SURABAYA MILLENNIAL STUDENTS' ONLINE

READING HABITS IN ENGLISH TEXTS

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S. Pd) in Teaching English

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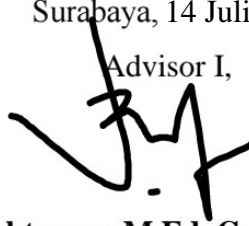# EXAMINER APPROVAL SHEET

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ABSTRACT

Mufidah, Rania (2023). *Surabaya Millennial Students' Online Reading Habits in English Texts*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Drs. Muhtarom, M.Ed, Gred, Dip. Tesol and H. Mokhamad Syaifudin, M.Ed, Ph.D.

Keywords: Online Reading Habits, English Texts, Surabaya Millennial Students, Types of English Texts, Frequency of Reading, Sources of Online Reading, Technological Devices for Reading.

Extremely rapid technological progress has resulted in the development of more sophisticated and modern reading innovations. The network currently offers accessibility to reading activities formerly conducted with printed books that are now conducted with online books. This study aims to investigate Surabaya millennial students' online reading habits in English texts. An online survey questionnaire was used to gather data using a quantitative method with a survey research approach. The participants included 81 Surabaya millennial students enrolled in four Surabaya universities. Despite the fact that reading is not their favourite activity, this study reveals that Surabaya millennial students regularly engage in online reading activities with a preference for various English text types, including articles or journals, e-novels, and online news. Webtoon (E-Comic), CNN.com (e-newspaper), Tempo Magazine (Magazine), Wattpad (E-Novel), Google Scholar (Journal/Article), and Google Books (e-books) were identified as the most popular online reading sources among students. Students are inclined to read online multiple times per month, for 1-2 hours, and with fewer than five online books per month. Furthermore, the majority of participants reported using smartphones as their preferred devices for online reading.

ABSTRAK

Mufidah, Rania (2023). Kebiasaan Membaca Daring Siswa Milenial Surabaya dalam Teks Berbahasa Inggris. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Drs. Muhtarom, M.Ed, Gred, Dip. Tesol dan H. Mokhamad Syaifudin, M.Ed, Ph.D.

Kata Kunci: Kebiasaan Membaca Online, Teks Bahasa Inggris, Siswa Milenial Surabaya, Jenis Teks Bahasa Inggris, Frekuensi Membaca, Sumber Bacaan Online, Perangkat Teknologi untuk Membaca.

Kemajuan teknologi yang sangat pesat mengakibatkan berkembangnya inovasi-inovasi bacaan yang lebih canggih dan modern. Jaringan tersebut saat ini menawarkan aksesibilitas terhadap kegiatan membaca yang dahulu dilakukan dengan buku cetak kini dilakukan dengan buku online. Penelitian ini bertujuan untuk menyelidiki kebiasaan membaca online siswa milenial Surabaya dalam teks bahasa Inggris. Kuesioner survei online digunakan untuk mengumpulkan data menggunakan metode kuantitatif dengan pendekatan penelitian survei. Pesertanya meliputi 81 mahasiswa milenial Surabaya yang berkuliah di empat universitas di Surabaya. Terlepas dari kenyataan bahwa membaca bukanlah kegiatan favorit mereka, penelitian ini mengungkapkan bahwa siswa milenial Surabaya secara teratur terlibat dalam kegiatan membaca online dengan preferensi untuk berbagai jenis teks bahasa Inggris, termasuk artikel atau jurnal, e-novel, dan berita online. Webtoon (E-Comic), CNN.com (e-newspaper), Majalah Tempo (Magazine), Wattpad (E-Novel), Google Scholar (Jurnal/Artikel), dan Google Books (e-book) teridentifikasi paling banyak sumber bacaan online populer di kalangan siswa. Siswa cenderung membaca online beberapa kali per bulan, selama 1-2 jam, dan dengan kurang dari lima buku online per bulan. Selain itu, mayoritas peserta melaporkan menggunakan smartphone sebagai perangkat pilihan mereka untuk membaca online.

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LIST OF ABBREVIATION

EFL   : English for Learner

ESL   : English for Second Language

E-…   : Electronic …

CNN   : Cable News Network

BBC   : British Broadcasting Corporation

KBM : Komunitas Bisa Menulis

DOAJ : Directory of Open Access Journals
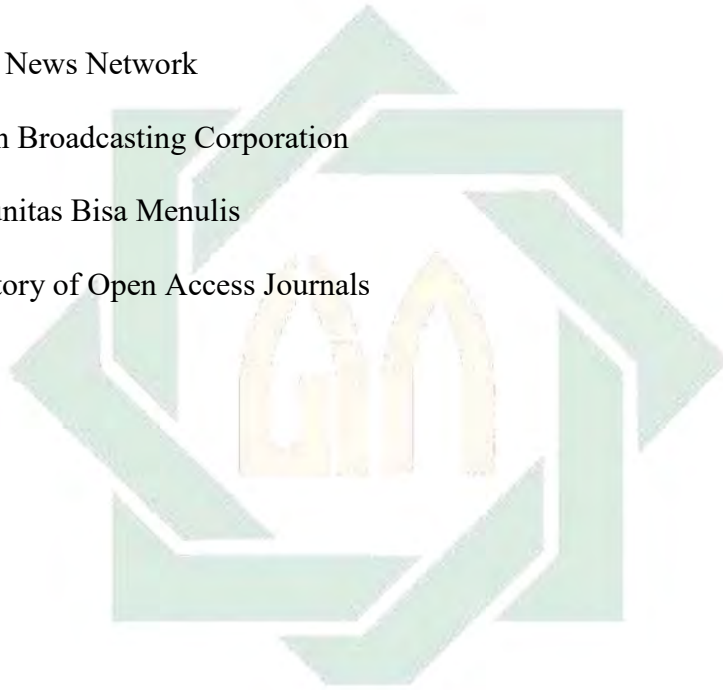
CHAPTER I

INTRODUCTION

The chapter introduction provides an overview of the research background. In addition, it provides a research question, the study's objective, significance, scope, limitation, and the definition of the key term.

A. Research Background

Nowadays, many people use technology, especially cell phones, in their lives. Ease of accessing the internet is a factor that causes people to rely on the internet in almost all their activities, including reading. Reading is an essential component skill that students must master.[1] Through reading, students acquire more information and exposure. With technology growing rapidly, students' reading habits in this digital era have changed from print to online reading. The emergence of technology and information has significantly altered the trends and attitudes of students' reading habits, which are gradually shifting away from printed books and toward online sources materials.[2] In addition, during COVID-19, undergraduate students are interested in online reading, and most of their time is spent online reading; they also remains connected to their studies despite being under lockdown.[3] Hence, the emergence of the internet and the ease of accessing it have also brought about essential changes in students' reading habits.

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[1] Francoise Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises* (New York: Cambridge University Press, 1981).

[2] Dayang Azimah Abang Yusof, "Reading Habits Among Students in the Digital Era," *Journal of Academic Library Management (AcLiM)* 1, no. 1 (2021): 43–54.

[3] Subashini Annamalai and Balakrishnan Muniandy, "Reading Habit and Attitude among Malaysian Polytechnic Students," *International Online Journal of Educational Sciences* 5, no. 1 (2013).

Moreover, reading become the basic language skill in learning English.[4] It is called habit if the activity is frequently carried out. The term "reading habit" relates to individual's behaviour that consistent with personal preferences and tastes.[5] Reading habits have proven to play a significant role in various fields, particularly among students. Great reading habits enhance academic achievement, and the more online reading habits students have, the higher their reading achievement.[6] Furthermore, reading habits promote the formation of ideas, critical analysis, knowledge enhancement, vocabulary enrichment, adding supporting facts quickly, reinforcement theory, and creating higher-quality writing.[7] Good reading habits are also crucial for millennial students who never have left their cell phones. Through cell phones, they can read any information, news, messages, books, etc.

Students favor reading e-books, articles, and others online.[8] Based on the most common forms of reading, many students prefer online books to printed ones. Young people are beginning to abandon hard copy reading because it is more time-consuming and challenging to fit in between their

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[4] Iftanti Erna, "A Survey of the English Reading Habits of EFL Students in Indonesia," *TEFLIN Journal* 23, no. 2 (2012): 149–164.

