



English Reading Habit of Students With Different L1 Reading Habit, L2 Reading Proficiency, and Reading Attitude

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Abstract*

Second language reading is affected by reading habit of first language, the reading proficiency, the strategies of reading, and reading attitude (Sundari, 2013). The questions lies in this study are (1) how does English reading habit of students with different L1 reading habit, L2 reading proficiency, and reading attitude? (2) And what is the factor mostly affected the English reading habit? This is a qualitative-quantitative research, this is a qualitative research for its purpose to describe the English habit, and this study is also a quantitative research for its purpose to find the most factors affected the English reading habit by applying the formula of correlation to see the highest coefficient correlation. The instruments of this study are two questionnaires of (1) reading attitude by M.N. Gomleksiz (2004) and (2) L2 reading habit by Ro Eunseok and Alice (2014) which are administered to 23 students. The result of this study are: (1) English reading habits of the subjects found out various and different due to the combination of the three factors collaborated, from 23 students there are 11 of them are in low English reading habit, 8 of them are in moderate English reading habit, and 4 of them are in high English reading habit. (2) Though, L1 reading habit is mostly low but L2 reading proficiency is the factor mostly affected English reading habit since its coefficient correlation is the highest 0,76.

1. Introduction

Reading as a part of literacy is greatly determining students' future success as it plays an important role in students' daily and academic life (Sundari, Hannah 2013 & Ro, Eunseok 2014). Reading as a complex cognitive process influences by several factors (Marpaung, Magdalena 2011., Sundari, Hannah 2013). Moreover for English as a foreign language, there are several factors interrelated such as L1 reading habit and reading proficiency, reading strategies, and reading attitude (Sundari, Hannah 2013). Another sources, a research report of Willie, Camille 2016 defined several factors influenced reading which resulted individual differences in reading processes, they are decoding skills; a process of converting letters into words into a meaningful unit, vocabulary mastery as a decoding skills activation, language proficiency; the part of converting clause and sentences into meaning, and working memory capacity; any background information related to the reading material. However, the complex cognitive process of reading here is in English as a foreign language.

One of significant factor affected reading is reading attitude (Chotitam, Sareeya: 2013), reading attitude which is as one of factor affected reading is defined as a feeling about reading. Reading attitude is affected by two factors, they are personal attributes and environmental factors (Parker, Chyntia T: 2004). Furthermore, personal attributes are sex/ gender, age, types of personality, and healthy records, and environmental factors are parents' education, level of education, income level. Unlike reading attitude which is defined as feeling related to reading activity, reading habit is the real action due to reading process. Ro, Eunseok: 2014 mention that reading habit is measured by two aspects; (1) Frequency and (2) Preferences. By those explanation above, it can be concluded that reading attitude is a feeling of do and avoid reading activity while reading habit is the behaviour related to how often someone do reading and what is his reading preferences.

Bastug, Muhammed (2014) explained that a good reading could enhance students' education and also improving the academic performance. In addition Yildirim (2000) in Bastug, Muhammed (2014) defined that a potential and qualified human resources are two main factors that could help to develop a country. In conclusion, students reading habit is not suggested to be underestimated but should be traced and controlled well in any educational institution. And this study is a response of participation to trace and describe reading habit of students with different reading attitude, L1 reading habit, and L2 reading proficiency.

There are two questions lies in this study, they are:

- (1) How is the English reading habit of students with different L1 reading habit, L2 reading proficiency, and reading attitude?
- (2) What is the most factor affected the English reading habit?

2. Literature Review

2.1. Reading Definition

Reading as a highly complex cognitive process in first or second language, has ultimately goaled to comprehend the passage which is read. Similarly, reading as a complex cognitive process covers three stages of reading decoding symbols, deriving meaning, and constructing meaning from the passage which is read. As a cognitive process, psychologically reading can be modelled into three reading models (1) top down reading

model, (2) bottom up reading model, and (3) interactive reading model (Marpaung, Magdalena: 2011).

Practically, reading processes is affected by several factors, first language (L1) reading habit and reading proficiency, reading strategies, and the last reading attitude (Sundari, Hannah: 2013). Further, Spratt et all (2011: 33) in Sundari (2013) stated that a learner who know how to read in his first language is the one who will be able mastering reading in the second language such as English. In the same way, Wallace (2001: 22) in Sundari (2013) mentioned that the generalization process of L1 ability into L2 must be started by positively transferring the L1 mastering reading, a proficient L2 reader comes from a proficient L1 reader.

