

A SURVEY ON THE READING ATTITUDES OF ENGLISH DEPARTMENT STUDENTS OF FKIP UNIVERSITAS RIAU

Ahmad Safi'i¹, Fadly Azhar², Masyhur³

E-mail: ahmad.safii0652@student.unri.ac.id, drfadly44@gmail.com, masyhur@lecturer.unri.ac.id

Contact: +6281267995703

*English Education Study Program
Department of Language and Arts Education
Faculty of Teacher Training and Education
Riau University*

Abstract: *Reading is an ability that enables people to acquire information while improving their fluency, vocabulary, and general knowledge. Nonetheless, reading for academic purposes is harder than readers imagine. In the development of reading skills, reading attitude was considered to influence student achievement. This research aims to investigate students' attitudes toward reading English. The research population was the 2018 and 2019 batches of English Department students at FKIP Universitas Riau, with a total sample of 70 students. This research took a quantitative approach, and the research design was a survey design (descriptive analysis). The instrument used to gain the data was an ASRA (Adult Survey of Reading Attitude) questionnaire from Smith (1991), which consisted of 29 items divided into 3 aspects (activity of reading, enjoyment of reading, and anxiety-difficulty). For data analysis, Microsoft Excel and SPSS version 23 were used. The findings revealed that students' attitudes toward reading were positive, with an average score of 2.60 (SD = 0.83) for reading activity, 2.87 (SD = 0.84) for reading enjoyment, and 2.69 (SD = 0.88) for anxiety-difficulty. The conclusion is that students have a positive attitude toward English reading but still require development in reading activities.*

Key Words: *Attitude, Reading, Reading Attitude, Survey*

SURVEI SIKAP MEMBACA MAHASISWA BAHASA INGGRIS FKIP UNIVERSITAS RIAU

Ahmad Safi'i¹, Fadly Azhar², Masyhur³

E-mail: ahmad.safii0652@student.unri.ac.id, drfadly44@gmail.com, masyhur@lecturer.unri.ac.id
No HP: +6281267995703

Program Studi Pendidikan Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Membaca adalah kemampuan yang memungkinkan orang memperoleh informasi sambil meningkatkan kefasihan, kosa kata, dan pengetahuan umum mereka. Meskipun demikian, membaca untuk tujuan akademis lebih sulit dari yang dibayangkan pembaca. Dalam pengembangan keterampilan membaca, sikap membaca dianggap mempengaruhi prestasi belajar siswa. Penelitian ini bertujuan untuk menyelidiki sikap siswa terhadap membaca bahasa Inggris. Populasi penelitian adalah mahasiswa Jurusan Bahasa Inggris FKIP Universitas Riau angkatan 2018 dan 2019 dengan jumlah sampel sebanyak 70 mahasiswa. Penelitian ini menggunakan pendekatan kuantitatif, dengan desain penelitian survei (analisis deskriptif). Instrumen yang digunakan untuk memperoleh data adalah kuesioner ASRA (Adult Survey of Reading Attitude) dari Smith (1991), yang terdiri dari 29 item yang terbagi dalam 3 aspek (aktivitas membaca, kenikmatan membaca, dan kecemasan-kesulitan). Untuk analisis data digunakan Ms. Excel dan SPSS versi 23. Temuan mengungkapkan bahwa sikap siswa terhadap membaca adalah positif, dengan skor rata-rata 2.60 (SD = 0.83) untuk aktivitas membaca, 2.87 (SD = 0.84) untuk kesenangan membaca, dan 2.69 (SD = 0.88) untuk kecemasan-kesulitan. Kesimpulannya adalah siswa memiliki sikap positif terhadap membaca bahasa Inggris tetapi masih memerlukan pengembangan dalam kegiatan membaca.

Kata Kunci: Sikap, Membaca, Sikap Membaca, Survei

INTRODUCTION

Reading is an activity to get information and knowledge from a text. According to Auliya Rojak (2018), reading is the activity of obtaining information from texts that can be interpreted to draw conclusions. Reading is important in both daily and academic life because it can help students improve their reading comprehension, including fluency, vocabulary, and general knowledge (Ho & Lau, 2018). In addition, reading can increase literacy abilities and convey ideas in quality writing (Dalilan, 2021). However, students commonly struggle in learning English reading due to some factors such as limited vocabulary, lack of practice, lack of fluency, unfamiliarity with the subject matter, the difficulty level of the text, and the insufficient use of effective reading strategies (Westwood, 2008). According to Iskandarwassid and Sunendar (2008), reading in an academic setting will be more difficult than readers expect. This is evidenced by the fact that many students still have poor reading skills and low reading achievement.