[5] Somsong Sangkaeo, "Reading Habit Promotion in ASEAN Libraries," in *Paper Presented at the 65th IFLA Council and General Conference* (Bangkok, Thailand, 1999).

[6] Sri Yuliani and Fitri Barokah, "The Influence of Online Reading Habit on Reading Achievement of the Eleventh Grade Students of Senior High School Muhammadiyah 1 of Palembang," *English Community Journal* 1, no. 1 (2017): 51–59.

[7] Sari Rahmawati, "Examining Students ' Reading Habit and Gender Differences behind Students' Academic Writing Achievement," *Journal of Language Teaching and Learning, Linguistics and Literature* 9, no. 1 (2021): 109–117.

[8] Shameem Ahmed, "Reading Habits and Attitudes of UMSKAL Undergraduates," *International Journal of Applied Linguistics & English Literature* 5, no. 2 (2016): 190–201.

other activities.[9] Most students no longer find the library to be the most comfortable place to read, despite the fact that reading materials are plentiful but limited and not as readily available as they are on the internet. Additionally, accessing books in the library is more difficult and time-consuming.[10] Now there is a shift in students' reading habits to be more up-to-date with the existence of the internet. Reading habits have shifted to electronic devices because students are starting to be interested in something related to the internet.[11] In addition, digital materials are viewed as superior to printed texts in terms of student preference and accessibility.[12]

There have been many studies on reading habits among elementary or secondary schools, adolescents, teachers, and college students. However, most of them focus on their reading habits and attitudes. Most English students and teachers has good attitudes regarding reading, with fiction books and internet materials being the most popular.[13] The education college students have positive reading habits, half of the respondents' states that they enjoy reading online informational publications such as magazines,

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[9] Jamiah Baba and Faiza Rostam Affendi, "Reading Habit and Students' Attitudes Towards Reading: A Study of Students in the Faculty of Education UiTM Puncak Alam," *Asian Journal of University Education (AJUE)* 16, no. 1 (2020): 110–122.

[10] Adimawati Helingo, "Reading Habits and Integration of Technology in Understanding English Texts: A Case Study of EFL Students," *JELTIS: Journal of English Language Teaching, Linguistics, and Literature Studies* 1, no. 2 (2021): 104–117.

[11] A.S.M. Rahman Mahbubur, Faisal Haque, and Lutful Arafat, "Changing Tendency of Reading Habits and Attitudes at Undergraduate Level : A Survey on the Students of Hajee Mohammad Danesh Science and Technology University, Bangladesh," *Palarch's Journal of Archaeology of Egypt/Egyptology* 17, no. 6 (2020): 9409–9425.

[12] Baba and Affendi, "Reading Habit and Students' Attitudes Towards Reading: A Study of Students in the Faculty of Education UiTM Puncak Alam."

[13] Muhsiyana Nurul Aisyiyah and Mohammad Andi Hakim, "Exploring English Student Teachers' Reading Habits and Preferences," *ELT-Echo* 5, no. 2 (2020): 149–161.

journals, and periodicals.[14] Although many studies examine reading habits through print reading, online reading has shifted in the digital era with technology. It cannot be separated from human life, especially for millennial students. The advent of digital technology and the internet has transformed the way students consume information, including reading habits. The ability to access a vast quantity of information and texts online has increased the popularity of online reading. This is particularly true for the younger generation, especially Surabaya millennial students, who have grown up in a digital world and are accustomed to using digital devices for learning and entertainment. The widespread availability of online resources has facilitated access to a variety of reading text types, including those written in English. With the widespread availability of online resources and the convenience of accessing them anytime and anywhere, EFL students are relying on online reading texts to enhance their language skills.

However, it is necessary to investigate whether this transition towards online reading has altered the reading habits of students, particularly in regards to English texts. Consequently, investigating students' online reading habits is a relevant and timely topic that can cast light on students' needs and interests when reading English texts online for language learning purposes. In addition, educators can devise effective

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[14] Oluwayemisi Florence Fatiloro et al., "A Survey on the Reading Habits among Colleges of Education Students in the Information Age," *Journal of Education and Practice* 8, no. 8 (2017): 106–110.

strategies and materials to support the growth of students' English reading skills by understanding their online reading patterns.

In addition, this study emphasizes online reading habits with the subject of Surabaya millennial students majoring in English Language Education. Indicators that show reading habits are also about the type of English text, online reading sources, kinds of technological devices, and reading frequency. The type of text and reading source is what information the respondent is interested in. The technology used when reading is also an indicator in this study because reading habits are focused online, and reading frequency shows patterns carried out continuously while reading. In future research, the types of readings and sources used will differ as this increasingly modern era develops.

Using the four indicators related to reading habits above will provide a variety of up-to-date information and differ from previous studies. In addition, in the context of the learning and teaching activities, it can provide insight for teachers to improve and encourage students' reading habits to be better according to their interests.

There are several previous studies related to reading habits. There are two previous studies that focus on reading habits through physical books. A study by Ponton used mixed method and discussed about reading habits, the way to improve students reading habit through reading corner,

and the way to motivate students in increasing reading habit.[15] Then, a study by Ista used quantitative method and discussed about reading habits and students perception towards reading for pleasure.[16]

Furthermore, there are also two previous studies that examines physical books reading interest. A study by Helingo used case study and discussed students' interest using technology and the effect of technology in reading habits.[17] Besides that, a study by Hanah discussed students' interest in during pandemic COVID-19 and popular English reading materials favoured by students.[18] There is also another previous study by Packialakshmi conducted in the lockdown period pandemic COVID-19. A study used a descriptive qualitative method and focused on the relationship between various demographic variables and reading habits. A study also used general majors in undergraduate level as subject of the study.[19] Based on previous studies above, they used different objectives, methods, and subjects. This study investigates online reading habits towards English texts

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[15] Mayra Jaramillo Ponton et al., "Improving EFL Reading Habits in Adolescent Students from Public High Schools in Ecuador," *International Journal of Learning, Teaching, and Educational Research* 18, no. 10 (October 1, 2019): 191–202.

[16] Ista Maharsi, Muhammad Izam Ghali, and Salma Maulani, "High School Students' Reading Habit and Perception on Reading for Pleasure," *International Journal of Indonesian Education and Teaching* 3, no. 1 (2019): 80–89.

[17] Helingo, "Reading Habits and Integration of Technology in Understanding English Texts: A Case Study of EFL Students."

[18] Diah Hanah, Khofifah Lisniyanti, and Slamet Wahyudi Yulianto, "Investigating Students' Reading Interest on English Reading Materials through Their Reading Habits During a Pandemic," *ELT in Focus* 3, no. 2 (2020): 14–23.

[19] K Packialakshmi, Liji Sara Varghese, and K Thenesha, "Reading Habits in Digital Era during Lockdown among Adolescent," *India Journal of Science and Technology* 14, no. 29 (2021): 2420–2426.

and uses undergraduate students majoring in English language education with millennial age limitation.

B. Research Questions

Based on this study's background, the main research question is "What are the Surabaya millennial students' online reading habits in English texts?"

C. Objectives of the Study

Based on the research question, the study's objective is to investigate Surabaya millennial students' online reading habits in English texts.

D. Significance of the Study

This study's findings are anticipated to assist teachers, students, and researchers.

1. In this study, by knowing students' reading habits, it is expected that teachers can adapt their teaching strategies to students' needs and preferences, enabling the teacher to design more effective instructional materials and activities based on students' needs and interests. In addition, teachers can support the development of students' digital literacy skills, such as discovering and evaluating online sources, interacting meaningfully with digital text, providing recommendations for types of English texts and online resources for learning English that correspond to students' abilities and desired skill development, and utilizing digital tools for collaboration and communication.

2. For students, this study is expected to enhance students' English language skills, such as their comprehension of reading, vocabulary knowledge, and grammar skills. In addition, students are expected to have access to a variety

of information sources when learning English in order to investigate sources relevant to what is being taught. This can provide students with a more engaging and varied learning environment, which can increase their motivation and engagement with the English learning process.