2.2. Reading Habit

Reading habit is way a reader organize his reading (Annamalai, Subashini: 2013). In addition, Sangkaeo (1999) in Shubashini (2013) defined reading habit as behaviour of expressing likeness and taste of reading. Moreover, Shen (2006) in Shubashini (2013) claimed reading frequency, quantity, and preferences as aspects of reading habit identification. A good reading habit could contribute the following benefits:

1. Since reading is believe not only as a process of acquiring new information and knowledge but also building maturity and contemporary issues awareness (Kim & Anderson, 2011) in Shubashini (2013), as a result a good reading habit is also very important in building personalities and mental capacities. A good reading habit is not only plays a very crucial role in enhancing readers' language proficiency but also necessary to build a healthy intellectual growth (Grabe & Stoller, 1997) in Shubashini (2013).
2. A good reading habit is gradually improve readers' ability to understand others people believes (Cook, Halleran & O'brien, 1998) in Shubashini (2013).
3. A good reading habit is gradually activating readers' analyzing ability and thinking critically over someone's ideas (Cunningham & Stanovich, 2001) in Shubashini (2013).
4. A good reading habit is positively contributed to academic success. Gallik (1999) in Shubashini (2013)found that there is a positive relationship between students' academic grade point average to their time spending in reading for pleasure during vacation.

Furthermore, a research of Mokhtari & Sheorey (1994) in Shubashini (2013) in examining students reading habit has found several factors affected the habit of reading such as (1) gender, (2) age, (3) educational background, and (4) academic performance and professional growth. Moreover, reading habit is greatly built in home environment that Garret (2000) defined two factor affected reading attitude but it is the starting point of reading habit acquisition, the factors are (1) personal attributes and (2) environmental factors. However, the long a subject learnt a language such as English is also a factor that affect reading habit.

In conclusion reading habit is the behaviour of frequency of reading, numbers of book or passages of reading, and preferences of reading material. Many researches mention good reading habit contributed positively to academic life and the development of mental capacity.

2.3. Reading attitude

Reading class in any level of education has two objectives developing reading skills and build positive reading attitude (Sainsbury, 2004). Unlike reading habit, reading attitude is the emotion due to the reading situation. Reading attitude is the feeling of approaching or avoiding reading activity (Alexander & Filler, 1976., Mc. Kenna, Kear, and Ellsworth, 1996). Reading attitude is also defined as person's nature towards reading activity which is behaved into degree of positive or negative (Ajzen & Fishbein, 1980).

However, Annamalai & Muniandy (2013) explained the reading attitude acquisition model of McKenna which is developed over time by three factors; (1) normative beliefs, (2) beliefs of reading outcomes, and (3) any specific experience about reading. Normative belief is the perceptions about reading from people around especially a friend. More than just a perception, the following are possibly example of situations in normative belief factors:

1. *Friends' positive view due to reading activity, along with friends who like to read*
2. *Having books around home*
3. *Receiving books as gifts*
4. *Possessing library card*
5. *Often having discussion about books and books' recommendation.*
6. *Becoming a member of a reading club*

Those examples are possible situation or environment which is as a normative belief and can build a positive attitude towards reading to someone.

The belief about the outcome of reading activity is also a factor which determined attitude towards reading to someone. The following are examples of the situation:

1. *Reading is fun*
2. *Reading is pleasure*
3. *Reading is enjoyable*
4. *Reading is not boring*
5. *Reading is not difficult*

Those situations are the very possible belief to the outcome of reading which could build a positive attitude towards reading to someone. The last is any reading experience that also is the factor in building attitude towards reading to someone; positive or negative attitude towards reading. The following are examples of any specific reading experience that could build attitude towards reading to someone:

1. *Parents' attitude or habit towards reading*
2. *Parental interest to their children's reading activity*
3. *Having a great story/passage ever read.*

Those three factors of attitude towards reading acquisition comes from any significant event or person (Kubis, 1996). In the same way, Walberg & Tsai (1985) stated that for adolescent positive attitude towards reading is built by the following factors:

1. *Believing that reading is important*
2. *Enjoying reading*
3. *Having a high self-concept as a reader; and*
4. *Having a home environment where verbal communication takes place regularly.*

As it has been mentioned before, Garret (2000) defined two factors affected attitude towards reading (1) personal attributes and (2) environmental factors. Furthermore, it was explained that personal attributes are the personal base line data such as sex/gender, age, and personality, however, environmental factors are parents' education level, economic income level, and subjects' education level.