Hence, the most important factor in developing reading ability in English is attitude. A person's reading attitude will determine whether or not they will read books. Reading attitude has a considerable influence on a person's success in reading. Nootens et al. (2019) discovered that reading attitudes impact reading skill development and academic achievement. Meanwhile, Pagal et al. (2017) revealed that learners' reading attitudes had a minimal effect on their reading practices. Moreover, Alsaedi et al. (2021) argue that positive reading attitudes are important factors for success in the learning process because reading attitudes are related to reading activities. Reading attitudes also crucial because it can influence students' affective, cognitive, and behavioral responses. These are aspects of attitude that determine whether a person acts positively or negatively (Lestari, 2016).

Dealing with the students' difficulties in reading text, the students in the seventh and ninth semesters of the English department study program at FKIP Universitas Riau were having difficulties in reading due to a lack of vocabulary and a lack of enthusiasm for reading. This situation caused confusion when determining the title of their theses; they did not know what they needed to do due to a lack of knowledge. This statement, supported by Al Nazhari and Delfi (2016), states that if the reading attitude, which determines reading habits, is low, it will affect someone's ability to write a thesis. Students with a low reading attitude are more likely to struggle in writing their thesis than students with a good reading attitude. They are also confused when building Chapter II because the lack of understanding required to establish and develop the theory in that chapter.

Due to the importance of reading attitudes in university students, several researchers have conducted research related to this topic, such as Annamalai and Muniandy (2013) and Ahmed (2016), who investigated reading attitude and reading habit in Malaysian university students. Panji (2019) and Utami (2019) explored reading attitude and reading habit in students of Indonesia University. Lastly, Edimar Sahib (2022) studied the reading attitude and habits of Filipino pre-service English teachers at Western Mindanao State University. Therefore, students must be aware of the importance of developing a positive attitude toward reading, which is critical to academic achievement.

This research aims to learn about students' attitudes toward reading and their role in the development of reading skills. The researcher would like to know how the students feel about reading based on their past experiences, whether they enjoy it or not, and whether they experience anxiety-difficulties that make them avoid reading. In fact, most students do not understand the meaning of reading attitudes because they are uninterested in reading and do not want to engaged in reading. This is based on students' responses to informal conversations with researchers. Students stated that they sometimes have difficulties comprehending the English reading text and avoid reading situations. Based on the empirical gap described above, the researcher is interested in finding the reading attitude of students in the English department at FKIP Universitas Riau. In survey reading attitude, there are some kinds of instruments that can be employed. One of them is the ASRA (Adult Survey Reading Attitude) by Smith (1991). The researcher used this instrument that was categorized into three aspects: 1. reading activity refers to various types of reading activity, individual feelings and experiences while reading. 2. The enjoyment of reading refers to the feelings of joy and satisfaction experienced while reading. 3. anxiety-difficulty, which refers to an individual's feelings about past experiences (bad experiences) that can cause anxiety while reading.

METHODOLOGY

This research approach was quantitative, especially the study design. According to Creswell (2013), descriptive research is a research design that aims to quantitatively describe the trends, behaviors, or opinions of a particular population by using a few samples as representations. Surveys allow researchers to summarize the characteristics of different groups and measure their attitudes and opinions on specific issues (Ary et al., 2010). The population were English students in the seventh and ninth semesters (batch 2018 and 2019) at FKIP Universitas Riau. To determine the number of samples, a simple random sampling technique was employed. The total samples were 70 students.

The research instrument is an ASRA (Adult Survey Reading Attitude) questionnaire. The type of questionnaire is a closed-ended question containing 29 items divided into 3 aspects (reading activity, enjoyment of reading, and anxiety-difficulty). This questionnaire was adopted from Smith (1991), cited in Ahmed (2016).