3. For future research, it is expected that this study can lead to the development of new research issues and areas to investigate connected to online reading habits. In addition, future research can provide insight into the effectiveness of various types of online reading for language learning, especially English. By expanding on these ideas, future research can develop more knowledge of the function of technology in language acquisition and contribute to the creation of more effective language learning materials and activities for the digital era.

E. Scope and Limitation of the Study

This research's scope is the online reading habit as measured by indicators adapted from Gaona & Gonzales. In addition to types of English text, sources, frequency, and technological devices.[20] The limitation in this study is that the reading used is only English text. Furthermore, the limitation is also in the form of data sources gathered from 4 universities in Surabaya, East Java, by screening active students majoring in English Language Education Department. Because the respondents are millennial, only students born between 1980 and 2000 are eligible to participate.

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[20] Julio Cesar Galicia Gaona and Erwin Rogelio Villuendas Gonzales, "Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students," *Revista De La Educacion Superior* 1, no. 157 (2011): 55–73.

F. Definition of Key Terms

1. Online Reading

   Online reading, digital reading, or what is currently known as e-reading. E-reading is the process of analysing letter symbols shown on the digital screens of technological devices, either online or offline.[21] In this study, millennial students carry online or offline reading by reciting an English text either silently or aloud continuously and using technological devices.

2. Reading Habits

   Online reading habit is an activity to get information that completed frequently by students who use technological devices as facilitating media.[22] In this study, the reading habit refers to the regular reading activity that are carried out for at least 30 minutes or more every day by utilising technology devices to acquire knowledge or enjoyment, which is consistently performed by millennial students either periodically or habitually, ultimately becoming a part of routine.

3. Millennial Students

   Millennial students are motivated and polite in the traditional sense, obey rigid rules, are protected and sheltered, are cooperative and team-oriented, are talented achievers, and are confident and enthusiastic about their futures.[23] Furthermore, the millennial generation consists of individuals born between

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[21] Maria Socorro Yvonne Horton Ramos, "Reading in the Digital Era: Analyzing ESL Graduate Students' E-Reading Habit," *Asian EFL Journal* 27, no. 1 (2020): 67–85.

[22] Yuliani and Barokah, "The Influence of Online Reading Habit on Reading Achievement of the Eleventh Grade Students of Senior High School Muhammadiyah 1 of Palembang."

[23] Carol Elam, Terry Stratton, and Denise D. Gibson, "Welcoming a New Generation to College: The Millennial Students," *Journal of College Admission* 195 (2007): 20–25.

1980 and 2000.[24] In this study, the millennial students are active undergraduate students at the 4 universities with majors in English Language Education Department in the Surabaya area, East Java and were born in 1980-2000.

4. English text

Text is not only from traditional print materials, but also digital and multimedia texts such as websites, movies, games, and social media.[25] In this study, English text is the kind of digital document that is read through the technological device by Surabaya millennial students in English continuously.

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[24] Indah Budiati et al., *Profil Generasi Milenial Indonesia* (Kementerian Pemberdayaan Perempuan dan Perlindungan Anak, 2018).

[25] James Paul Gee, "Literacy, Discourse, and Linguistics: Introduction," *Journal of Education* 171, no. 1 (1989): 5–17.

CHAPTER II

REVIEW OF RELATED LITERATURE

The present chapter provides an overview of the literature concerning online reading habits. The theoretical review encompasses various aspects such as reading, reading habit, online reading habit, and its indicators. Additionally, the chapter also includes a review of prior research studies conducted on the subject.

A. Review of Related Literature

1. Reading Habit

Reading is described in numerous ways. Reading is an active skill that requires ongoing inference, prediction, verification, and questioning.[26] Moreover, reading is the most beneficial and essential habit for humans; reading also represents the most exciting language class activities. Reading is an interesting activity and source of knowledge and a way to strengthen and broaden one's language skills.[27] In line with the previous definition, reading may be a thrilling trip to self-discovery, and a means to better understand one's own experiences.[28] Reading can be concluded to be an activity that has many benefits in gaining knowledge and getting a better understanding, significantly broadening and improving skills and abilities in learning languages.

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[26] Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*.

[27] M.F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools, and Techniques* (Sunrise Publishers, 2008).

[28] Annamalai and Muniandy, "Reading Habit and Attitude among Malaysian Polytechnic Students."

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The meaning of habit varies over time but retains the same meaning. Habit defines as how consciousness operates when common processes are encountered.[29] The term of habit also can be defined as a pattern of behavior that is consistent and has become nearly automatic through repetition.[30] Then, habit is a behavior that is regularly repeated until it has become more or less automatic, performed without conscious deliberation and with little or no awareness.[31] In brief, a habit is typically defined as a behavior that is performed repeatedly, based on conscious or unconscious considerations, until it becomes automatic.

There have been numerous definitions of reading habits presented by previous studies. Reading habit is the continual action of reading to acquire knowledge-enhancing material.[32] As repeated activities, reading habits entail an unconscious patterning process, it expresses a person's personality, whether positive or negative, and they go frequently and consistently.[33] Therefore, by reading frequently and maintaining an excellent reading routine a reader can evaluate and analyze the ideas of others, which leads to a more critical way of thinking.[34]

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[29] Benjamin Andrews, "Habit," *The American Journal of Psychology* 14, no. 2 (1903): 121–149.

[30] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, *Great Britain*, 4th ed., 2010.

[31] Per Nilsen et al., "Creatures of Habit: Accounting for the Role of Habit in Implementation Research on Clinical Behaviour Change," *Implementation Science* 7, no. 53 (2012).

[32] Siti Aisah, Ana Ahsana El-Sulukiyyah, and Rasyidah Nur Aisyah, "Survey on the Reading Habit of Indonesian Pre-Service EFL Teachers," *Journal of English Language Education* 2, no. 2 (2019): 148–171.

[33] Dwi Kartika, "A Survey on the Students' Reading Habit in University of PGRI Wiranegara," *Enreal: English Research and Literacy Journal* 1, no. 1 (2021): 9–22.

[34] Aseptiana Parmawati, "The Study Correlation between Reading Habit and Pronunciation Ability at the Second Grade Students of IKIP Siliwangi," *Eltin Journal: Journal of English Language Teaching in Indonesia* 6, no. 1 (2018): 46–52.

There are some factors for identifying EFL students with great English reading habits, namely: eager to read English; spending their time for reading English texts; having a strong interest in reading English regularly; remaining motivated to read English despite the difficulties; strategic readers; have a strong willingness to go to libraries or bookstores to find out their reading materials; view books as valuable possessions so that they always want to possess their reading texts; have a strong interest in acquiring their reading materials; use the internet as a comprehensive resource for any knowledge; and claim to have excellent English reading habits.[35] Therefore, it has been demonstrated that students with reading habits achieve better in class and on exams.[36]

2. Online Reading Habit

There are two kinds of reading habits: traditional and modern. Traditional reading habits use printed books, while modern ones use computer screens.[37] Modern reading habits or digital reading offer both benefits and drawbacks. Digital reading facilitates and enhances reading and information accessibility; additionally, the advantages of reading digitally can increase motivation and interest in reading since it employs media technology

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[35] Erna, "A Survey of the English Reading Habits of EFL Students in Indonesia."
[36] Jackson V. Wagstaff, "Benefits of the Habit of Reading," *Marriott Student Review* 3, no. 4 (2020).
[37] Nitza Davidovitch, Roman Yavich, and Eran Druckman, "Don't Throw Out Paper and Pens Yet: On the Reading Habits of Students," *Journal of International Education Research* 12, no. 4 (2016): 129–144.

that is connected to the internet and makes it simple to read with pleasure and comfort without being confined to a single location.[38]

Besides, digital reading makes it easier for readers to access it offline after downloading. It is clear that the usage of technology is restricted to searching for information directly through the website on the internet, and it has not become a problem for the majority of students to compile this knowledge into a single file that can one day be accessible without using internet capacity.[39] In contrast, it poses a threat to reading culture. Most students enjoy reading when it is offered electronically on a smartphone or laptop; however, this trend does not extend to the collection of electronic books in these two technologies.[40]

3. Indicators of Online Reading Habit

The expert puts forward various kinds of indicators related to reading habits. The researcher adapted indicators from the study by Gaona & Gonzales.[41]

a. Reading frequency indicates how often students read books in their spare time.

b. Book read is the number of books a student claims to have read within the previous three months.

