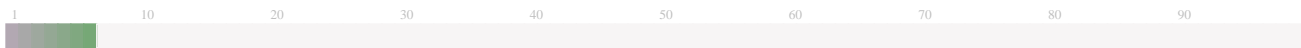


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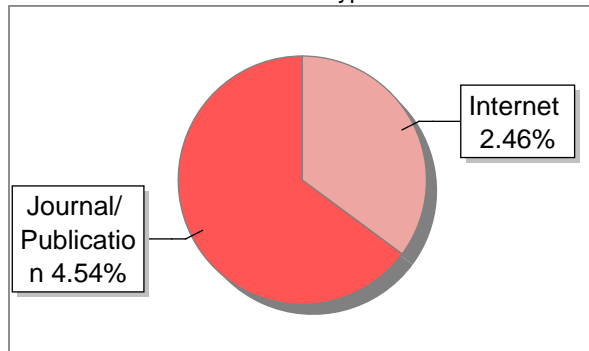
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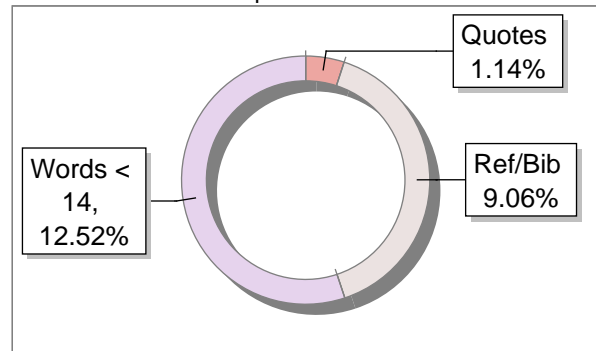
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# Reading Habits Among Language and Literature Students in Yogyakarta

By

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## Abstract

This research is aimed at examining the level of reading habit of students, especially Language and Literature students in Yogyakarta. There are several reasons underlying this research: first, students majoring in Language and Literature are required to have better reading habits than students in other majors. Secondly, the research location is in Yogyakarta because this city has a designation as a student city. This city has better educational facilities compared to other cities in Indonesia, so the level of reading culture in this city is also considered better than other regions.

This research used a combined qualitative and quantitative method, where the research was conducted using a combination of questionnaires and interviews. Interviews were conducted to strengthen and deepen the understanding of problems or facts in the field 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. The number was distributed in several universities in the Yogyakarta area.

The temporary mapping results found that almost all students have a good reading culture, which is 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%. While those who allocate time to read less than one hour are 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 maybe not better than students from other majors.

### Introduction \*\*\*

This research is based on a researcher's awareness of the phenomenon of students who do not have a good reading culture. This can be seen from the lack of student understanding of the knowledge of literary works. Students in the field of language and literature do not have a broad understanding of the field they study. In addition, when students are present in class, it is very rare for students to have reference books from the indications in the class, the researcher has a desire to prove or find out how students' reading culture really is.

Reading culture in adults does not happen by itself. The environment greatly influences a person's reading culture. Many things influence a person to have a good reading culture, including school, friends and family. Of these three factors, the family is the closest environment and greatly influences a person's reading culture. If the family has a good reading culture then a child will have a good reading culture too. However, there are several factors that cause a child not to have a good reading culture such as the influence of gadgets or parents who do not want to know about the reading culture for their children.

Many factors influence the low reading culture of students. Primary to secondary education is very influential on the low reading culture of students. In schools, language and literature education has not emphasized on 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 culture. 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 lacks awareness of the importance of a reading culture. In general, families demand that their children achieve high grades in subjects but do not have a good awareness 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 do not have a good awareness of the importance of book provision. In addition, visits to the library to instill a reading culture in their children are minimal. (Pałkowska-Goździk, Zadka, & Rosołowska-Huszcz, 2023)..

This condition is very contradictory to the reading culture in developed countries. In Australia, for example, all levels of education cultivate reading awareness. (Durda, Artelt, Lechner, Rammstedt, & Wicht, 2020).. From an early age we can notice that school facilities cannot be separated from reading materials. Especially for elementary schools in the school environment, reading facilities are very easy to obtain; from illustrated story books 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, it is quite the opposite. All students are required to memorize difficult formulas or heavy memorization material. They are not 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 culture is exacerbated by technological advances that are lulling. The rapid advancement of information technology has made students have an increasingly weak reading culture. Their activities are more about playing social media than reading books. That is why, many studies show that the reading duration of students is less than one hour a day. (Ibrahim, 2023).