Table 1. The Blueprint of ASRA (Adults Survey Reading Attitudes) Questionnaire by Smith (1991)

No.	Indicators of Reading Attitude	Description	Statements Number	Total
1	Activity of Reading	It is about how the students act when they are reading book	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	11

2	Enjoyment of Reading	It is about how the students feel when they read the book and impact to their attitude	12, 13, 14, 15, 16, 17, 18, 19, 20	9
3	Anxiety-difficulty of Reading	It is about students worries feeling when they told to read the book	21, 22, 23, 24, 25, 26, 27, 28, 29	9
Total items				29

To measure the data, quantitative data were analyzed by means of descriptive statistics, including mean scores and standard deviation. The researcher used Ms. Excel, then used SPSS to find the descriptive statistic using the formulas STDEVA and AVERAGE. In the data analysis technique, a Likert scale and quantitative analysis were used. Averages of the data will be calculated on a scale of 4-1. They are: 4 = "Strongly Agree" (SA), 3 = "Agree" (A), 2 = "Disagree" (D), and 1 = "Strongly Disagree" (SD). Each option has a score that can be seen below:

1. Likert Scale

Table 2. Likert Scale

No.	Statement	Score (+)	Score (-)
1.	Strongly Agree	4	1
2.	Agree	3	2
3.	Disagree	2	3
4.	Strongly Disagree	1	4

(Source: Reza Rahmadany, 2021)

The score above will be multiplied by the number of answers given by respondents for each answer to find out the frequency of each question. The formula for finding the frequency value of each question is as follows: Likert scale formula:

$$T \times P_n$$

Details:

T: total of respondents who voted

P_n: Likert score choices

Before processing the data into percentages, it is required to find the ideal score to be entered into the Likert scale formula. To find the ideal score, the following formula is used:

$$\text{Ideal Score} = \text{Scale Value (Score)} \times \text{Number of Respondents}$$

The highest scale value (score) is SD (strongly disagree), which is worth 4, and the number of respondents was 70. Then it can be formulated as follows:

$$\text{Ideal Score} = 4 \times 70 = 280. \text{ So, the ideal score is 280}$$

2. Quantitative Analysis Technique

This technique is used to manage and interpret numerical or systematic data. After getting the ideal score, the data can be processed using the Likert scale formula:

$$\% = \frac{\text{total response of each statements}}{\text{Ideal Score}} \times 100$$

To determine the level of attitude and answer the research question, the researcher also categorized the data using the following classification formula developed by Ahmadi (2002).

Table 3. Classification

Attitude	
Positive	Negative

(Source: Ahmadi, 2002)

After the percentage has been obtained, descriptive statistics are calculated for the participant's rating on each item, which is interpreted as an interpretation scale value. the data can be categorized according to the Likert scale rating interval.

Table 4. Interpretation of the Scale Value

Scale	Range	Attitude
4	3.26-4.00	Very Positive
3	2.51-3.25	Positive
2	1.76-2.50	Negative
1	1.00-1.75	Very Negative

(Source: Wangchuk & Zangmo, 2021)

RESULTS AND DISCUSSIONS

RESULTS

This section is divided into two sections. The first section presents the results of the students' background information, while the second section discusses the survey questionnaire results. The first section presents the number of respondents, and classes from the questionnaire.

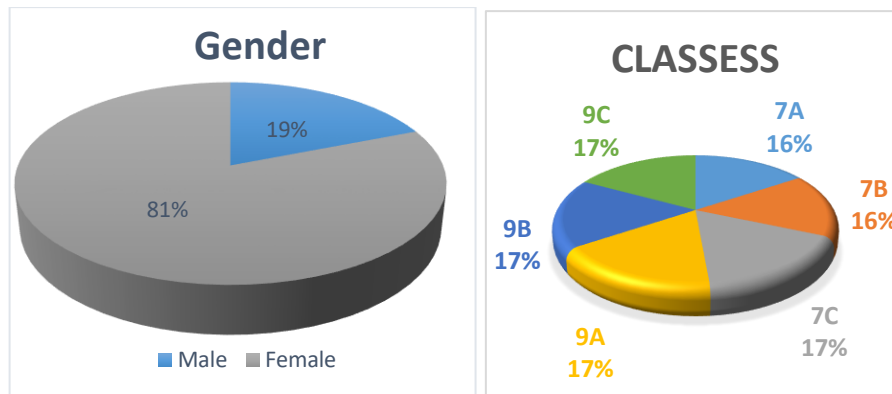


Figure 1. Respondents Information based on Classes/Batches and Gender

Based on Figure 1, there are 70 students sample from the 2018 and 2019 batches. Among the students, 13 (19%) of them were males, and 57 (81%) were females. Then, there are six classes in each batch. However, in this research, gender and classes/batches are not considered as factors influencing attitudes toward reading.

