officials and the Library Team to provide

adequate reference books in English and online English literature¹⁰.

Reading Interest

In a reference written by Hurlock (2002: 114), interest is defined as the initial motivation that becomes a motivating factor for someone to do what they want freely. This will bring pleasure and satisfaction. They become interested in something when they see it. In conclusion, interest is an attitude that forms in a person's mind towards something specific with complete will and feeling delighted doing it. A person's interest is a strong desire to do everything possible to realize objectives and goals. Thus, interest can ultimately help pupils acquire what they want¹¹.

According to Hodgson's opinion in Elendiana's research (2020), reading is an activity carried out by readers to find implicit and explicit messages that the writer wants to convey through written language or the medium of words. Anderson (Tarigan, 2008) defines reading in terms of the environment. He argued that reading is a process of re-coding and interpreting the code (a recording and decoding process). Therefore, reading requires an observant attitude in order to understand the explicit and implicit intent of

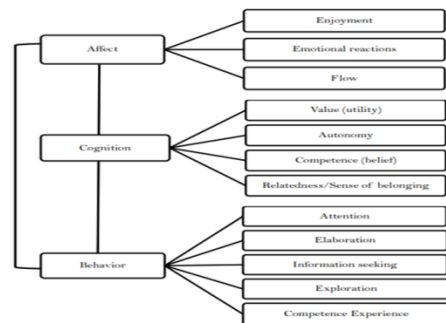
¹⁰ Linse, *Practical English Language Teaching Young Learners* (New York: McGraw Hill, 2010).

¹¹ Kachru, *Teaching World Englishes*. In B.B. Kachru, (Ed.), *The Other Tongue: English across Cultures* (Urbana: University of Illinois Press, 2018).

a text. Finochiaro and Bonomo through Tarigan (2008) briefly said that reading is "bringing meaning to and getting meaning from printed or written material", which means the activity of picking and understanding the meaning or meaning contained in the reading text¹².

Other research suggests that the construction of reading interest also consists of three aspects, namely: affect, cognition, and behavior, Putro (2017). Putro categorizes the concept of reading interest in a dissertation study entitled "Reading Interest in a Digital Age" at UNSW, Australia.

Figure 1.
Aspects contained in Reading Interest
(Affect, Cognition, and Behavior)



From the statement above, the researcher can conclude that reading is a series of complex communication activities. Reading aims to digest, ascertain the content or meaning and get the message the author wants to convey through the media of words

or written language so that an understanding of the reading is obtained¹³.

In relation to interest in reading English-language literature, the context of each reader's encouragement is to explore information in the form of readings that use English¹⁴.

The Nature of English for Indonesian Students

The reading activities in this study focused on reading English literature. Therefore, it is important to review the position of English as a foreign language (English as Foreign Language) in Indonesia. According to Kachru's theory in Anita's research (2022). The expanding circle includes several nations, including Indonesia. The expanding circle indicates that the Indonesian people are EFL Learners, namely a nation that uses English as a foreign language outside of the country's national language. This distinguishes the Indonesian nation from other Malay peoples, such as Malaysia, where English is employed as a second language in the entrance to schools and government.

The education system in Indonesia implements a curriculum that makes English one of the main subjects for students in formal schools. In fact, one of the requirements for

¹² Udem Anyira, 'Effect of Social Media Addiction on Reading Culture: A Study of Nigerian Students.', *Library Philosophy and Practice*, 2 (2020), 25.

¹³ Annita, *Pola Perkembangan Noun Phrase Acquisition Pada EFL Learners Di Bengkulu* (Bengkulu: Andra Grafika, 2022).

¹⁴ Rosyadi and others.

completing formal education in this country is having an exam involving English language proficiency in the National Final Examination (UAN) as well as being a general subject in every study program. This also encourages researchers to find out how far they are interested in digging up information using English literature at the level of students at Religious Colleges in Indonesia, especially in the area where the researcher serves, namely Bengkulu province with the specifications of the participants from the educational background of prospective teacher¹⁵.

