THE RELATIONSHIP AMONGST STUDY OF READING HABITS, READING ATTITUDE, AND READING ACHIEVEMENT OF WATTPAD READER AT IAIN PALANGKA RAYA

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Abstract: This study investigated the relationship amongst study of reading habits, reading attitude, and reading achievement of Wattpad reader at IAIN Palangka Raya. This study used a quantitative method and a multiple linear regression design.This study involves 30 students of third and fifth semesters of English Department at IAIN Palangka Raya. The data are collected using questionnaire and test. The findings revealed that there is a positive relationship between students' reading habits (mean = 89.47) and attitudes (mean = 70,23) toward their reading achievement (mean = 87,33) as wattpad readers in the third and fifth semesters of the English Education Study Program at IAIN Palangka Raya. The effect of Students' Reading Habit (X1) on Students' Reading Achievement (Y) is 40%, while the effect of Students' Reading Attitude (X2) on Students' Reading Achievement (Y) is 42%. The combined effect of the independent variables on the dependent variable is then 82%. It meant that students' reading habits and reading attitudes have a relatively high influence on students' reading achievement. Therefore, reading habit and attitude can predict the successful language learning in reading achievement. Based on the findings, students should read more to improve their reading habits and attitudes. Teachers and lecturers, particularly in reading subjects, must pay closer attention to students' reading habits and attitudes. For future researchers to conduct research with a larger sample size and to focus not only on reading but also on other abilities such as writing, listening, and speaking.

Keyword: Attitude, Habut, Reading Avhievement, Relationship, Wattpad

INTRODUCTION

English is a global language used for communication in the age of globalization. English implementation is extremely beneficial in meeting requirements in many areas of life, including education, economics, politics, social culture, and security, both verbally and in writing. English is a foreign language in Indonesia that

Indonesians have not learned since birth. Indonesians do not use English in their everyday conversations.

Furthermore, learning English is essential and should be available in both formal and informal settings. Teach English is a worthwhile endeavor that seeks to familiarize language learners with the use of English daily convey English information. Listening, speaking, reading, and writing are the four language skills taught in English classes.

Reading, as one of the linguistic abilities, is a critical skill that opens the door to learning and allows individuals to pursue information and enjoyment on their own. Reading, on the other hand, is one of the simplest language skills to learn but the most difficult to develop as a habit.

Reading is like looking out the window into the world. Reading, whether new or old, provides readers with a wealth of useful knowledge. With the advancement of technology and knowledge, a plethora of media is now available to assist readers in discovering the reading content they require. There are also online reading programs that enable users to read and/or write stories by the author, which can then be read by people all over the world. Wattpad is one of several popular online reading apps among the general public.

According to Tirocchi (2018), the Wattpad application has a large following in the global population. Indeed, according to Mawardi (2018), this program has an impact on the Indonesian publishing sector, where many works are tagged Wattpad.

The lives of the majority of college and university students do not reflect their reading habits. It is assumed that a college student knows how to read, what to read, when to read, and where to read. The assumption is that students must have a book to read at a specific time, whether for pleasure or to pass an exam.

A reading habit is a pattern of organizing one's reading in terms of the type, content, and quantity of materials read, the frequency with which one reads, and the average time spent reading (Bana, 2020). Reading is a regular activity for someone who has a good reading habit. Reading habit, in a nutshell, is the repeated activity of deriving meaning from text.

Considering the impact of reading attitude on academic achievement, the primary goal of reading for an individual is to recognize that life itself is a learning process. It is critical to recognize at this point that reading plays an important role and that the key to finding happiness in life is to read for learning. It is also necessary to develop a viewpoint that enjoys reading and learning, which is one of the sensual goals of reading.

According to Isakson et al. (2016), feelings toward reading can be positive or negative, and they can be reinforced by satisfying or disappointing past experiences. As a result, students' attitudes toward reading are the most influential factors in their academic performance and learning. The issue of students' reading habits and attitudes, particularly in higher education, must be addressed. Examining students' reading habits and attitudes will reveal the factors that contribute to their successful reading.

While observing at IAIN Palangka Raya, the researchers realized that most students were not very interested in reading and maintained their reading habits. usually they prefer to copy from the internet rather than read from the source to do their work. In most cases, they simply copy and paste answers from the Internet without comprehending the written materials. English majors are also disinterested in going to the library to study. The times when a crowded population of learners holding books instead of sleeping can be found at the library are when they are preparing for midterm and final exams, primarily because they cannot find instant answers on Google.

Previous research on reading habits and attitudes, particularly in the Indonesian context, primarily included junior high, senior high, and higher students. As a result, research into specific students' reading habits and attitudes, such as wattpad users, is uncommon. Although it is known about wattpad users' reading habits and reading attitudes, it is unknown whether these two variables are related or have an impact on their academic reading achievement.

Based on the emerical gap described above, the researcher was curious about Wattpad readers' reading habits and reading attitudes, as well as whether there is a link between their reading habits and reading attitudes and their reading achievement.