In conclusion, reading attitude which is defined as an emotional to the nature of reading situation which is behaved into positive or negative degree is directly determine reading process. Positive reading attitude inspire positive reading experience.

2.4. Reading Proficiency

Reading proficiency is defined as skills in readers and actively interrelated in the process of translating (decoding) words into comprehension (Hellekjaer, GO: 2009). Furthermore, reading proficiency is defined into (1) reading skills and strategies, (2) knowledge of the language and text types, (3) metacognitive monitoring, and (4) vocabulary mastery. Those parts of reading proficiency are remained various depends on the cognitive processing of bottom-up or top-down model.

The first component of reading proficiency is reading skills and strategies. Reading skills are abilities that set under automatic cognitive processing, however reading strategies are set of abilities under conscious cognitive processing (Urguhart & Weird; 1998). Both of automatic and conscious cognitive processes are applied in higher model of reading, top-down reading model. The higher the skills and strategies of a reader the more automatic and conscious cognitively proceed.

The second component of reading proficiency is background knowledge and knowledge of the language and text types. First, the background knowledge of the text is actively interrelated to the focus of the ideas in the passage/text. Further, knowledge of language can reduce some technical problems in decoding processes. The last knowledge of text types majorly derives readers to the spot of message deliver by the text. The structure of text types such as Generic structure and laguage proficiency derives readers to a better reading comprehension process (Marpaung, Magdalena: 2019).

The third reading proficiency is metacognitive monitoring. Metacognitive monitoring defined as a set of ability to monitor understanding while reading and by linguistics and/or content knowledge to repair comprehension (Alderson: 2000 pg. 48). Metacognition monitoring is the controller system of comprehending processes in reading.

The last reading proficiency is vocabulary mastery. Vocabulary mastery is directly affect the process of reading comprehension. One way of enriching vocabulary mastery is by using the context clues strategy. Context clues strategy is compatible to activate readers' cognitive in not only overcome any difficult or new words coming but also in storing the new vocabulary while reading into the vocabulary mastery list (Marpaung, Magdalena: 2019). The following is the table of comparison for high level of reading cognitive processes (Top-down) and low level of reading cognitive processes (Bottom-Up) of reading proficiency components interaction.

A. High level of Reading Cognitive Processes / Top-Down Reading Model

No	Components of Reading Proficiency	Description
1	Reading Skills and Strategies	Automatic and Conscious
2	Background Knowledge	Familiar
	Knowledge of Language	Proficient
	Knowledge of Text types	Proficient
3	Metacognitive Monitoring	High
4	Vocabulary Mastery	High

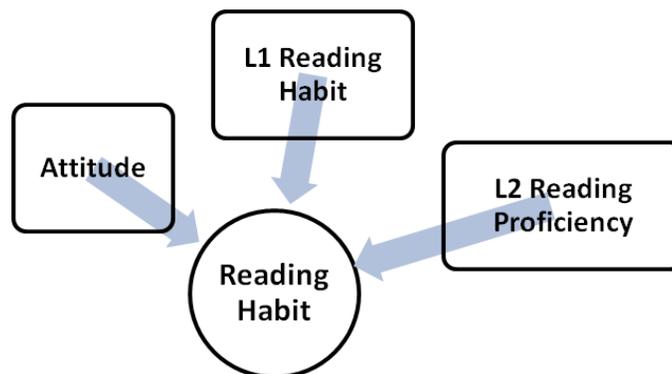
B. Low Level of Reading Cognitive Processes/ Bottom-Up Model

No	Components of Reading Proficiency	Description
1	Reading Skills and Strategies	Manual
2	Background Knowledge	Unfamiliar
	Knowledge of Language	Non Proficient
	Knowledge of Text types	Non Proficient
3	Metacognitive Monitoring	Low
4	Vocabulary Mastery	Low

In this study the habit of reading will be described viewed from three factors; the reading attitude, gender, and environmental factors of (1) L1 reading habit, (2) L2 Reading Proficiency, and (3) Reading attitude.