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[38] Arny Bana, "Students' Perception of Using the Internet to Develop Reading Habits: A Case Study at the English Education Department of Universitas Kristen Indonesia," *JET (Journal of English Teaching)* 6, no. 1 (2020): 60–70.

[39] Helingo, "Reading Habits and Integration of Technology in Understanding English Texts: A Case Study of EFL Students."

[40] Ibid.

[41] Gaona and Gonzales, "Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students."

c. Time spent on academic reading is the amount of time a student reports spending reading literature related to their study disciplines.

d. Non-academic reading time is the amount of time students spend reading books that are not directly relevant to the subjects of his or her education.

e. Motivation in the family environment is frequently stated by the individual in relation to the purchasing of books, the recommendation of books, and the family's reading interest.

f. Motivation in the academic environment is the frequency with which the student reports the instructor employing actions to encourage contact with psychological literature.

According to Gaona & Gonzales, there are 6 indicators of reading habit, but this study used 4 indicators of reading habit. The researcher also summarizes and adjusts the indicators used on online reading habits. The following are 4 indicators of online reading habits:

a. Types of English Text in online reading habit

Many types of reading that students often read. The main text types for reading usually come across as newspapers, magazines, short stories, other literary texts, cartoons, comics, caricatures, and legends. Because of this research about online reading habits, the text types started with electronic reading, such as novels, e-books, e-newspapers, e-magazines, journal articles, etc.

b. Sources of online reading habit

Reading sources refer to platforms or websites for getting information. It can also refer to the media used in online reading. Hence, in this context, referring to what sources or platforms students use in online reading, such as webtoons, Wattpad, e-books, Karyakarsa, Ipusnas, etc.

c. Kinds of technological devices

Any computer, cell phone, camera, video, audio recording device, or other electronic equipment utilized for information creation, storage, or transmission of electronic data is a technological device. The kinds of technological devices in this research refer to the technology used for reading, such as laptops, tablets, computers, and cell phones.

d. Frequency of online reading

The frequency with which individual reports are reading in their spare time.[42] Frequency refers to how often or how long it takes to read.

The researcher focuses on these 4 aspects in describing habits because these aspects are internal and external aspects of reading habits. Considering internal and external aspect is essential in investigating reading habits.[43] Internal aspects refer to aspects that focus on individual factors and personal characteristics that shape reading habits. Meanwhile, external aspects refer to environmental and contextual factors that influence reading habits. In addition, the indicators used are adjusted to online reading habits.

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[42] Ibid.

[43] Neil J Anderson and Xiaotang Cheng, *Exploring Second Language Reading: Issues and Strategies* (Foreign Language Teaching and Research Press, 2004).

B. Review of Previous Studies

There have been many studies on the reading habit area. The first was by Ragini K. C. et al.[44] This research focused on what effect online reading has on doctoral students' reading habits and how online reading aids doctoral students' research. A quantitative method was administered using a questionnaire to 120 doctoral students on campus. This research showed that all respondents, regardless of gender, had identical online reading habits. They preferred reading as an intellectual pursuit over social networking activities.

Furthermore, the research by Ponton was the second previous study.[45] This research focused on how parents and teachers encourage students to improve reading habits and to find out students' reading habits as Foreign Language using workshops and reading corners. 1300 students, 63 English teachers, and 374 parents in grade eight, ninth, tenth of senior high school level were the subject of this research. The research used a mixed method and three instruments: observation sheet, questionnaire, and interview. The study's findings revealed teachers and parents motivated the students through reading in different techniques. Besides, the implementation of reading corners and workshops gave a contribution to enhance the students skill.

The third one was by Packialakshmi et al.[46] This research aimed to evaluate reading habits during the lockdown period of COVID-19 in the digital

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[44] K.C. Ragini et al., "Online Reading Habits of Doctoral Students in University of Calicut," *Journal of Information Organization* 9, no. 1 (2019).
[45] Ponton et al., "Improving EFL Reading Habits in Adolescent Students from Public High Schools in Ecuador."
[46] Packialakshmi, Varghese, and Thenesha, "Reading Habits in Digital Era during Lockdown among Adolescent."

age and to determine the relationship between reading habits and specified demographic characteristics. Three instruments, the reading attitude scale, the self-report habit index questionnaire, and the self-structured questionnaire, were used in a descriptive study of 300 undergraduate students in Chennai, India. The data were collected in the context of the COVID 19 pandemic. This research showed that during the COVID-19 lockdown period, students at the undergraduate level were interested in digital reading, they also spent a significant amount of their time reading digitally, and committed to their studies.

The fourth previous research was by Maharsi et al.[47] This research aimed not only to detect the reading patterns of high school students but also to characterize their perspectives on recreational reading. There were 41 eleventh-grade students participating in this study. Using the quantitative methodology, questionnaires, observations, and interviews were used to collect data. High school level was the subject. In addition, the students concurred that reading for enjoyment had various advantages and that reading materials should reflect students' digital nativity by varying in genres, subjects, and print and digital formats were the results of this research.

The fifth was by Helingo.[48] This study aimed to examine how technology affects students' reading habits and their interest in reading books. 47 students in the English education department in all semesters were the subjects of this study. The qualitative case study used a questionnaire to collect

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[47] Maharsi, Ghali, and Maulani, "High School Students' Reading Habit and Perception on Reading for Pleasure."

[48] Helingo, "Reading Habits and Integration of Technology in Understanding English Texts: A Case Study of EFL Students."

data. The results revealed that students' reading levels were still relatively low because students did not spend their free time reading. Nonetheless, students showed interest in reading when using cell phones and laptops.

The sixth prior research was conducted by Rimi.[49] This research examined the online reading habits of Bangladeshi university students in order to find out the impact of their extreme interest with online activities on ESL classrooms. 80 students from three groups: Bangla, English, Madrasa background in Bangladesh university were selected to participate in this study. The research used a mixed method with 3 instruments: interview, questionnaire, writing test. This research showed that in this era, students find it more convenient and comfortable to surf the web and read online than to hold a physical book. Parents and ESL teachers were able to improve students' reading skills and boost their confidence through encouragement.

The seventh was by Hanah et al.[50] In this research, using survey research with questionnaires as data collection. Investigating students' interest in English reading during COVID-19 pandemic. This study's subjects were 98 students of senior high school. This study revealed that students' interest in reading is at a minimum, despite the fact that they were highly motivated to read English-language materials. This was contrary to the reality that they only read English texts in class.

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[49] Rezina Nazneen Rimi, "Online Reading Habits of University Students in Bangladesh and Its Effects in ESL Classroom," *International Journal of Education, Psychology, and Counseling* 4, no. 30 (2019): 251–264.
[50] Hanah, Lisniyanti, and Yulianto, "Investigating Students' Reading Interest on English Reading Materials through Their Reading Habits During a Pandemic."

Lastly, the previous research was by Ramos.[51] This research aimed to collect empirical data regarding the e-reading habits of graduate students. In addition, this research aimed to determine whether age correlates with e-reading behavior and whether gender differences in the digital reading habits of respondents could be inferred from the analysis of collected data. The research used descriptive quantitative correlational research, and the instrument used was a questionnaire. The subject of this research was 109 master degree students. The results showed that graduate students frequently engage in digital reading; nevertheless, they did not always engage in digital reading due to their preference for reading in print. Additionally, gender played a significant function in comprehending e-reading habits. Then, the older students, the less enjoyable their e-reading habits were.

In brief, although many studies focus on reading habits, each previous study differs from the others for determining research questions. Most of previous studies used exploring reading habits for being one of the research questions but they used difference theory for describing reading habits and several unused theories. In addition, some previous studies also determined more specific things such as exploring types of materials without knowing more indicators for describing reading habits. However, this study adapted the theory from Gaona and Gonzales for describing reading habits. No one previous studies used that theory, but some previous studies also used the same several indicators with Gaona and Gonzales.