#### 140 Literature review

There have been many studies 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 as well as predictions for the general public. Students who study language and literature should have a good reading culture 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 emphasize children to read since childhood. (Setyawatira, 2009). In fact, the role of parents is very large in influencing the level of reading culture in children. If parents have a good reading culture, it will be transmitted to children. Unfortunately, the reading culture of parents or adults in Indonesia is also very low, which also affects the level of reading culture in their children.

Musdizal et al. (2022) conducted research related to the relationship between reading habits and interpersonal skills. The study emphasized that there is 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, Hartono, Malana, Herayati, & Wilymafidini, 2022).. Intrapersonal ability is related to self-mastery in relation to its relationship with other people or the environment. Self-mastery in the sense of the ability to position oneself 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 related to independence. This is especially related to independence in learning and *long life learning* that should be owned by a student. (Li, Majumdar, Chen, Yang, & Ogata, 2023).. Min et al (2022) conducted a study that emphasized the importance of reading activities in teachers, especially related to reading during leisure time, which provides great benefits for 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, Grace, & Ee, 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 main focus compared to learning in the classroom or depending on the teacher or lecturer. That is why, 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 knowledge 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 culture for a nation. Unfortunately, Indonesian society, including the government, has not paid much attention to the low reading culture 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 for improving the reading culture 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, with the aim of improving people's intelligence through reading culture. In fact, reading culture greatly affects the quality of the human being as a human capital index which is directly proportional to the quality of the reading culture of the Indonesian people. As we know that Indonesia's *Human Development Index* ranks 112th out of 175 countries (Permatasari, 2015). (Permatasari, 2015).

The low interest in reading is influenced by people's perception of the importance of reading. Most people think that reading is only important for those who are in school. This also leads to the misperception that it is the school that is responsible for cultivating a reading culture. This is contrary to the fact that it is actually the family that has the main task of familiarizing children to have a good reading culture. 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 their hopes on schools in terms of the responsibility of instilling a reading culture. (Meliyanti, Raraswati, Nuruddin Hidayat, & Aryanto, 2021)..

The low reading culture has 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 culture is caused by the interference of social media. (Kuhfeld, Lewis, & Peltier, 2023).. As quoted from the writing of Alsaeedi et al., reading culture in the United States has also decreased. In the study, it was stated that the average student in America also only reads less than one hour to read 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 influence of the development of communication technology that affects student reading culture. (Balan, Katenga, & Simon, 2019)..

## Discussion

The results of research on reading culture 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. The reason this field is the focus of research is because students who take the field of language and literature are those who are expected to be an example of the importance of reading

culture for their lives. In addition, students in this department are primarily tasked with reading. Reading literary works or reading other texts related to the study of reading texts. That is why, the researcher's first assumption is that all students in language and literature majors 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.

Apakah anda suka membaca buku atau karya sastra?

173 responses

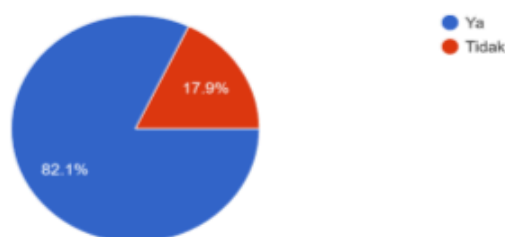


Image 1

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 does look quite large, which is around 82.1%. But the number who allocate time to read is not in accordance with their field of study which demands a longer time in reading. This is due to the fact that 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.

This fact shows that there is a very strong 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.

Researcher: "Are you ready with the title of your thesis?"

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 that I have read."

With the same question, respondent B 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 be able to analyze 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 be able to achieve maximum value in their final project. Students must master the theories that will be used in analyzing literary works. Meanwhile, students must also know the content of the literary work itself. Theory and literature; these two things require a lot of 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 analyzing 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.

#### Reading duration



Image 2

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 is certainly very influential on how students'

appreciation of reading material is still very low. Researchers assume that the low duration of reading books in these students 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 web sites or Wikipedia compared to journal articles, books or research results that can be accounted for. 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.