Figure 2.

Indonesia is part of the Expanding circle according to Kachru Theory (Kachru, 1992a, p.356)



As part of an expanding circle, prospective teacher students in Indonesia are not used to reading English-language literature as students in Malaysia, Singapore, and Tanzania. They are accustomed to using Indonesian learning references as a source of information in formal and non-formal institutions. This certainly affects the interest

and reading behavior of Tarbiyah Faculty students toward English as a foreign language¹⁶.

RESEARCH METHOD

This study was designed using survey method research reftype which aims to investigate interest and behavior in reading English literature, as well as the obstacles faced by students in reading English literature. The quantitative data will be obtained through a questionnaire survey method. The population of this study was prospective teacher students and educators at Islamic Higher Education in the Bengkulu region.

All primary data needed in this study was collected and collected through questionnaires which were distributed and filled in by respondents offline and voluntarily. The confidentiality of the participants' identities will be protected by the researcher. The data to be collected includes the respondents' interest in reading, the duration of reading, the media they read, and at the same time the constraints they experience when accessing English-language literature. The research questionnaire questions will be prepared based on the rubric of open versus closed-ended questions

¹⁵ Maslova Olena Kashuba Vitaliy, 'Prerequisites for the Development of the Concept of Health-Forming Technologies in the Process of Adaptive Physical Education of School-Age Children with Hearing Impairment', *Journal of Education, Health and Sport*, 7.3 (2017), 824-34.

¹⁶ Syafa'atul Khusna and others, 'Gerakan Literasi Dalam Meningkatkan Minat Baca Siswa Sekolah Dasar', *Dawuh Guru: Jurnal Pendidikan MI/SD*, 2.2 (2022), 101-12
<<https://doi.org/10.35878/guru.v2i2.454>>.

which include two variables, namely interest and behavior in reading English literature¹⁷.

These findings were documented in a questionnaire that included several closed-ended and open-ended questions. In general, the questionnaire items cover two topics: asking pupils to read and students' reading habits in English literature. The procedure of gathering quantitative will last one month, with the following time allocation: the first two weeks of data collection will take place at IAIN Curup, followed by the next two weeks at UIN FAS Bengkulu. The data from quisioner was analized by editing, coding, entry, and analyzing the descriptive data.

Triangulation enabled the writer to gain multiple sources of information about the same phenomenon. For data triangulation, the researchers employed questionnaires and interviews. The outcomes were consistent with one another. The data collection results were also reliable. The use of probability sampling also assured that the sample was representative of the population. Because of the use of purposive sampling, the research results were reliable and generalizable.

¹⁷ Luh Tu Selpi Wahyuni, I Gusti Ngurah Japa, and Ni Wayan Rati, 'Correlation of Reading Interests and Learning Motivation Toward Science Learning Outcomes', *Jurnal Ilmiah Sekolah Dasar*, 4.3 (2020), 484
<<https://doi.org/10.23887/jisd.v4i3.25376>>.

RESULTS AND DISCUSSION

Based on the data obtained in the research process, a total of 200 students were willing to fill out the questionnaire given. Because this research only focuses on students' interest and reading behavior, the character and personal data of each respondent will not be discussed except for the differences in language majors being taken at the Faculty of Tarbiyah and Tadris. The data is collected to get an overview because it is possible that there are differences in interest and reading behavior in different language majors¹⁸.

Table 1. Participants (n=200)

Subject	Code	Number of Participants
TBI	ENG	120
TBA	ARB	50
IND	IND	30
Total		200

*ENG refers to English pre-service teachers

*ARB refers to Arabic pre-service teachers

*IND refers to Indonesia pre-service teachers

As shown in Table 1, the number of respondents majoring in Indonesian Language Education is lower than the number of respondents majoring in other majors. This composition, however, is inextricably linked to the percentage of the

¹⁸ Al Mahrooqi Al Yaaqubi, 'How Does Reading Literature for Pleasure Affect EFL Learners?', *Journal. Professional Teaching Articles*, 2 (2019), 20-46.

overall population of students from the three separate departments at these two universities. The researcher assumed that pre-service language teachers were more knowledgeable about English and relevant to the context of this study.