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[51] Ramos, "Reading in the Digital Era: Analyzing ESL Graduate Students' E-Reading Habit."

Moreover, the majority of the previous studies explore traditional reading habits not modern reading habits. This study used modern reading habits using online reading texts. Various methods used by previous studies such as quantitative, descriptive qualitative, survey, mix method, case study, descriptive quantitative correlational design. Nonetheless this study used descriptive quantitative using survey design.

Besides that, previous study used different subjects from senior high school level, undergraduate students' level for several majors, and doctoral students' level in various majors. Therefore, this study aims to cover the gap by conducting descriptive quantitative survey design for millennial students who are in English language education department majors in 4 universities Surabaya, East Java. This study emphasizes online reading habits using English texts.

CHAPTER III

RESEARCH METHOD

This chapter presents eight sections as part of methodology, namely: research design, subject of the study, data, source of data, instrument, data collection techniques, data analysis techniques, validity, and stages in conducting this study.

A. Approach and Research Design

This is quantitative research. One of the descriptive quantitative research designs that involve randomly selecting a sample from a population is survey research.[52] In addition, quantitative research collects numerical data through objective measurement in order to test hypotheses or answer questions.[53] By analyzing a sample of a population, a survey design allocates a quantitative or numerical depiction of the population's trends, attitudes, or opinions.[54] This emphasizes that a quantitative survey may investigate a population's depiction of trends by answering questions numerically. In education field, topics include attitudes, habits, hobbies, interests, activity in the spare time, careers, opinions, and others can use survey research.[55] In conclusion, survey research is chosen because it is suitable with the topic in this study.

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[52] Mohammad Adnan Latief, *Research Methods on Language Learning: An Introduction*, 7th ed. (Malang: Universitas Negeri Malang, 2019).

[53] Donald Ary, Lucy Cheser Jacobs, and Christine K Sorensen, *Introduction to Research in Education*, 8th ed. (Cengage Learning, 2010).

[54] John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, *Sage Publication*, 4th ed. (Washington DC, 2014).

[55] Hardani et al., *Metode Penelitian Kualitatif Dan Kuantitatif* (Yogyakarta: CV Pustaka Ilmu Group, 2020).

This research investigates the online reading habits of students as the millennial generation related to the types of English text, sources, technological devices, and frequency of online reading by using the questionnaire. The questionnaire is completed by a statistically representative sample of ongoing undergraduate students in 4 universities in Surabaya, East Java to get extensive data. The data in the form of numbers demonstrates the online reading habits of Surabaya millennial students.

B. Population and Sample

This study is undertaken at 4 universities in Surabaya, East Java institutions with English Language Education Departments. There are eight universities in Surabaya, but the researcher has already chosen randomly four universities: state university, private university, private Islamic university, and state Islamic university. The researcher chooses these Surabaya universities because they provide majors in English Language Education. In addition, to obtain data that are more general and not specific to Islamic universities. The researcher also chooses 3 universities with A accreditation as representatives of those universities, but only 1 university with B accreditation as representatives of private Islamic universities.

Here is the number of active students in the batch 2016-2019 based on the data from academics in each university.

Table 3. 1 Total Number of Population

No.	University	Population
1.	Universitas Nahdlatul Ulama Surabaya	21
2.	Universitas PGRI Adi Buana Surabaya	89
3.	UIN Sunan Ampel Surabaya	205

4.	Universitas Negeri Surabaya	116
Total		**431**

This study uses a sample by Slovin formula with a margin of error of 10%. For deciding Slovin's formula is calculated as:

$$n = N / 1 + Ne^2$$

Figure 3. 1 Slovin Formula

n   : Sample size needed

N   : Population size

e   : Acceptable margin of error

Proportionate stratified sampling is adopted to get the data in the same ratio from each university. The following formula to find out the sample size for each university under proportionate stratified sampling:

$$n_h = N_h / N * n$$

Figure 3. 2 Proportionate Stratified Sampling

n_h = Sample size using proportionate stratified sampling

N_h = Population of subgroup

N = Entire population

n = Total sample size (Slovin formula)

The total respondents who filled out the questionnaire as follow:

Table 3. 2 Total Number of Sample

No.	University	Number of students
1.	Universitas Nahdlatul Ulama Surabaya	4
2.	Universitas PGRI Adi Buana Surabaya	17
3.	UIN Sunan Ampel Surabaya	38
4.	Universitas Negeri Surabaya	22
Total		**81**

Stratified sampling and the margin of error for Slovin formula used 10% because the population is too wide and not all respondents are willing to fill out the questionnaire. In addition, the data obtained by the researcher can not filter out to the millennial age category.

C. Data and Source of Data

Regarding the Surabaya millennial students' online reading habits as the research question of this study, the first data required is the types of English text used by Surabaya millennial students in their online reading habits. Furthermore, the second data is the sources used on online reading habits by Surabaya millennial students. The kind of technological device used in online reading habits is also the data that the researcher collects. Lastly, the researcher also gathers data on the frequency of online reading habits.

From those data, the source of data for the types of English text, sources of online reading, kinds of technological devices, and also the frequency of reading are obtained from Surabaya millennial students who are studying or ongoing at the undergraduate students level in 4 universities in Surabaya, East Java, particulary English Language Education Department major.

D. Research Instruments

The researcher uses a questionnaire as the instrument for collecting the data. The questionnaire is distributed to Surabaya millennial students through a Google form. This questionnaire is used to gather data on Surabaya millennial students' online reading habits, including the types of English text, sources for online reading, kinds of technological devices, and frequency of reading. There

are 26 questions on the questionnaire (*see appendix 1*). The questionnaires are adapted from Gaona, Ragini, and Parikh[56].

The questionnaire that is delivered is open-ended and closed-ended questions. The researcher uses both closed-ended and open-ended questionnaires with multiple-choice formats as the structure of the questions to collect data on the types of English text, online reading sources, frequency, and technological devices. This structure allows the respondent to choose one answer or add answers if they are not in the options. The researcher also provides 4 options for closed-ended questionnaires to collect data regarding types of English text: never, rarely, sometimes, and often. The researcher also provides additional 2 open-ended questions related to frequency and technological devices, the open-ended questions type are to explore the respondent's answer.

The questionnaire is divided into 2 sections. The first section contains personal information. The second section contains questions about indicators of online reading habits: types of English texts, sources of online reading, frequency of online reading, and technological devices for online reading. There are 14 questions about the types of English text, 6 questions about sources of online reading, 4 questions about frequency of online reading, and 2 questions about technological devices (*see appendix 2*). This study uses closed-ended to

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[56] Gaona and Gonzales, "Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students"; Ragini et al., "Online Reading Habits of Doctoral Students in University of Calicut"; Kshama Parikh, Priyanki Vyas, and Saurin Sharad Parikh, "A Survey on Reading Habit of Library Uaers during COVID-19 Lockdown," *Library Philosophy and Practice* (2020): 1–6, https://digitalcommons.unl.edu/libphilprac.

limit respondents in answering questions from the options already available and uses open-ended to explore answers from respondents if there are no options.

E. Data Collection Techniques

In collecting the data related to the types of English text, sources of online reading, kinds of technological devices, and frequency of online reading by Surabaya millennial students, the researcher applies one data collection technique. The technique is surveying undergraduate Surabaya millennial students in 4 universities in Surabaya, East Java.

The researcher collects the data using an online questionnaire by Google Form. For distributing the link of Google Form, the researcher sends a broadcast via *WhatsApp* to the several students for sharing the link and its requirements to others. The researcher also sends privately to some students the questionnaire link through *WhatsApp.* For other universities, the researcher sends a broadcast to the head of the English Language Education program which is then forwarded and sent to the intended class group of respondents. Furthermore, the researcher follows up, waits, and checks the answers to participation during the data collection process.