METHODOLOGY OF STUDY

This study was a quantitative investigation. It is because the study examined the relationship between Wattpad readers' reading habits, reading attitudes, and reading achievement at IAIN Palangka Raya's English Department. Quantitative research relied on objective measurement to generate numerical data that could be used to answer questions or test hypotheses.

This study used a multiple regression design. Multiple regression is a statistical technique used to investigate the relationship between a single dependent variable and several independent variables. Because the data was numerical or ordinal, the researchers used a multiple regression design. The researcher was concerned with three variables in this study: students' reading habits, reading attitude, and reading achievement.

A study's population and sample are critical components. A population is a group of people that researchers are interested in studying and want the results to be revelatory. The transition from part to whole is a crucial aspect of inferential statistics. This study's population consisted of female and male students in the fifth and third semesters of the English Department at IAIN Palangka Raya in 2022/2023.

A critical stage in conducting a research study is sample selection. A sample is a subset of a population to be studied. Purposive sampling was used to sample students who were Wattpad Readers in the 5th and 3rd semesters of the English department at IAIN Palangka Raya in the academic year 2022/2023.

Purposive sampling is a sampling technique that, rather than providing a representative sample, focuses on specific occurrences and/or processes. Purposive sampling was chosen by the researcher for this study because the sample required was a specific sample, namely only Wattpad readers. Only 30 Wattpad users were discovered in this study.

In order to collect the necessary data, the researchers in this study used two instruments: a questionnaire and a test.

Participants responded to questionnaire questions by writing or marking answer sheets, which served as instruments for collecting self-report data and were completed by each

participant as part of the research. The researchers used a questionnaire to collect data on reading habits and reading attitudes in this study.

In this study, the researchers used a questionnaire created by (Muawanah, 2016), focused on Senior High School Students' Habits in Reading Context, with indicators taken from Julio Cesar about reading habits, to collect data on students' reading habits. This questionnaire contains 30 items and 6 Factors (5 items on book reading amount, 5 items on academic reading, 5 items on reading frequency, 5 items on non-academic reading, 5 items on motivation in academic environment, and 5 items on motivation in family environment) to assess students' reading habits.

This questionnaire's format question used a 5-1 Likert Scale. The researchers used a Likert scale type frequency for this questionnaire, namely Always (A), Often (O), Sometimes (S), Rarely (R), and Never (N).

Table 1: Questionnaire of Reading Habits

No	Factors	Item Number
1	Reading Amount of Books	1,2,3,4,5
2	Academic Reading	6,7,8,9,10
3	Reading Frequency	11,12,13,14,15
4	Non-Academic Reading	16,17,18,19,20
5	Motivation in Academic Environment	21,22,23,24,25
6	Motivation in The Family Environment	26,27,28,29,30
Total		30

The Adult Survey of Reading Attitude (ASRA) questionnaire was used by the researchers in this study to determine the students' reading attitude score. The Adult Survey of Reading Attitude was created by Cecil Smith (1990) and was based on a questionnaire created by Wallbrown et al (1977). The questionnaire contains 29 items with three classifications (11 items on reading activity, 9 items on reading enjoyment, and 9 items on reading anxiety and difficulty) to assess students' attitudes toward reading. The researchers used a Likert scale type agreement in this questionnaire, which included Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

Table 2: Description of ASRA (Adult Survey Reading Attitudes)

No	Classificaton	Item of The test
1	Activity of Reading	11 Items
2	Enjoyment of Reading	9 Items
3	Anxiaty and Difficulty	9 Items
Total		29 Items

In this study, researchers used a test to determine students' reading

achievement scores. A test is a systematic procedure for observing one's behavior using a numerical or categorical system. Data on students' reading achievement was gathered using a test. The reading achievement test was an objective test consisting of ten multiple-choice questions. Each item had five options (A, B, C, D, E).

All of the TOEFL test questions were obtained from the internet by the researchers. The researchers only took 10 questions from the TOEFL reading test because the questions on the TOEFL reading test were guaranteed to be accurate. The writer gave a 10 for each correct answer and a 0 for each incorrect answer.

The researchers collected data using a questionnaire and a reading test to determine the relationship between students' reading habits, reading attitudes, and reading achievement. To determine whether or not there is a relationship between students' reading habits and reading attitude toward their reading achievement, researchers used the T-test to determine whether or not the independent variable (X) has a partial (self) effect on the dependent variable (Y) and the F-test to determine whether or not the independent variable (X) has a simultaneous effect (together) on variable (Y).

The coefficient of termination test, on the other hand, is used to calculate the percentage of influence that variable X has on variable Y at the same time.

FINDINGS

The researchers investigated the relationship between students' reading habits, reading attitudes, and reading achievement of Wattpad Readers of the English Department at IAIN Palangka Raya in this study. To collect data, the researcher asked them to complete a questionnaire and a TOEFL reading test via Google Form.

The first data is collected by having students complete a questionnaire. The mean of the students' reading habits was $(X1)=89{,}47$ $(s=6{,}16)$. The mean reading attitude score of students was $(X2)=70{,}23$ $(s=7.75)$.