The next tables contain quantitative data on students' reading interests or inclinations. Tables 10-13 describe the reading patterns of students. The data presented in the tables below are based on questions provided to respondents via a questionnaire¹⁹.

Table 2. The differences between reading generally and reading English literature

General Reading	ENG	ARB	IND	TOTAL
Yes	80 (66,7%)	44(88%)	27(90%)	151(75,5%)
Equally	40 (33,33%)	1(2%)	-	41(20,5%)
No	-	5 (10%)	3(10%)	8(4%)
English Literature	ENG	ARB	IND	TOTAL
Yes	70 (58,3%)	18 (36%)		104(52%)
Equally	41 (34,2)	4 (8%)	8 (26,7%)	53(26,5%)
No	9 (7,5%)	28 (56%)	6 (20%)	43(21,5%)

Tables 2 present the distribution of interest in reading among Tarbiyah and Tadris students. Based on these data it can be concluded that the reading interest of Indonesian language students is higher than that of Arabic and English students with a difference of 2% and 23.3%. It's just that, both Arabic language education students and

Indonesian language students have a low interest in reading or literature in English. Meanwhile, students majoring in English themselves have a higher interest in English-language literature than students of the other two study programs with a percentage of 58%. In short, it can be said that in general Indonesian students have a higher reading interest than English and Arabic students, but English students have a higher interest in reading English literature²⁰.

The researcher realised that when participants filled out the research questionnaire, what they understood as reading, especially reading in general, was reading reference books for assignments, such as text reading assignments. In fact, some of them understood that just reading captions on social media was also reading in general. This influenced the results which showed that their reading interest level was higher in general reading compared to English texts.

The next question asks about the motivation that encourages students to read English literature. In this question, students are asked to choose more than one answer. The answers most students gave were 'want to improve their English skills' by 47.4%, 'want to know' by 41.2%, 'assignment from the lecturer' by 31.6%, and 'liked' by 6.2 %. Other answers that emerged included wanting to understand films in English,

¹⁹ Mona M. Soliman and Khalid Fouda Neel, 'The Reading Habits of Medical Students at Medical College King Saud University', *Journal of Taibah University Medical Sciences*, 4.2 (2009), 115-22 <[https://doi.org/10.1016/S1658-3612\(09\)70100-3](https://doi.org/10.1016/S1658-3612(09)70100-3)>.

²⁰ Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008).

wanting to be fluent in English so they could work abroad, wanting to get a lot of health information, and so on. The form of reading material most frequently accessed by students can be seen in Table 3.

Table 3. Frequently read sources of printed literature and online/electronic literature sources

Printed Reading Text	Percentage
Novels/other fiction	96 (48%)
Open book	36 (18%)
Magazine	41 (20,5%)
Encyclopedia	8 (4%)
newspaper	19 (9,5%)
Online Reading Text	Percentage
Social Media (Instagram, Twitter, etc.)	136 (68%)
Novels, comics, and the like	2 (1%)
Mainstream news portal (compass, tempo, etc.)	39 (19,5%)
International Journal Articles	23 (11,5%)

Tables above describe students' reading interests in general, without differentiating the language used in the reading resources. From Table 3, it is very clear that students tend to prefer online reading sources over printed reading. As many as 79% of students admit that they often use online media. Only 11.5% of students admit that they use print media more often than online media. This data is in line with a study conducted (Satriani, 2018) which found a shift in student reading culture from traditional reading with printed reading, to reading by utilizing technology in the form of electronic/online reading sources. According to (Satriani, 2018), one of the reasons for this shift is the use of

internet technology which has become very popular in the last two decades. Unfortunately, as can be seen in Table 6, the type of online/electronic reading that students access the most is social media, which is 68%²¹.