F. Data Analysis

There are several steps in analysing the data. First, the researcher organizes and saves the data from Google Form to excel. In this step, the researcher also identifies the rate and bias responses through excel. Second, count the total number of respondents who fill in the questionnaire. The researcher counts the number of respondents who met the requirements with the appropriate criteria

for this study. Third, determine the total number of respondents to each question's choice. The researcher groups the respondents' answers based on the research question. Fourth, the researcher provides a coding technique to analyze the responses to open-ended questions, wherein the answers provided by the respondents are systematically color-coded. In order to facilitate the process of categorization, the researcher assigns identical colors to similar responses. Fifth, the researcher calculates the data in percentages using Hatch and Farhady formula. Lastly, the researcher presents the result table in a diagram for each section. The following formula based on Hatch and Farhady:

$$\text{Percentage (P)} = F/ n \times 100\%$$

Figure 3. 3 Hatch and Farhady formula

F   : Frequency

n   : Total number of respondent

G. Checking Validity of Finding

Validity is essential components in measurement and research. Validity is to ensure that the instrument measures what it is intended to measure so that it knows how accurate and valid it is. Assessment to measure the validity of the instrument by experts is content validity.[57] This study uses content validity for measuring the instrument. The questionnaire consists of four indicators related to online reading habits. After creating the questionnaire, the researcher consults the questions to supervisor 1 and supervisor 2. The researcher also consults about the expert who is suitable for the topic (*see appendix 5*). Then, the researcher sends the instrument

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[57] Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (Guilford Publications, 2017).

to the expert until it gets the validation. Lastly, the researcher informs the supervisor after getting the validation and asks permission to distribute the questionnaire.

H. Research Stages

The following are the steps taken by the researcher in conducting this study:

1. Identifying problem

   Firstly, the researcher looks for the topic of interest. The researcher also specifies the problem. After that, the researcher searches several literature reviews related to the topic. The researcher gives attention to some important parts of the literature review such as problem, purpose, method, suggestion of previous research, etc. Last, making a conclusion using a draft about the topic, problems, objectives, method, setting, instrument, etc.

2. Deciding research approach

   Survey research is the researcher's choice for this study. The researcher decides on descriptive survey research with the cross-sectional survey type because the theory of the survey is suitable to the topic and the time conducting this study in one time. This step also determines the population and sample. The researcher uses 4 universities in Surabaya randomly and gives permission to get active students' data in batch 2016-2019 through academics in each university. Therefore, the researcher uses the Slovin formula with 10% error and stratified sampling.

3. Collecting the data

The researcher makes 4 permission letters that are subsequently used to administratively inquire about active students in certain batches at the intended university. The researcher sends those letters to the secretary of the faculty dean and waits several days until those letters are accepted by the head of the English Language Education Program. Then, the researcher gets the data from academic staff and permission to distribute the questionnaire.

While sending those letters, the researcher revises the instrument based on suggestions of supervisors, sends the instruments to the expert, creates the Google form, does the questionnaire to 30 students who have proper criteria for pilot study. After doing all of those steps the researcher distributed the questionnaire to obtain real data.

4. Analyzing and interpreting the data

The researcher downloads the real data from a spreadsheet to Microsoft Excel. Next, the data obtained is filtered and selected according to the research criteria. Additionally, the researcher employs code by coloring the responses to open-ended questions. The researcher manages the data using Excel and then presents the data in table form using percentage values. The researcher also provides an explanation regarding the data obtained.

5. Reporting the data

The last step is the researcher writing the report based on the thesis writing policy until the conclusion. The researcher also provides appendices related to the questionnaire, permission letter, etc.

CHAPTER IV

RESEARCH FINDING

This chapter presents the result of collecting the data in the finding part. In addition this chapter also presents discussion about online reading habits in English texts.

A. Finding

1. Students' Online Reading Habits

With technology and the emergence of the millennial generation, students have recently been urged to acquire greater technological literacy. Moreover, the shift from an interest in physical books to online reading is inextricable from the use of technology. Each student has individualized reading preferences. Consequently, this study investigates Surabaya millennial students' online reading habits in English texts. In describing online reading habits, this study uses Gaona and Gonzales.[58] The finding is categorized into 4 parts regarding types of English texts, sources of online reading English texts, frequency of online reading English texts, and technological devices used in online reading English texts.

The sample of this study is 81 active students majoring in the English language education department, 4 universities in Surabaya. Because millennial students are students born in 1980 to 2000, here is the number of respondents based on year of birth.

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[58] Gaona and Gonzales, "Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students."

Respondents' Born

Figure 4. 1 Number of Respondents

Based on the chart above, respondents who fill out the online questionnaire consisted of students born in 1997, 1998, 1999, and 2000. There are 3 students (1997), 10 students (1998), 16 students (1999), and 52 students (2000). In addition, most of the respondents are students who were born in 2000 (64%).

Students' Responses toward Online Reading

Figure 4. 2 Respondents' Responses toward Online Reading

Based on the result above, there are 13 respondents (16%) who love online reading and do it every day. 26 respondents (32%) enjoy online reading and try to do it as often as possible. Besides that, there are 9 respondents (11%) don't particularly like online reading, but they do it when they have to. In short, most respondents read online occasionally, but reading is not their favourite activity (33 respondents, 41%), then none respondents really dislike online reading and avoid it whenever possible (0%).

a. **Types of English texts**

Figure 4. 3 Types of English Texts

The figure 4.3 shows the types of English texts that students read the most. 25 out of 81 respondents (31%) choose e-journal/article as types of English texts that they read the most through online. Furthermore, the other respondents choose e-novel (21 respondents, 26%), online news (online news (14 respondents, 17%), e-comic (6 respondents, 7%), webpages (5 respondents, 6%), online product description (4 respondents, 5%), and e-

newspaper (2 respondents, 2%). Unexpected findings that only 1 respondent (1%) selects academic e-books as the type they read frequently; In addition, e-magazine, e-mail, and others (e.g. motivation words) all receive the same percentage of responses.

Table 4. 1 Types of English Texts that Students' often Read

No.	Types of English Texts	Often	Sometimes	Rarely	Never
1.	E-Novel	25 (31%)	21 (26%)	19 (23%)	16 (20%)
2.	E-Journal/Article	42 (52%)	29 (36%)	9 (11%)	1 (1%)
3.	E-Magazine	5 (6%)	23 (28%)	32 (40%)	21 (26%)
4.	E-Mail	27 (33%)	29 (36%)	22 (27%)	3 (4%)
5.	Academic E-books	22 (27%)	38 (47%)	18 (22%)	3 (4%)
6.	E-Newspaper	6 (7%)	28 (35%)	38 (47%)	9 (11%)
7.	E-Comic	17 (21%)	17 (21%)	24 (30%)	23 (28)
8.	Webpages (blogs)	23 (28%)	34 (42%)	19 (23%)	5 (6%)
9.	Online product description	26 (32%)	33 (41%)	18 (22%)	4 (5%)
10.	Online news	20 (25%)	36 (44%)	22 (27%)	3 (4%)
11.	Horoscope	4 (5%)	17 (21%)	29 (36%)	31 (38%)

Table 4.1 shows kinds of English texts that students' read often. As the result above, many types of English texts: the respondents often read e-journal/articles (42 respondents, 52%) and e-novel (25 respondents, 30%); the respondents sometimes read online product description (33 respondents, 41%), online news (36 respondents, 44%). Despite the fact that only one respondent selects an academic e-book in the previous figure, 22 respondents (27%) often read academic e-books and 28 respondents (35%) sometimes read academic e-books. Unexpected results also indicate that 31 respondents (38%) have never read a horoscope, confirming that

no one selects divination as a form of English text to read like in the previous figure.