The second part discussed the results of participants' responses about their attitudes toward reading. The researcher presents a descriptive statistical analysis to determine the mean and standard deviation. If the highest and lowest mean had a similar number of standard deviations, the mean with the higher value was chosen. The figure below describes the findings of the reading attitudes of English department students at FKIP Universitas Riau in batches 2018 and 2019.

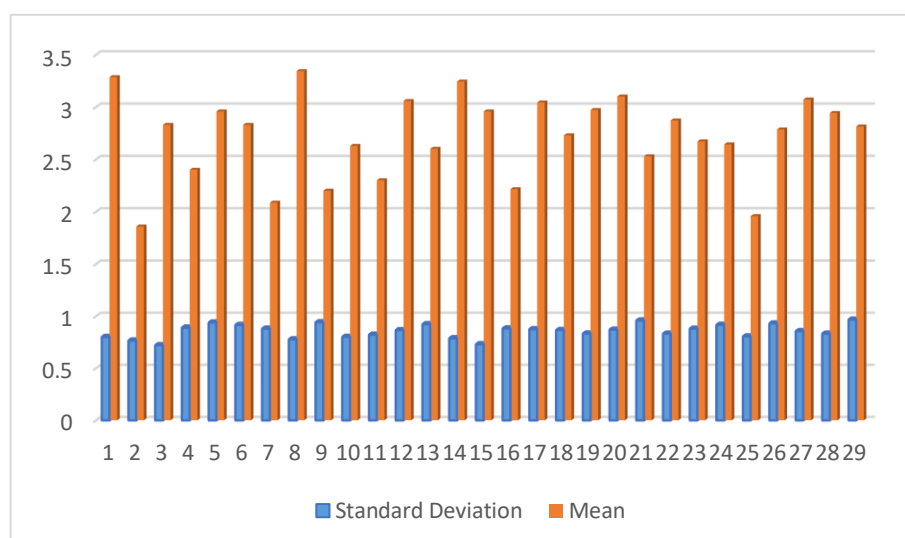


Figure 2. Reading Attitudes Profile per Items

Figure 2 shows the highest mean and the highest standard deviation. There are 29 questions in the questionnaire that was given to 70 respondents. The statement with the highest mean is number 8, which is "It is easier for me to understand what I am reading if pictures, charts, and diagrams are included" (mean = 3.34). This statement is from the Activity of Reading domain. The lowest mean is statement number 2, which is "There are better ways to learn things than by reading a book" (mean = 1.86). This statement also comes from the activity of reading. Meanwhile, the highest standard deviation is in statement number 29, which is "I am afraid that people may find out what a poor reader I am." (SD = 0.96) is in the anxiety and difficulty domain.

Then, for overall data, the average score for the activity of reading is lower (mean = 2.60, SD = 0.83). It indicates that the majority of respondents experienced negative feelings in the past that made them unwilling to participate in reading activities. Subsequently, the higher score is for enjoyment of reading (mean = 2.87, SD = 0.84), which means that the majority of the respondents agree that reading is an enjoyable activity. Lastly, the average score for anxiety toward reading is also high (mean = 2.69, SD = 0.88). It means that the majority of respondents agree that reading has not caused them anxiety or difficulty. Overall, the survey results were obtained with an average range (mean = 2.72, SD = 0.85). We can see in the table below the students' overall attitude toward reading in three aspects.

Table 5. Overall Score of Attitude toward Reading

No.	Indicator of Reading Attitude	Mean	Standard Deviation
1.	Activity of Reading	2.60	0.83
2.	Enjoyment of Reading	2.87	0.84
3.	Anxiety-Difficulty	2.69	0.88
Overall		2.72	0.85

After the descriptive statistics, the mean (M) and standard deviation (SD) were obtained. Tables 6, 7, and 8 present the analysis of the data for each aspect. Included in the tables are the responses of the respondents to every item of the questionnaire (frequencies and percentages), the mean (M), standard deviation (SD) and the interpretation (I): 1.00 to 1.75 (Very Negative Reading Attitude/VNRA), 1.76 to 2.50 (Negative Reading Attitude/NRA), 2.51 to 3.25 (Positive Reading Attitude/PRA), and 3.26 to 4.00 (Very Positive Reading Attitude/VPRA).

Below is the table for reading activity. All items of reading activity have ratings ranging from 1.85 to 3.34. The overall attitude of the participants is positive (mean = 2.60).