3. Research Methods

This study was designed to describe the students' reading habit by three factors (1) reading attitude, (2) L1 reading habit, and (3) L2 Reading Proficiency



This study is a further study of the previous study entitled The Reading attitude of English Department Students in University of Darma Agung by the writer. The previous study was a based survey study with personal attributes and environmental factors. The personal attribute in that study is gender and the environmental factors are type of class (morning & evening class), father's education level, mother's education level, and financial income, and resulted as follows:

1. The reading attitude of English department students are very in the degree of positive by the mean score of 111 to 143,56 from the highest score of 180.
2. The reading attitude of male students is more positive than the female students.
3. The level of mother's education is affected students' reading attitude. The higher the level of mother's education the more positive the students' reading attitude.
4. The level of father's education is differed students' reading attitude randomly. It is not showing the pattern of the students' reading attitude.
5. The last, students of higher level of financial income showed higher reading attitude degree. The higher the students' level of financial income the more positive the students' reading attitude. (Marpaung & Betty, 2020)

Due to the research questions, this study is a qualitative-quantitative research. This study is a qualitative research since the first objective of this study is to describe the English reading habit of students with different L1 reading habit, L2 reading proficiency, and reading attitude. This study is also a quantitative research since the second objective of this study is find out the most factor affected the English reading habit by applying the formula of Pearson Correlation.

3.1. Participants

The students of this study are 23 students of the fourth semester of English Department.. The instruments administered in this study are questionnaires. There are two questionnaires administered in this study, they are (1) questionnaire of reading attitude by M.N Gomleksiz (2004) and (2) questionnaire of English Reading Habit by Ro Eunseok and Alice Cheng-Ling (2014).

3.2. Data Collection

The questionnaire of reading attitude is 30 statements in two kinds of positive and negative reading attitude of multiple choice responses expected. Each of statements is completed with six likert scale, the most degree scale is scored by 6 and the less degree scale scored by 1, by this system of scoring the highest score of positive attitude is 180 and the lowest score of negative attitude is 30 score, and in the analysis the score is classified into low, moderate and high.

Unlike the questionnaire of reading attitude, the English reading habit questionnaire is in essay responses. This questionnaire is in three groups of information targeted (1) data baseline: personal identity which is consisted of how long have been studying English, L1 reading habit, and reading proficiency, then the questionnaire is also asking the data of reading habit such as frequency, preferences, motivation and opinions.

The important questions in English reading habit questionnaire are about (1) L1 reading habit, (2) Reading Proficiency, and (3) L2 Reading habit which is include the a)frequency and b) preferences. Each of the questions needed responses in the answers by putting a think (√), and each responses choice is in the degree of 1 – 4, such as: a) never, b) rarely, c) sometimes, and d) always (also use another system of choices but still in the degree of low to high). The way of calculating the answers is by scoring system, such as 1 for never, 2 for rarely, 3 for sometimes, and 4 for always. The higher the score calculated the higher the English reading habit of the students. However, in the analysis the score is also classified into low, moderate, and high to ease the process of analysis.

The questions of L1 Reading habit are:

1. In your leisure time, how often do you read book(s) in your own language?

2. In the last 12 months, how many books have you read for pleasure in your own language?

The questions of Reading Proficiency are:

1. In reading for pleasure in English, how would you rate your comprehension level?
2. If you do *not* know the meaning of all the words when reading in English, are you able to understand the gist of what you read?

The questions of L2 Reading habit are:

1. How often do you read something in English for pleasure?
2. What do you usually read in English during your leisure time?
3. In the last 12 months, how many books in English have you read for pleasure?
4. Would you like to read more books in English for pleasure than you do now?
5. If you had access to interesting books that were suitable to your comprehension level, how many hours per week would you be willing to dedicate to reading in English?
6. Do you think reading books for pleasure in English is important?
(*Questionnaire of L2 Reading Habit by Ro Eunseok and Alice Cheng, 2014/ also displayed in Appendix*)

The questionnaires are administered in two different times. Firstly, reading attitude questionnaire had been administered in the writer's previous research to 46 students, however the English reading habit questionnaire by Ro Eunseok and Alice (2014) had just been administered during the social restriction due to the pandemic of COVID -19, and so the last questionnaire is administered daring by What's Up application.