Genre of English Texts

	I like reading fiction	I like reading non-fiction	I like reading fiction and non-fiction
Total	19	17	45
Percentages	23%	21%	56%

Figure 4. 4 Genre of English Texts

The figure 4.4 shows the genre of English texts that students' read. The result shows that 45 respondents (56%) like reading fiction and non-fiction. Then, 19 respondents (23%) like reading fiction. Besides, 17 respondents (21%) like reading non-fiction. Based on the result, the majority of students prefer to read both genres: fiction and nonfiction.

b. **Sources of online reading English texts**

Table 4. 2 Source of Online Reading in English Texts

No.	Types of English Texts	Options	Total	Percentages
1.	E-Comic	Webtoon	59	73%
		Mangatoon	7	9%
		WebComics	5	6%
		WeComics	1	1%
		Others	9	11%
2.	E-Newspaper	The Jakarta Post	13	16%
		CNN.com	43	53%
		BBC.com	5	6%

		Republika Online	5	6%
		Others	15	19%
3.	E-Magazine	Majalah Tempo	34	42%
		Entertainment Weekly	26	32%
		E-Magazine BI	2	2%
		Others	19	23%
4.	E-Novel	Wattpad	55	68%
		KBM App	2	2%
		KaryaKarsa	6	7%
		NovelToon	9	11%
		Others	9	11%
5.	Journal/article	Google Scholar	51	63%
		DOAJ	7	9%
		SAGE Journal	1	1%
		International Journal	17	21%
		Others	5	6%
6.	E-book	Open Library	27	33%
		Z-library	14	17%
		Ipusnas	8	10%
		Google Books	31	38%
		Others	1	1%

Table 4.2 shows students' sources of online reading. The data shows that respondents have various kinds of sources in reading through online: the majority of 58 respondents who read e-comics in the table 4.1 (59 respondents, 73%) read Webtoon e-comics, while 9 respondents (11%) choose others (e.g. random post comic on Instagram, don't like any e-comics); there are 43 respondents (53%) choose CNN.com as e-newspaper, while, others (e.g. kompas.com, detik.com, Ruptly & South China Morning Post, VoA, not interest to read e-newspaper); 34 respondents (42%) read majalah tempo for e-magazine and 19 respondents (23%) choose others (e.g. New York Times, Edupost, randomly e-

magazine); out of 65 respondents read e-novel, most of 55 respondents (68%) read through Wattpad, others 9 respondents (11%) e.g. never read e-novel and random; 80 respondents read article/journal most of them 51 choose Google scholar (63%), while 5 respondents (6%) choose others (e.g. Crossreff, ERIC, random article/journal); and 31 respondents read e-book through Google books (38%), however 1 respondent (1%) choose others (e.g. random sources) .

c. **Frequency of online reading English texts**

Frequency Online Reading (Hours)

	Less than 1 hour	1-2 hours	2-3 hours	4-5 hours	More than 5 hours
Total	31	37	9	3	1
Percentages	38%	46%	11%	4%	1%

Figure 4. 5 Frequency of Online Reading (hours)

Table 4.5 reveals how many hours students spend online reading. The data reveals that most respondents read online for less than 1 hour (31 respondents, 38%). There is only 1 respondent (1%) choosing to spend more than 5 hours reading online. However, the average respondents spend 1-2 hours reading online (37 respondents, 46%). Few respondents read online for 2-5 hours, with 9 respondents (11%) reading for 2-3 hours and 3 respondents (4%) reading for 4-5 hours.

Frequency Online Reading

	I read every week (7 days)	I read several times in a month	I read once a month	Others
Total	25	47	7	2
Percentages	31%	58%	9%	2%

Figure 4. 6 Frequency of Online Reading

Next, figure 4.6 reveals the frequency students engage in online reading using English texts. 25 out of 81 respondents (31%) read every week or 7 days. In addition, 47 respondents (58%) read several times in a month, 7 respondents (9%) read once a month, and 2 respondents (2%) selected others. The result above shows that the majority of students do online reading several times in a month.

The Number of e-Books

	I read less than five e-books/per month	I read more than five e-books/per month
Total	70	11
Percentages	86%	14%

Figure 4. 7 The Number of e-Books Read by Students

The figure 4.7 is the number of students who read English e-books. Based on the figure above, the majority of students read less than 5 e-books per month with high percentages (70 respondents, 86%). While, less students read more than five e-books per month (11 respondents, 14%).

d. Technological devices for Online Reading

Multiple devices are utilized for online reading such as laptop, smartphone, computer, tablet, etc. Respondents had their own choices in online reading for various reasons. The following table described the devices used by students for online reading.

Technological Devices for Online Reading

	Smartphone	Laptop	Tablet	Computer	Others
Total	60	15	2	1	3
Percentages	74%	19%	2%	1%	4%

Figure 4. 8 Technological Devices for Reading

Majority 60 out of 81 respondents (74%) choose smartphones. Then, there are only 1 respondent (1%) selecting a computer, 2 respondents (2%) selecting a tablet, and 3 respondents (4%) selecting others. However, 15 respondents (19%) select a laptop. The table reveals that the majority of students use smartphones for online reading.

B. Discussion

1. Students' Online Reading Habits

This research seeks to investigate the online reading habits of Surabaya millennial students. It is discovered that online reading habits in English texts can be classified at the middle level. There is evidence that students occasionally read English texts online, but reading is not their preferred activity. Similar to previous research by Hanah, the study find out that students are at a minimal level where they are highly motivated to read in English for academic purposes, but are not accustomed to reading outside of the classroom.[59]

a. Types of English texts

Students of the Millennial generation describe their online reading habits of English texts in diverse ways. According to the findings section, university-level millennial students are most interested in articles and journals, followed by e-novels, and online news. In contrast to previous studies which find that only a minority of students choose to read articles and journals, because the majority of university students preferred to read something entertaining to fill their leisure time[60]. However, students read

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[59] Hanah, Lisniyanti, and Yulianto, "Investigating Students' Reading Interest on English Reading Materials through Their Reading Habits During a Pandemic."

[60] Helingo, "Reading Habits and Integration of Technology in Understanding English Texts: A Case Study of EFL Students"; Aisyiyah and Hakim, "Exploring English Student Teachers' Reading Habits and Preferences"; Erna, "A Survey of the English Reading Habits of EFL Students in Indonesia."

more articles and journals for academic purposes, which aids in completing assignments by providing additional references.[61]

Furthermore, university-level students are not engaged in reading horoscopes. None of the students select divination as one of the most frequently read English text types, and the majority of students have never read it. This outcome is consistent with Yaccob.[62] Yacoob asserts that the advent of technology does not encourage students to read a wider variety of reading material because, at the university level, it encourages students to read academic material extensively. This assertion is also supported by Afriani, who argues that topics related to horoscopes are unreliable and must be taken into account when teaching English such as teaching grammar, as English text in reading to students because it is harmful for students and tends to make them believe it.[63] However, Radawi and Phuree assert that teaching related to horoscope topics for language-learning purposes perhaps makes teachers feel at ease and makes students interest.[64] In addition, reading horoscopes can assist EFL students in expanding their vocabularies and writing horoscope topics well like native English speakers.[65]

[61] Rimi, "Online Reading Habits of University Students in Bangladesh and Its Effects in ESL Classroom."

[62] Zuriani Yacoob and Ujang Suriyant, "Digital Literacy: Do Undergraduates Read More or Less?," *Business Management and Computing Research Colloquium (BMCRC)* (2016): 7–10.

[63] Zelvia Liska Afriani, Soni Mirizon, and Margaretha Dinar Sitinjak, "Cultural Content Analysis of English Textbooks Used Tenth Graders in Bengkulu Utara," *Jurnal Bahasa & Sastra* 20, no. 1 (2019): 65–75.

[64] Rana Raddawi, *Intercultural Communication with Arabs: Studies in Educational, Professional, and Societal Contexts* (Springer, 2014).

[65] Phuree Siriruttanaphon, "The Rhetorical Organiztion of Horoscope Written by English Native Speaker" (Thammasat University, 2016).

The fiction and non-fiction genres top the list of the most popular options for online reading habits among millennial students. Similarly, in order to broaden EFL students' reading preferences, students concur to enjoy both fiction and non-fiction. This is evidenced by the fact that EFL students have references from published authors that encourage them to read more books without favouring one genre.[66] On the other hand, the result differs with Smith that adults with a higher level of education read more fiction and news for leisure; then, more science and reference materials for work.[67] In addition, women read more fiction due to cultural norms and socialization patterns emphasize reading fiction as a suitable occupation for young girls[68], whereas most male students prefer humour or entertainment.[69]

b. Sources of online reading English texts

Internet-connected devices can access online reading resources for students from any location. This is appropriate and confirms previous findings that EFL students must maximize their use of the Internet as a comprehensive source of information in any format in order to develop and cultivate good reading habits.[70] Some online English reading resources can be saved in a format that would allow students to peruse them offline. In

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[66] Windha Aestetika Wulandari, Utari Praba Astuti, and Furaidah, "The English Reading Habits of English Language Education Undergraduate Students at English Department," *JoLLA: Journal of Language, Literature, and Arts* 1, no. 6 (2021): 707–716.