Table 6. Respondents' of Reading Activity

No.	Percentage (%)				M	SD	I
	1 (SD)	2 (D)	3 (A)	4 (SA)			
1.	I can read but I don't understand what I have read						

	48.6 (34 resp.)	37.1 (26 resp.)	12.9 (9 resp.)	1.4 (1 resp.)	3.28	0.80	VPRA
2.	There are better ways to learn new things than by reading a book						
	1.4 (1 resp.)	20 (14 resp.)	42.9 (30 resp.)	35.7 (25 resp.)	1.85	0.76	NRA
3..	I am a good reader						
	2.9 (2 resp.)	22.9 (16 resp.)	58.6 (41 resp.)	15.7 (11 resp.)	2.82	0.72	PRA
4.	When I am at home I read a lot						
	14.3 (10 resp.)	40 (28 resp.)	32.9 (23 resp.)	12.9 (9 resp.)	2.4	0.89	NRA
5.	I want to have more books on my own						
	7.1 (5 resp.)	20 (14 resp.)	38.6 (27 resp.)	34.3 (24 resp.)	2.95	0.93	PRA
6.	I try very hard, but just can't read very well						
	22.9 (16 resp.)	54.3 (38 resp.)	11.4 (8 resp.)	11.4 (8 resp.)	2.82	0.91	PRA
7.	My friends and I often discuss the books we have read						
	24.3 (17 resp.)	48.6 (34 resp.)	17.1 (12 resp.)	10 (7 resp.)	2.08	0.88	NRA
8.	It is easier for me to understand what I am reading if pictures, charts, and diagram are included						
	1.4 (1 resp.)	10 (7 resp.)	37.1 (26 resp.)	51.4 (36 resp.)	3.34	0.77	VPRA
9.	When I read I usually get tired and sleepy						
	10 (7 resp.)	27.1 (19 resp.)	37.1 (26 resp.)	25.7 (18 resp.)	2.2	0.94	NRA
10.	I have a lot in common with people who are poor readers						
	12.9 (9 resp.)	45.7 (32 resp.)	34.3 (24 resp.)	7.1 (5 resp.)	2.62	0.80	PRA
11.	I spend a lot of my spare time reading						
	12.9 (9 resp.)	50 (35 resp.)	27.1 (19 resp.)	10 (7 resp.)	2.3	0.82	NRA
Overall Mean					2.60	0.83	PRA

Based on table 6, the aspect of reading activity displayed a positive attitude because most of the items tend to be in the positive range. With overall mean= 2.60, SD= 0.83. However, the differences in SD levels among the items indicate differing attitudes among the respondents. It can be seen that there are 5 items that are negative, 2 items that are very positive, and 4 items that are positive.

Further, from the eleven items of reading activity above, item number 8 (*It is easier for me to understand what I am reading if pictures, charts, and diagrams are included*) has the highest score with a M = 3.34 and SD = 0.77. This stands to reason because most people understand some things better when they can visualize what they read. The illustrations provided would help people learn easily. It can be seen that most of the respondents tend to choose agree 26 students (37.1%) and strongly agree 36 students (51.4%) out of 70 students. Otherwise, item number 2 (*There are better ways to learn new things than by reading a book*) has the lowest

score with a mean = 1.85 and an SD of 0.76. This result shows that students have a negative attitude toward reading and feel there are more alternative ways to learn something better than by reading a book. The responses of students who chose to disagree with this statement, only 30 students (20%) and 25 students (35.7%) chose to strongly disagree.

The following table discusses the participants' attitudes toward reading enjoyment. The overall attitude of the participants is positive (mean = **2.87**). All items have ratings ranging from 2.21 to 3.24.