Social media allows its users to communicate and share information very easily without the constraints of place, cost, and time (Harahap et al., 2021). On the other hand, the use of social media also has various negative potentials such as disrupting learning activities, facilitating crime, disrupting communication within the family, and eroding cultural values, customs, norms, and ethics that apply in society (Harahap et al., 2021)), as well as the emergence of several signs of psychiatric disorders such as depression, self-esteem, anxiety, dissatisfaction with body shape, and so on (Sharma et al., 2020; Deepa & Priya, 2020). In addition, the use of social media also has the potential to cause social conflict because users can easily disseminate news without having to ensure the legitimacy of the news (Harahap et al., 2021). Therefore, the habit of reading literature or information disseminated

²¹ Omer Faruk and Abdullah Kaldirim, 'Examining the Reading Habits, Interests, Tendencies of the Students Studying at the Faculty of Education and Analyzing the Underlying Reason behind Their Preferences', *European Journal of Educational Research*, 6.2 (2022), 145–56 <<https://doi.org/10.12973/eu-jer.6.2.145>>.

through social media can have various negative effects on society, including students. Thus, the role of educators and parents in directing the younger generation to choose good reading sources is very crucial.

Subsequently, although only 11.5% of students admit that they often read printed literature, most of the reading that students access is literature that is read as entertainment material (pleasure reading) such as fiction, magazines, encyclopedias, and newspapers. Pleasure reading activities are also carried out by many students by reading online sources in the form of fictional essays and news portals. According to Al Yaaqubi & Al Mahrooqi (2013), pleasure reading can provide many benefits to readers including improving language skills, training social intelligence, and increasing self-confidence. The study also revealed that literature or fiction is the type of literature that is most widely read in pleasure reading. In his study, Howard (2011) argued in line that pleasure reading can improve academic achievement, foster social awareness and empathy, and most importantly improve literacy skills. Not only reading Indonesian language literature, some students also have a habit of pleasure reading English reading^{22,23}. More detailed data on this matter can be seen in Tables 4.

²² Khusna and others.

²³ Tsani Shofiah Nurazizah, 'Peningkatan Budaya Literasi Melalui Program Pojok Baca Siswa Sekolah Dasar', *Dirasah*, 6.2 (2023), 394-402.

Table 4. Most read online/electronic literature source in English (n=200)

Types of English Online/Electronic Literature	Percentage
Novels, Comics, and Other Fictional Writings	59 (29,5%)
English Language Blogs and Sites	48 (24%)
News portal	53(26,5%)
Taylor and Francis	40(20%)

Most of the reading resources for English-speaking students are online. More specifically, the sources of English literature most favored by students are entertainment reading, namely online novels as illustrated in table 4. In comparison to printed literature, pupils read more scientific papers and textbooks. As demonstrated in the result, the researcher discuss that this is due to homework and teaching materials that must be mastered during lectures that need them to read printed English references²⁴.

Table 5. The duration used for reading English literature (n=200)

	ENG	ARB	IND	TOTAL
No Time	11 (9,17%)	15(30 %)	25(83, 33%)	51(25,5%)
Less than 1 hour	99 (82,5%)	31(62 %)	4(13,3 3%)	134(67%)
1-2 hours	10(8,33 %)	1(2%)	1(3,33 %)	12)6%
More than 2 hours	-	-	-	0%

The activity of reading English literature is illustrated in Table 5. The largest

²⁴ T Herawati, 'Pengaruh Sistem

Pengendalian Intern Terhadap Kualitas Laporan Keuangan (Survei Pada Organisasi Perangkat Daerah Pemda Cianjur)', *STAR*, 11.1 (2020), 1-14.

percentage of reading English literature is owned by English students themselves, namely 82.5% who spend less than 1 hour. Only 8.33% of English students read more than 2 hours²⁵.