Since, the last questionnaire is administered daring via What's Up application, the target of the students is not completely submitted, and due to this condition this study is listing shortly due to the complete to both of the two questionnaires. And, from 46 students targeted, there were only 23 students short listed.

3.3. Data Analysis

There are five method of qualitative data analysis (Cohen, 2010). The five method of qualitative data analysis are by (1) group of students, (2) individual students, (3) relevant issue, (4) research questions, and the last (5) instruments. And in this study, the data is analyzed by the method of research question.

As it has been mentioned previously about the two questionnaires function and data collected. From 23 students in this study, the following are the data recapitulation:

No	Students of	English Reading Habit		Factors Affected English Reading Habit		
		Status	Score	L1 Reading Habit	L2 Reading Proficiency	Reading attitude
1	P1	Low	3	Low	Low	Low
2	P2	Low	1	Low	Low	Low
3	P4	Low	3	Low	Moderate	Moderate
4	P7	Low	2	Low	Moderate	Moderate
5	P12	Low	3	High	Low	Moderate
6	P13	Low	3	Low	Low	Moderate
7	P15	Low	3	Moderate	Low	High
8	P17	Low	3	Low	Moderate	Moderate

9	P19	Low	3	Low	Moderate	Moderate
10	P20	Low	3	Low	Moderate	Moderate
11	P23	Low	3	High	Low	High
12	P3	Moderate	5	Moderate	Low	High
13	P5	Moderate	5	Low	Moderate	Moderate
14	P8	Moderate	4	Low	Moderate	Moderate
15	P11	Moderate	4	Low	Moderate	Moderate
16	P16	Moderate	4	Low	Moderate	Moderate
17	P18	Moderate	4	Moderate	Moderate	Moderate
18	P21	Moderate	5	High	Moderate	High
19	P22	Moderate	4	Moderate	High	High
20	P6	High	8	High	High	High
21	P9	High	7	Low	High	High
22	P10	High	7	High	High	High
23	P14	High	8	Low	High	High
Correlation Value				0,23	0,76	0,57

Note: The highest score for English reading habit is

4. Results

From the data display above, there are several meaning of English reading habit can be inferred:

1. **English reading habit of students with different L1 reading habit, L2 reading proficiency, and reading attitude are various and different due to their various combination of the three factors.** Further research result are as follows:
 - a. The table above explain clearly that the three factors; L1 reading habit, L2 reading proficiency, and reading attitude are really affect English reading habit. It is clearly suitable to the theory of Hanna Sundari (2013) stated second language reading is affected by L1 reading habit, reading proficiency, reading strategy, and reading attitude.
 - b. Furthermore, the table above showing us that low English reading habit students come from low or moderate class of the three factors, one, two, or even three of them.
 - c. The L1 reading habit of the students are still in low classification. There are 14 students from 23 students that are still in low classification in their L1 reading habit
 - d. The students L2 reading proficiency are in moderate classification. There are 7 students from 23 students who are still low in L2 reading proficiency.
 - e. The students' reading attitude is in high status or classification. There are only 2 students who are in low reading attitude.
 - f. There are 11 students who are in low English reading habit. Most of them are low in both L1 reading habit and L2 reading proficiency.
 - g. There are 8 students who are in moderate English reading habit. Most of them are still low in L1 reading habit but moderate and high in L2 reading proficiency and reading attitude.
 - h. There are our students who are in high English reading habit.They are P6, P9, P10, and P14.
 - i. The following are students detail English reading habit based on their status:

No	Students of	English Reading Habit			
		Frequency	Preferences	Status	Score
1	P1	Sometimes, only during vacation	Song's lyric and Wise words in social media	Low	3
2	P2	Never	Songs' lyrics	Low	1
3	P4	Sometimes, only during vacation	Song's lyric and Wise words in social media	Low	3
4	P7	Never	None	Low	2
5	P12	Sometimes, only during vacation	Songs' lyric	Low	3
6	P13	Only for vacation	Songs' lyrics	Low	3
7	P15	Sometimes, only during vacation	Songs' lyrics	Low	3
8	P17	Sometimes, only during vacation	Comics	Low	3
9	P19	Sometimes, only during vacation	Magazines/ comics	Low	3
10	P20	Sometimes, only during vacation	Magazines/ comics	Low	3
11	P23	Sometimes, only during vacation	Songs' lyric	Low	3
12	P3	At least once a week (or more)	Song's lyric Wise words in social media	Moderate	5
13	P5	At least once a week (or more)	Song's lyric and Wise words in social media	Moderate	5
14	P8	At least once a week	Wise words in social media	Moderate	4
15	P11	Once every 1-2 months	Magazines & Comics	Moderate	4
16	P16	Once every 1-2 months	Songs' lyrics	Moderate	4
17	P18	Sometimes, only during vacation	Magazines/ comics	Moderate	4
18	P21	At least once a week (or more)	Songs' lyrics	Moderate	5
19	P22	Sometimes, only during vacation	Songs' lyric	Moderate	4
20	P6	At least once a week (or more)	Books	High	8
21	P9	At least once a week (or more)	Magazines & comics	High	7
22	P10	Once every 1-2 months	Books	High	7
23	P14	At least once a week	Books (fictional & non-fictional)	High	8

- j. The data display above concluding these three points in English reading habit:
- i. The low English reading habits are mostly still reading English songs' lyric and it is happened only during vacation
 - ii. The moderate English reading habits are mostly had read at least once every 1-2 months but still reading the songs' lyric and some had read magazines or comics

- iii. The high English reading habits are mostly reading once a week (one of them once every 1-2 months) and they prefer to read books (fictional or non-fiction) as their reading material.

2. From the three factors affected the English reading habit of the students. The following is a description of which one is the most in affecting the English reading habit.

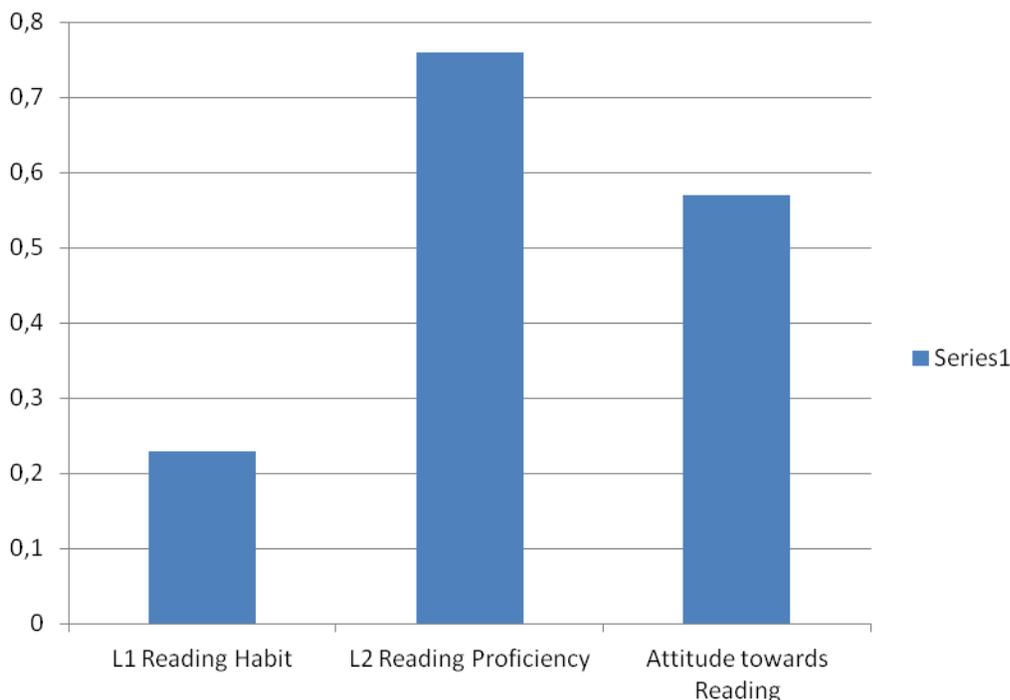


Chart 1. The comparison of the three factors affect English reading habit

From the chart above, L2 reading proficiency is the most factor affect English reading habit, followed by reading attitude, and the last L1 reading habit. Sugiyono (2007) defined 5 (five) interpretation of the value of coefficient correlation, the 5 interpretations are as follows:

No	Score	Interpretations
1	0,00 – 0,199	Very Weak
2	0,20 – 0,399	Weak
3	0,40 – 0,599	Moderate
4	0,60 – 0,799	Strong
5	0,80 – 1,000	Very Strong

Due to the description of interpretation above, the coefficient correlation of this study can be interpreted as follows:

No	Factors	Score	Interpretations
1	L1 Reading Habit	0,23	Weak
2	L2 Reading Proficiency	0,76	Strong
3	Reading attitude	0,57	Moderate

From the explanation above, it can be concluded that L2 reading proficiency is the most factor affected English reading habit (L2 reading habit).