Table 7. Respondents' Enjoyment of Reading

No.	Percentage (%)				M	SD	I
	1 (SD)	2 (D)	3 (A)	4 (SA)			
12	Reading is one the best ways for me to learn things				3.06	0.86	PRA
	5.7% (4 resp.)	12.9% (9 resp.)	47.1% (33 resp.)	34.3% (24 resp.)			
13	Reading is one of my favorite activities				2.6	0.92	PRA
	7.1% (5 resp.)	44.3% (31 resp.)	25.7% (18 resp.)	22.9% (16 resp.)			
14	I read when I have time to enjoy it				3.24	0.78	PRA
	1.4% (1 resp.)	12.9% (9 resp.)	41.4% (29 resp.)	44.3% (31 resp.)			
15	I get a lot of enjoyment from reading				2.96	0.73	PRA
	0% (0 resp.)	24.3% (17 resp.)	51.4% (36 resp.)	24.3% (17 resp.)			
16	I like going to the library for books				2.21	0.88	NRA
	18.6% (13 resp.)	48.6% (34 resp.)	21.4% (15 resp.)	11.4% (8 resp.)			
17	When I read and interesting books, story, or article I like to tell my friends about it				3.04	0.87	PRA
	7.1% (5 resp.)	10% (7 resp.)	50% (35 resp.)	32.9% (23 resp.)			
18	Reading is one of the most interesting thing which I do				2.73	0.86	PRA
	4.3% (3 resp.)	37.1% (26 resp.)	35.7% (25 resp.)	22.9% (16 resp.)			
19	I am the kind of person who enjoys a good book				2.97	0.83	PRA
	4.3% (3 resp.)	18.6% (13 resp.)	48.6% (34 resp.)	28.6% (20 resp.)			
20	I enjoy receiving books as gifts				3.1	0.87	PRA
	2.9% (2 resp.)	20% (14 resp.)	37.1% (26 resp.)	40% (28 resp.)			
Overall Mean					2.87	0.84	PRA

According to Table 7, it shows a positive attitude because most of the items tend to be in the positive range. With M = 2.87 and SD = 0.84, this value has a higher score than the others. Except for number 16, all nine items listed above are in the positive range. Moreover, this result also corroborates the findings of Edimar Sahib (2022), which is also found to have a positive attitude toward enjoyment in reading (mean = 3.9).

Additionally, item number 14 (*I read when I have time to enjoy it*) has the higher score with mean= 3.24 and an SD of 0.78. It shows that students will read when they have time. This statement has respondents who choose to agree for 29 respondents (41.4%) and strongly agree for 31 respondents (44.3%). In contrast, item number 16 (*I like going to the library for books*) has the lowest score with mean= 2.21, SD= 0.88. This score shows that students have a negative attitude toward reading. Only 15 respondents (21.4%) agreed with this statement, while 8 respondents (11.4%) strongly agreed.

Lastly, the following table discusses the participants' attitudes towards anxiety-difficulty while reading. The overall attitude of the participants was also positive (mean = **2.69**). It can be seen that all items have ratings ranging from 1.96 to 3.07.

Table 8. Respondents' Anxiety and Difficult

No.	Percentage (%)				M	SD	I
	1 (SD)	2 (D)	3 (A)	4 (SA)			
21	I need a lot of help in reading						
	15.7% (11 resp.)	40% (28 resp.)	27.1% (19 resp.)	17.1% (12 resp.)	2.53	0.95	PRA
22	I get upset when I think about having to read						
	21.4% (15 resp.)	54.3% (38 resp.)	18.6% (13 resp.)	5.7% (4 resp.)	2.87	0.83	PRA
23	I often feel anxious when I have a lot of reading to do						
	18.6% (13 resp.)	41.4% (29 resp.)	31.4% (22 resp.)	8.6% (6 resp.)	2.67	0.88	PRA
24	I get nervous if I have to read a lot information for my job or for some social activity						
	18.6% (13 resp.)	38.6% (27 resp.)	31.4% (22 resp.)	11.4% (8 resp.)	2.64	0.91	PRA
25	Encountering unfamiliar words is the hardest part of reading						
	2.9% (2 resp.)	22.9% (16 resp.)	42.9% (30 resp.)	31.4% (22 resp.)	1.96	0.80	NRA
26	I worry a lot about my reading						
	24.3% (17 resp.)	42.9% (30 resp.)	22.9% (16 resp.)	10% (7 resp.)	2.79	0.93	PRA
27	I try to avoid reading because it makes me feel anxious						
	34.3% (24 resp.)	45.7% (32 resp.)	14.3% (10 resp.)	5.7% (4 resp.)	3.07	0.85	PRA
28	I have a trouble understanding what I read						
	25.7% (18 resp.)	48.6% (34 resp.)	21.4% (15 resp.)	4.3% (3 resp.)	2.94	0.83	PRA
29	I'm afraid that people may find out what a poor reader I am						
	28.6% (20 resp.)	38.6% (27 resp.)	22.9% (16 resp.)	10% (7 resp.)	2.81	0.96	PRA
Overall Mean					2.69	0.88	

According to table 8, the aspect of anxiety and difficulty while reading also displays a positive attitude because most of the items tend to be in the positive range. With overall mean= 2.69, SD= 0.88. Except for number 25, all of the nine

items listed above are in the positive range. This suggests that the respondents do not feel anxiety and difficulty while reading, but when encountering new vocabulary, it will make them avoid or skip reading.