#### 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 results of the questionnaire, many students allocate reading time only for entertainment. They do not have clear goals that affect certain achievements in reading.

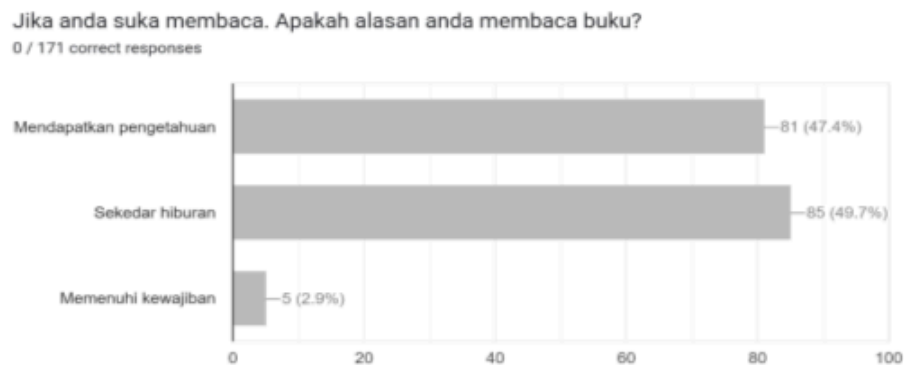


Image 3

The figure above shows that the number of students who read just for entertainment is 49.7%. This number if added to those who read just to fulfill the task amounted to 2.9%. This means that more than fifty percent of the respondents are not serious in reading. This

condition greatly affects the effectiveness of reading activities in obtaining information that is 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 confused about what they will do. This condition affects the rate of students graduating on time. For example, in the English Literature study program, the average 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. Do not let it happen that students are already in the eighth semester but do not understand what theme or research object to complete their final project. This effort is very important because not all students who take this major really 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 that 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

##### Alasan anda tidak suka membaca?

0 / 139 correct responses

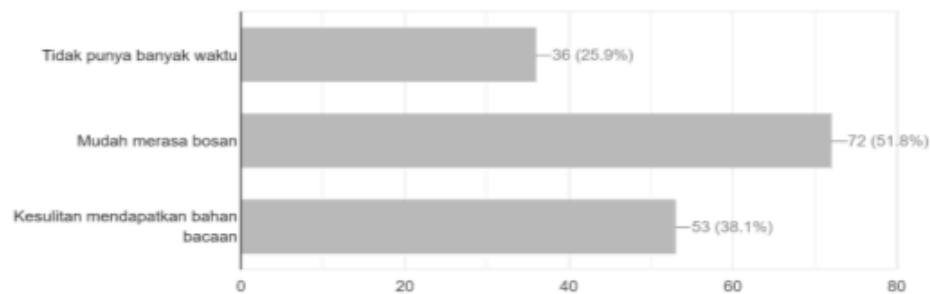


Image 4

Indeed, there are several obstacles faced by students in accessing reading materials. However, this cannot 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 not solely printed reading materials, but also electronic. This means that if the reason they do not allocate time to read is due to the difficulty of getting reading material, it can be dealt with by accessing electronic reading. Electronic reading materials are very easy to obtain at very low prices, even free. Reading materials accessed electronically also allow them to read anywhere without any space and time constraints. So that the reason for not having time as much as 25.9% is not an obstacle that makes them unable to allocate time.

From the results of the questionnaire, it is 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 easily feel bored is a habit factor that does not yet exist in them. More than 51.8% who answered that they felt bored easily was a factor of very weak 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, then 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 themselves. 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 reason for 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 also visit the library to be able to access reading materials. Unfortunately, the results of the study show that students who visit the library are also very low. 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, 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 that can be accessed for free.

Apakah anda memiliki jadwal rutin berkunjung ke perpustakaan?