The second set of data is gathered by having students complete the TOEFL reading test. The mean score was $(Y)=87{,}33$ $(s=12{,}29)$ in the end. The first data is collected by having students complete a questionnaire.

The T and F tests were used in this study to determine whether or not reading attitude and reading habits have an impact on reading achievement.

Compare the t count and t table/sig value and t table (t table=2,05) to determine the results of the Statistical Test (T Test). The number of students who read habitually was 2,84, while the number of students who read with attitude was 2,92. Because the T count of students' reading habits and attitudes was greater than the T table, students' reading habits and attitudes are related to or have an effect on their reading achievement.

To determine the results of the F test, you can compare the calculated F count (62,86) and F table (3,34). Because F count was bigger that F table, than the variables students' reading habits and students' reading attitude have effect on students' reading achievement at the same time.

In order to find the percentage of the effect of students' reading habit and attitude toward their reading achievement, researchers used coefficient of determination and Effective Contribution (SE).

The R-square (R2) value in the Model Summary table (table 3) obtained by the researcher from the SPSS application represents the coefficient of determination.

Table 3: The Result Of Coefficient Of Determination (R^2)

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	0.91	0.82	0.81	5.36	2.33

Table 3 shows that the R Square column value is 0.82 when the percentage is changed to 82%. The sum of the independent variables' effects on the dependent variable is then 82%. As a result, one can conclude that students' reading habits and attitudes have a relatively high influence on their reading achievement.

SE must be calculated using the results of correlation analysis, regression, and R Square values.

Table 4: The Summary Of Correlation, Regression, and R Square Values

Variable	Regression Coefficient (Beta)	Correlation Coefficient (r)	R Square
X1	0.46	0.88	0.82
X2	0.48	0.88	

Researchers use the following formula to test the Effective Contribution:

$$SE(X)\% = Betax \times rxy \times 100\%$$

Where:
Betax : Regression Coefficient
Rxy : Correlation Coefficient

After learning the formula, the researchers conducted the SE test as follows:

Effective Contribution of Students' Reading Habit Variable (X1) to Students' Reading AChievement (Y):

SE(X1)%　　　= 0,46 x 0,88 x 100%
SE(X1)%　　　= 40%

Effective Contribution of Students' Reading Attitude Variable (X2) to Students' Reading AChievement (Y):

SE(X2)%　　　= 0,48 x 0,88 x 100%
SE(X2)%　　　= 42%

The researchers computes the total of Effective Contributions after calculating SE X1 and X2. Furthermore, the total effective contribution (SE) can be computed as follows:

SE total　　　= SE(X1)% + SE(X2)%
　　　　　　　= 40% + 42%
SE total　　　= 82%

According to the calculation above, the effect of Students' Reading Habit (X1) on Students' Reading Achievement (Y) is 40%, while the effect of Students' Reading Attitude (X2) on Students' Reading Achievement (Y) is 42%.

DISCUSSION

The findings revealed a positive relationship between students' reading habits (mean = 89.47) and attitudes (mean = 70,23) toward their reading achievement (mean = 87,33) as wattpad readers in the third and fifth semesters of IAIN Palangka Raya's English Education Study Program. The percentage of the relationship between students' reading habits and attitude toward students' reading achievement is 82% when both are examined simultaneously. The sum of the independent variables' effects on the dependent variable is then 82%. As a result, one can conclude that students' reading habits and attitudes have a relatively high influence on their reading achievement. Students'. Reading Habit (X1) has a 40% effect on Students' Reading Achievement (Y), while Students' Reading Attitude (X2) has a 42% effect on Students' Reading Achievement (Y).

Titin Tria Agustin (2020) supports the finding by stating that there is a correlation between reading attitude and reading achievement, though there are differences depending on location, and Rafi et al (2021) state that students' reading attitudes are related to their reading comprehension. Based on the findings of the previous two studies, the researchers concluded that improving reading achievement

necessitates a reading habit and attitude, because a good reading habit and attitude will allow them to practice their reading skill. Improving reading habits and attitudes can be accomplished by increasing reading interest.

CONCLUSION

After calculating the data above, it is found that there is a positive relationship between students' reading habits (mean = 89.47) and attitudes (mean = 70,23) toward their reading achievement (mean = 87,33) as wattpad readers in the third and fifth semesters of the English Education Study Program at IAIN Palangka Raya. The value in the R Square column is 0.82, and if the percentage is changed to 82%. The combined effect of the independent variables on the dependent variable is then 82%. It meant that students' reading habits and reading attitudes have a relatively high influence on students' reading achievement. The effect of Students' Reading Habit (X1) on Students' Reading Achievement (Y) is 40%, while the effect of Students' Reading Attitude (X2) on Students' Reading Achievement (Y) is 42%.

Foreign language students should continue to improve their reading habits and attitudes. To improve reading achievement, students must read more and practice answering TOEFL questions in reading, next foreign language lecturers should pay more attention to students' reading interests and help them improve their reading habits and interests. And for future researchers can focus not only on reading but also on other skills like listening, writing, and speaking.

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