Next, item number 27 (*I try to avoid reading because it makes me feel anxious*) has the higher score with a mean = 3.07, SD = 0.85. Only 10 respondents (14.3%) chose the agree option, while 4 respondents (5.7%) strongly agree with this statement. On the other hand, item number 25 (*encountering unfamiliar words is the hardest part of reading*) has the lowest score with a mean = 1.96 SD = 0.80. This score displays a negative attitude toward reading. It can be known that the percentages of respondents who agree were 30 (42.9%) and strongly agree were 22 (31.4%).

DISCUSSIONS

This research was conducted in an attempt to investigate students' reading attitudes in the English Department at FKIP Universitas Riau in batches 2018 and 2019. The instrument was the ASRA questionnaire, most commonly used by previous researchers to explore reading habits and attitudes. The overall result shows that the attitude of English students toward reading is positive. The average score for reading activity is 2.60, SD = 0.83, for enjoyment of reading is 2.87, SD = 0.84, and for anxiety-difficulty is 2.69, SD = 0.88. The enjoyment of reading was the high score.

1. Activity of Reading.

The findings showed that reading was not their favorite activity (36 respondents who chose to disagree (52%), $m = 2.6$, $SD = 0.92$). The students also believed that there were other ways to learn new things besides reading, with 55 respondents (79% agreeing to this statement), average score $m = 1.85$, $SD = 0.76$. Then, they find that when they read, they can get tired and sleepy easily (63%, 44 respondents, $m = 2.2$, $SD = 0.94$). In addition, they don't spend their time reading. It can be seen that the total number of respondents who disagree with this statement was 44 respondents (63%) with an average score $m = 2.3$, $SD = 0.82$.

2. Enjoyment of Reading.

The respondents enjoy reading activity but if they have an option to go to the library to read books they will not go (23 respondents who chose agree (32%), $m = 2.21$, $SD = 0.88$). the result was similar to finding research of panji 2019 who also found a positive attitude toward reading enjoyment ($m = 3.55$, $SD = 0.07$).

3. Anxiety-Difficulty

The results revealed that reading is difficult and causes reading anxiety but is not a meaningful obstacle for the students. They will avoid reading because it will make them feel anxious. 66 respondents (80%) disagree with this statement, $m = 3.07$, $SD = 0.85$. It means that students will still read even if they feel anxious. Finding new words in the text they read is the most difficult part of reading. This

statement led the student not to read because of the unfamiliar word they found in the text. There are 52 respondents (74%), $m = 1.96$, $SD = 0.80$ who agree with this statement. This result contradicted the findings of Edimar Sahib (2022) and Annamalai and Muniandy (2013), who found a negative attitude in the anxiety-difficulty aspect.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

After conducting and analyzing the data. The results showed that the average score in Activity of Reading was 2.60 ($SD = 0.83$), interpreted as "Positive Reading Attitude". The average mean for Reading Enjoyment was 2.87 ($SD = 0.84$) and was interpreted as 'Positive Reading Attitude'. Finally, their average reading anxiety and difficulty was 2.69 ($SD = 0.88$), indicating a "Positive Reading Attitude." In conclusion, the students of the English Department at FKIP Universitas Riau for batches 2018 and 2019 have a positive attitude toward reading, but are lacking in reading practice, which needs to be developed to make them interested in reading and solve the problems they face.

RECOMMENDATIONS

Despite their positive attitude toward reading, their reading ability and reading activity still require development. Therefore, the researcher would like to provide some suggestions for the future to make it better. These suggestions include:

1. This study has some drawbacks, such as the small sample size, the inclusion of only two batches, and the limited number of variables. For more trustworthy results, a larger scale of research with more factors such as reading habits preference, family background, parental educational level, economy level, variety of reading material, school grade, and other factors relevant to the reading environment is required.
2. In the future, the students need to be engaged more in reading. Do not feel pressured; just enjoy the reading because it will help to gain good insight and expand knowledge, especially for completing the thesis.
3. For English lecturers, they could increase students' ability to read by supporting and motivating them to read more books and by providing more knowledge about the meaning of reading attitude and its function in academic performance.
4. For the next researchers. They expected to use this research as a reference so that they could develop research related to this topic and for development education. It is also necessary to find new strategies, methods, or approaches to make students happy and successful in learning English, especially in reading.