0 / 173 correct responses

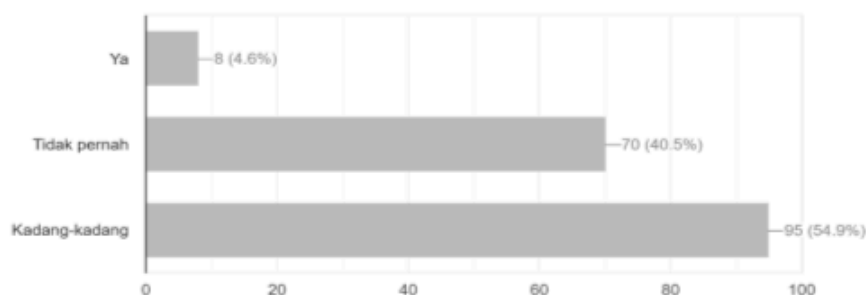


Image 5

### Environmental factors

The lack of 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 have a huge influence on the birth of a reading culture among students. That is why the low reading culture of students is also influenced by their immediate environment; namely family and school.

The family contributes greatly 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 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 very small. This can be seen from the results of the questionnaire, which recorded only 39.5% of families who have good awareness so that they can instill a good reading culture to 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 the low percentage of reading habits among students.

Apakah di dalam keluarga anda memiliki budaya baca yang bagus?

0 / 172 correct responses

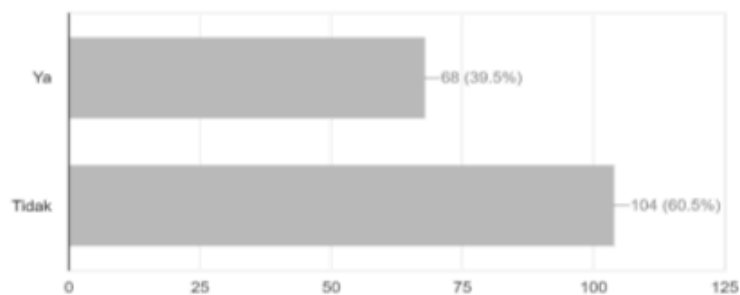


Image 6

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 do not seem to be maximized in Indonesia so that 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 have a

regular schedule to visit the library. From the questionnaire results, only 4.6% have a regular schedule to visit the library (see Figure 5).

Actually, the school environment has emphasized 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, when teachers give assignments in the form of writing to students, not all of the writing is evaluated or given a thorough and maximum assessment. It could be that the assignments that have been made by students are not assessed or not given an evaluation so that students do not know where the mistakes lie in what they have done. In addition, with the development of technology, there are also many students who cheat by simply copying and pasting from friends' work or taking from the internet. Meanwhile, teachers and even lecturers do not 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 the administrative burden that a teacher or lecturer has to do outside of teaching activities.

Apakah semasa SLTA, guru atau lingkungan sekolah anda menekankan untuk membaca buku di luar mata pelajaran?

0 / 172 correct responses

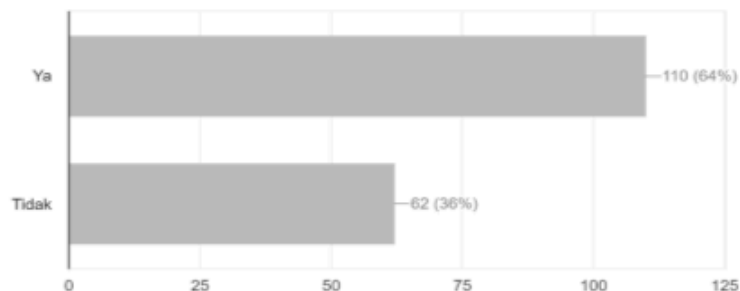


Image 7

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 very important because they will greatly affect students' awareness to have the habit of reading books. If the school never gives students the burden of reading, then there is nothing else that can oblige a child to read a book. Even if there are tasks that require children to read books, the next task is that every teacher who gives reading assignments to students 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.

It is even more ironic 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, there is no hope for them to have a



good reading culture. This teaching system is certainly very influential on the mentality and habits of school students so that it affects 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. Although of course changing habits is not easy because a reading culture will not just be embedded without a serious intention from the person concerned.

The impact of the lack of reading culture among students, of course, continues to 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 largest portion only read 1-5 novels at 44.5%. This fact can actually be considered very concerning because of their position in the sixth semester. In this position they are already required to prepare themselves to write the final project. If their understanding of novels or literary works is minimal, it will certainly greatly affect their ability to complete the final project professionally and according to the target time.