5. Discussion

This study comes from an inquiry of describing Reading Habit of English, English as a Second Language. In this study this inquiry is based on the theory of Sundari (2013) which stated that reading habit of second language is affected by first language reading habit, reading attitude, and reading proficiency. After taking the data of two questionnaires (1) reading habit questionnaire and (2) reading attitude questionnaire from 23 students, the results flows surprisingly as the following discussion.

The first is the fact that the first language reading habit is not correlated highly to the second language reading habit as it is in the correlation of reading proficiency and reading attitude to the second language reading habit. Logically it is difficult to be understood but the fact is first language reading habit is not strongly affect the second language reading habit. Due to the theory of reading habit which are measuring two aspects (1) preference and (2) frequency, the fact of how first language reading habit is not affect second language reading habit. This reality is true for the students low reading proficiency derives the students to avoid reading the passage of second language as they don't prefer the passage in their second language. Furthermore, from the data it is found out that low and moderate first language reading habit is described still in low second language reading habit, and so the high level of first language reading habit are only some of them (there still 2 subjects) described in high level of second reading habit. This reality could be happened in the scoring system of preference and frequency, the score is the accumulation of preference score and frequency score, but some students are willing to read but just spend little time to do.

The second discussion is the reality that reading attitude is more correlated to the second reading habit but lower correlated than reading proficiency. Due to the theory, reading attitude is a perception of reading process which directs readers to be willing or avoid reading experiences. Reading attitude is the willing to read which measured by the factors existence of reading benefits experience, book collection, the existence of reading club joining, and reading book discussion. The result of the analysis is most of low and moderate reading attitude is low and moderate level of second language reading habit too, and so the high reading attitude are all of them in high level of second language reading habit.

The third discussion is the reality of reading proficiency. It is resulted that reading proficiency mostly affected second language reading habit. As it was explained before, reading proficiency are composed of (1) reading skills and strategies, (2) background knowledge, language, and text types, (3) metacognition monitoring, and (4) vocabulary mastering. This theory fully is answered fully of why reading proficiency can affect highly the second language reading habit. It is so because a reader with high reading skills and strategies, proficient in second language and text types, have a good metacognition monitoring, and has a good vocabulary mastering will be confident and easily handle the cognitive reading process of second language.

Unlike first language reading habit and reading attitude which are exist naturally in readers, reading proficiency is been taught as a subject formally. From this discussion, there is one important message can be taken that teaching reading subjects is still the most effective strategy in persuading language learners to build their second language reading

habit. And so, improving the design of reading material before teaching it, and determining the exact method, strategy or model of teaching the reading material is important to be improved any time needed.

6. Conclusion and Suggestion

Conclusion

The conclusions can be taken from this study are as follows:

- a. There are 23 students included in this study, and there are 11 students are in Low English reading habit, 8 students are in moderate English reading habit, and 4 students are in High reading habit.
- b. Each English reading habit classification (low, moderate, and high) are showing clear characteristics.
- c. The low English reading habit are mostly reading only during vacation and mostly prefer to read Song's lyrics
- d. The moderate English reading habit are mostly reading once in 1-2 months but mostly still prefer to read song's lyrics
- e. The high English reading habit are mostly reading once a week (or more) and prefer to read books; fictional or non-fictional.
- f. From 3 factors affected English reading habit, L2 reading proficiency is the most factor affected English reading habit in the score of 0,76 or showing a strong correlation to English reading habit
- g. The second factor affected English reading habit is reading attitude by the score of 0,57 or showing moderate correlation to English reading habit.
- h. And the last, L1 reading habit showing a weak score of correlation, 0,23 or it also can be said that L1 reading habit doesn't have a strong correlation to L2 reading habit.

Suggestion

By the conclusions above, it is strongly suggested that teaching more strategies and techniques of reading in second language is the best strategy to persuade and facilitate students in English reading habit (L2 reading habit).

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