REFERENCES

- Ahmadi, A. (2002). *psikologi sosial*. Jakarta: Rineka Cipta.
- Ahmed, S. (2016). Reading habits and attitudes of UMSKAL undergraduates. *International Journal of Applied Linguistics and English Literature*, 5(2), 189-201.
- Al Nazhari, H., & Delfi, S. (2016). A study on English reading habits of students of English Study Program of Riau University. *Jurnal Online Mahasiswa (JOM) Bidang Keguruan dan Ilmu Pendidikan*, 3(2), 1-8.
- Alsaeedi, Z. S. A., Ngadiran, N. M., Kadir, Z. A., Altowayti, W. A. H., & Al-Rahmi, W. M. (2021). Reading habits and attitudes among university students: A review. *Journal of Techno-Social*, 13(1), 44-53.
- Annamalai, S., & Muniandy, B. (2013). Reading Habit and Attitude among Malaysian Polytechnic Students. *International Online Journal of Educational Sciences*, 5(1).
- Anugrah, P. K. (2019). A Survey Study of Reading Habits and Attitudes of Undergraduate Students.
- Ary, D., Jacobs, L. C., & Razavieh, A. (2010). *Introduction to Research in Education* (8th Ed.). Wadsworth: Cengage Learning.
- Creswell, J. W. (2013). *Reserch Design, Pendekatan Kualitatif, Kuantitatif dan Mixed [Research Design, Qualitative, Quantitative and Mixed Approach]* (Ketiga). Yogyakarta: Pustaka Pelajar.
- Dalilan, D. (2021). Literasi Mahasiswa: Studi Kebiasaan dan Sikap Membaca Mahasiswa Program Studi Ilmu Perpustakaan. *Pustakaloka*, 13(1), 1-21.
- Ho, E. S. C., & Lau, K. L. (2018). Reading engagement and reading literacy performance: Effective policy and practices at home and in school. *Journal of Research in Reading*, 41(4), 657-679.
- Iskandarwassid, & Sunendar. (2008). *Strategi Pembelajaran Bahasa I*. Bandung: PT Remaja Rosdakarya.
- Lestari, D. K. (2016). The students reading attitude towards the use of content-based instruction in Psikologi Belajar dan Pembelajaran Class in ELESF of Sanata Dharma University (Thesis). *Sanata Dharma University, Yogyakarta*.
- McKenna, M. C., & Kear, D. J. (1990). Measuring attitude toward reading: A new tool for teachers. *The reading teacher*, 43(9), 626-639.
- Nootens, P., Morin, M. F., Alamargot, D., Gonçalves, C., Venet, M., & Labrecque, A. M. (2019). Differences in attitudes toward reading: A survey of pupils in grades 5 to 8. *Frontiers in Psychology*, 9, 2773.
- Pagal, C. L., Mirafuentes, J. K., & Ypanto, Q. C. (2017). School age gender gap in reading comprehension. *Journal of Asian Development*, 3(2), 78-102.
- Pandian, A. (1997). Literacy in postcolonial Malaysia. *Journal of Adolescent & Adult Literacy*, 40(5), 402-404.
- Rahmadany, R. (2021). *STUDENTS' ATTITUDE TOWARDS EXTENSIVE READING AT ENGLISH EDUCATION DEPARTMENT OF STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU* (Doctoral

- dissertation, UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU).
- Rojak, A. A. (2018). *Exploring students' attitude toward extensive reading (A Case study at the tenth grade of SMAN 9 Kota Tangerang Selatan in academic year 2017/2018)* (Bachelor's thesis, Jakarta: Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah).
- Sahib, E. J. (2022). Reading Habit and Attitude among Filipino Pre-Service English Teachers.
- Smith, M. C. (1991, November). An investigation of the construct validity of the adult survey of reading attitude. In *annual meeting of the College Reading Association, Alexandria, VA. Available at: www. cedu. niu. edu/ smith/papers/asra. htm.*
- Wangchuk, C., & Zangmo, C. (2021). Reading attitude of students of a middle school and effects of a two-year in-class reading intervention on them. *Bhutan Journal of Research and Development, 10*(1).
- Westwood, P. (2008). *What teachers need to know about reading and writing difficulties.* Aust Council for Ed Research