Table 6 presents a list of activities that respondents prefer more than reading. The duration of time students spend doing activities or hobbies to provide a little more description of the activities or hobbies that are preferred and possibly also hinder the formation of students' interest and reading habits.

Table 6. Favorite Activities (n=200)

Activities	Percentage
Watching (Korean Series)	63(31,5%)
Sport	12(6%)
Access social media (TikTok, IG, etc.)	84(42%)
Listening to Music (Spotify)	5(2,5%)
Writing	1(0,5%)
Cooking	20(10%)
Hang out	15(7,5%)

²⁵ D A Sholihah, 'Pendidikan Merdeka Dalam Perspektif Ki Hadjar Dewantara Dan Relevansinya Terhadap Merdeka Belajar Di Indonesia', *LITERASI (Jurnal Ilmu Pendidikan)*, XII.2 (2021), 115-22
<<https://www.ejournal.almaata.ac.id/index.php/LITERASI/article/view/2076%0Ahttps://www.ejournal.almaata.ac.id/index.php/LITERASI/article/download/2076/1539>>.

Student answers to favorite activities questions varied widely. The activities mentioned above are only the activities that most students mention. Based on the data presented in Table 6, the activities most liked by students besides reading are accessing social media (42%) and watching the Korean Series (31.5%). Students even spend more of their time doing these activities. This is in line with the results of research conducted by (Siswati, 2010) which stated that one of the reasons students could not develop their hobby of reading was their habit of watching television for an average of two hours a day. This large portion of time can of course interfere with students forming a reading culture because health students have very limited free time²⁶.

CONCLUSION & RECOMMENDATION

Based on the survey results that have been processed and analyzed, it can be concluded that generally, the research participants have sufficient good reading behavior, especially in reading English-

²⁶ I Dewa Ayu Lania Dewi, Nice Maylani Asril, and Dewa Gede Firstia Wirabrata, 'Instrumen Asesmen Untuk Mengukur Perkembangan Fisik Motorik Kasar Pada Anak Usia Dini', *Jurnal Pendidikan Anak Usia Dini Undiksha*, 9.3 (2021), 416
<<https://doi.org/10.23887/paud.v9i3.39857>>.

language literature. Of the 200 PTKIN students who participated, 75.5% of the participants liked to read. However, only 52% like to read English literature. The survey results also show that the interest in reading English-language literature among PTKIN students majoring in English study programs is much higher than that of two other language majors, namely Arabic and Indonesian. In addition, most of the participants read less than 2 hours each day. From this time duration, the duration used to read English-language literature is still under 1 hour per day. Furthermore, for both Indonesian and English reading, most of the participants tended to prefer accessing online reading rather than print. Other activities that are generally carried out by PTKIN students in Bengkulu province for a long time and which hinder them from developing reading behavior include watching dramas, accessing social media, cooking, hanging out, sports, listening to music, and writing. Meanwhile, another obstacle that students also face in reading English literature is the meaning of unknown words.

Based on these findings, it is necessary to increase students' interest and reading habits in English literature, one of which is by integrating English literature reading activities into their lecture activities. Lecturers are expected to be able to guide students to choose good reading materials, as well as

show how to access these reading sources. Furthermore, stakeholders can also allocate funds and cooperate with the UPT Library PTKIN to provide English literature, both in print and e-book form. In addition, establishing a literacy program as an extracurricular activity for students can also be another effort. This program is expected to be able to make students enjoy reading activities, especially English literature.

Nevertheless, further research is recommended to address some issues related to the current study so that a more comprehensive understanding of reading interest and reading behaviour in other prospective teacher students. Furthermore, references to English-language reading in the library of each Islamic Higher Education campus should be increased so that students can freely access English-language reading as a supporting reference in learning both e-books, access to International journals and printed books. Educators should make a habit of assigning tasks with English-language references to students in order to support reading habits and increase scientific publications in international journals for students and lecturers.

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