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

0 / 173 correct responses

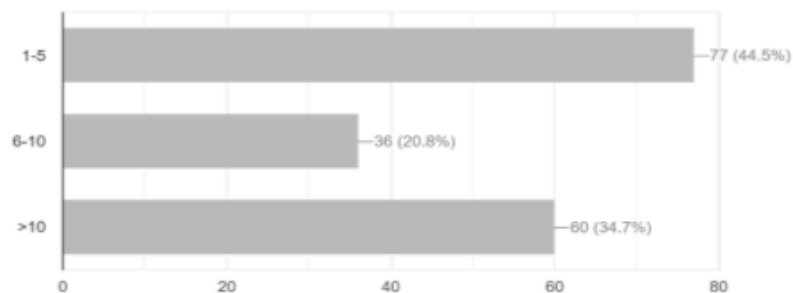


Image 8

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 are still **confused 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 results of a questionnaire conducted on 173 respondents showed that 65.7% were not ready for their final project. **This fact indicates that students** in the field of language and literature face difficulties in achieving the target of graduating from college on time, which is eight semesters. Logically, if they are working on a final project in the form of a thesis, it is impossible to write it in just one semester. Especially if they **have not fully understood** what they will write in the sixth and seventh semesters. Because 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 as well as the theory that will be used to analyze.

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

0 / 172 correct responses

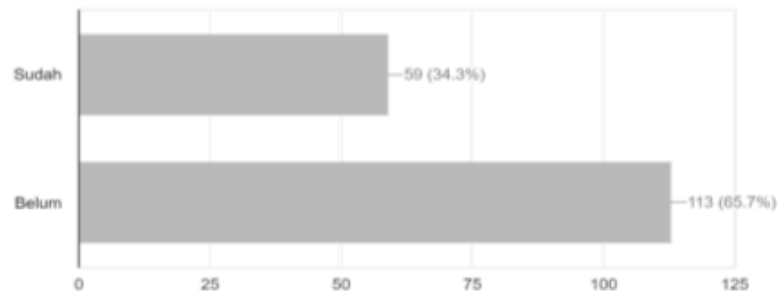


Image 9

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 organizing 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 age 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 made aware of the importance of reading books, especially those relevant to the field they will make as their final project so that they do not encounter difficulties in writing their final project.

Solutions to low reading culture

Reading is the cornerstone of academic success, especially for students in literature. Good reading habits not only enhance comprehension and critical thinking, but also ensure that students are prepared to do their coursework effectively. Developing such habits requires a strategic approach that involves various stakeholders, including educators, institutions, and students themselves. (Ekaterina, Vera, V., Marina, A., & Julia, 2022). This analysis outlines the essential steps to cultivate good reading habits among students, facilitate their academic achievement and foster a strong reading culture.

One of the most important factors in developing good reading habits is creating an engaging and supportive reading environment. 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 on a regular basis to stimulate interest in reading. (Gary, Richard, C., & Dani, 2023). By providing access to a wide variety of reading materials and creating a lively literary atmosphere, students will be more likely 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). Encouraging students to read beyond the prescribed syllabus by recommending additional readings can also 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 on how to annotate texts, summarize chapters, and identify key themes and arguments. Techniques such as SQ3R (Survey, Question, Read, Recite, Review) can help students approach reading in a structured way. (Peng, Wang, Filderman, Zhang, & Lin, 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 will be able to 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, Dickerson, & Teague, 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.

## Conclusion

Developing good reading habits among college students is an endeavor that requires concerted efforts from educational institutions, educators, and the students themselves. By 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 first. Reading activities will increase knowledge or insight, so that by reading a lot <sup>105</sup> students will be able to get positive things related to the lessons they want to get. The obstacles that exist as challenges in doing reading activities actually come from within each individual. That is why, there is no other 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 students' low understanding of what they have to 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 a number of books according to the volume of courses being taught. 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 in order to have the motivation to read as many references as possible. Must reduce the use of social media or telecommunications tools for the portion of reading more and more focused. The toughest challenge is the challenge from oneself so there must be self-awareness to allocate the best possible time for reading.

Support from the campus can be done 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 <sup>127</sup> at least three days a week. This is to show their commitment to learning. The luxurious facilities that have been provided in the library <sup>129</sup> have not been maximally utilized by students. The number of students who actively visit the library is still very small. It shows that the teaching system in the classroom so far has not required students to read independently the books in the library.

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