[67] M. Cecil Smith, "Reading Habits and Attitudes of Adults at Different Levels of Education and Occupation," *Reading Research and Instruction* 30, no. 1 (1990): 50–58.

[68] Berliana Dyah Ayu Aprilianti and Evi Puspitasari, "The Gender Gap on Reading Habit of EFL Students," in *Universitas Muhammadiyah Yogyakarta Undergraduate Conference*, 2020, 264–270.

[69] Ibid.

[70] Erna, "A Survey of the English Reading Habits of EFL Students in Indonesia."

line with that, majority of students prefer to look for reading sources by downloading from the internet.[71]

The trend of students reading e-comic via Webtoon is gaining popularity. The finding reveals that most students are interested in reading Webtoon. This confirms by previous literature that Webtoons can serve as a pedagogical instrument to cultivate students' interest in the diverse genres available, thereby fostering a friendly learning environment.[72] In addition, the act of pursuing e-comic has the potential to augment student's aptitude for comprehending written material, exercising discerning judgment, fostering imaginative thought processes, and bolstering their inclination to engage in reading activities.[73]

The results pertaining to newspaper consumption patterns indicate that a majority of students opt to peruse newspapers via CNN News. This study presents a contrast to Mudra's research, which suggests that reading newspapers from diverse sources can enhance English reading skills.[74] In this study, it is observed that students primarily rely on audio-visual sources from CNN news to improve their listening skills.[75] Nonetheless, the findings of this study are consistent with Torut's research, which

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[71] Aisah, El-Sulukiyyah, and Aisyah, "Survey on the Reading Habit of Indonesian Pre-Service EFL Teachers."

[72] Beatrix Angelica and Caroline Victorine Katemba, "EFL Students' Perception on Webtoon: Reading Activity," *PANYONARA: Journal of English Education* 5, no. 1 (2023): 17–29.

[73] A. Syahid Robbani and Ulfah Khoirotunnisa, "Online English Comics as Readung Materials for English Language Education Department Students," *European Journal of Educational Research* 10, no. 3 (2021): 1359–1369.

[74] Heri Mudra, "The Utilization of Authentic Materials in Indonesian EFL Contexts: An Exploratory Study on Learners' Perception," *International Journal of English Language & Translation Studies* 2, no. 2 (2014): 197–210.

[75] Ibid.

highlights CNN news as a valuable resource for teachers for teaching English about current events and language-related activities such as vocabulary, grammar, and reading.[76]

Students prefer to use Wattpad as sources for reading e-novel. This is consistent with Anggitasari states that by reading English stories on Wattpad, EFL students can enhance their literacy skills and learn literature.[77] In line with previous statement, Furotun et al also indicates that the utilization of Wattpad in the realm of English language instruction has proven to be advantageous in enhancing students' English language proficiency, particularly in the area of reading comprehension.[78] This is attributed to the captivating nature of the stories on Wattpad, which are deemed more engaging for students as compared to the conventional text found in textbooks.

As per the findings, the predominant approach for locating scholarly articles and journals for student consumption is through the utilization of Google Scholar searches. This result presents a contrasting perspective in comparison to the research conducted by Mirza et al.[79] A lack of digital competencies among students has resulted in a meager usage of Google Scholar for accessing online

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[76] Bamrung Torut, "Computer-Assisted Language Learning: An Overview," *Silpakom University International Journal* 1, no. 1 (2000): 131–153.

[77] Mega Anggitasari et al., "Using Wattpad to Promote the Students' Responses to Literary Works: EFL College Students' Perspectives and Experiences of Enjoying Short Stories," *Jodila: Journal of Development and Innovation in Language and Literature Education* 1, no. 2 (2020): 182–192.

[78] Nurus Syamsiyah Furotun et al., "The Use of Wattpad in English Language Teaching and Learning Is It Helpful," *Journal of English for Academic and Specific Purposes* 4, no. 1 (2021): 189–200.

[79] Quratulain Mirza et al., "Digital Age and Reading Habits: Empirical Evidence from Pakistani Engineering University," *TESOL International Journal* 16, no. 1 (2021).

reading, especially article/journal.[80] This difference may occur because the students prefer to use social media to disseminate information and reading materials. However, students typically use the internet not only to obtain information from the same source, but also to investigate a variety of websites in search of relevant readings.[81]

c. Frequency of online reading English texts

According to Iftanti, EFL students with excellent English reading habits are those who spend their time continuously reading English texts.[82] Unlike what is previously thought, this result show that students read online for 1-2 hours several times a month. The result is in line with the study by Janah. Therefore, the students do not develop daily reading habits. Regarding the significance of reading, students must cultivate excellent reading habits that foster their interest. Janah suggests that repetition of English reading activities is the key to establishing English reading habits that leads to development of effective English reading habits.[83]

The number of how many online books read is also an indicator in describing reading habits. In this study, the majority of students read less than five e-books in a month. Majority of students read one e-book in a week and 3-4 e-books in a month. Likewise Wulandari's investigation

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[80] Ibid.

[81] Firima Zona Tanjung, Ridwan, and Uli Agustina Gultom, "Reading Habits in Digital Era: A Research on the Students in Borneo University," *Language and Language Teaching Journal* 20, no. 2 (October 19, 2017): 147–157, http://e-journal.usd.ac.id/index.php/LLT/article/view/742/563.

[82] Erna, "A Survey of the English Reading Habits of EFL Students in Indonesia."

[83] Karunia Eka Nafilatul Janah, Mohammad Adnan Latief, and Sri Andreani, "Exploring EFL Students' English Reading Habits: Reading beyond Classroom Practice," *Journal of English Teaching Adi Buana* 6, no. 1 (2021): 17–31.

reveals the same findings regarding the number of books read by EFL students. Wulandari and Sangkeo concur with these findings, stating that the number of books read by students is sufficient given that they engaged in other activities, such as having an active social life, spending time with family, etc.[84] However, the more books students read, the more they develop and enhance their reading habits. This is supported that reading is essential for EFL university students because it fostered inspiration/ideas, provided detail information, increased diction, enhanced knowledge, strengthened theory, and enhanced writing quality.[85]

d. **Technological devices for Online Reading**

The technological devices used in reading offer both benefits and drawbacks that should be considered by students during online reading. In this investigation, many students select to read online via their smartphone. According to the results of an open-ended question, the most common reason for using a smartphone to read online is the convenience of access wherever and whenever. The finding resembles a study conducted by Wulandari. The study shows that smartphones have succeeded in replacing print media, making it simpler for students to locate reading materials and rapidly disseminate information. Furthermore, reading on smartphone offers numerous advantages, like being lightweight and portable, gaining

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[84] Sangkaeo, "Reading Habit Promotion in ASEAN Libraries"; Wulandari, Astuti, and Furaidah, "The English Reading Habits of English Language Education Undergraduate Students at English Department."

[85] Khoirunnisa Khoirunnisa and Ida Dwi Safitri, "Reading Habits and Its Effect on Academic Writing Skill: A Study of Master Degree Students," *JELE (Journal of English Language and Education)* 4, no. 1 (2018): 43–50.

knowledge instantly by browsing and downloading books, and getting books for free without having to pay for them.[86]

This study is limited by the millennium age, which is consistent with the Indonesian theory. Because the millennium era has passed at the university level, the limitations given are less effective at this time, which makes the instrument's dissemination difficult. In addition, there is a need for additional instruments to supplement the primary instruments that have been developed in order to strengthen the responses from the respondents. Lastly, the distribution of questionnaires is restricted to randomly-selected regions and institutions, as determined by the researchers. Future research must be aware of this issue and estimate the limits that can be implemented effectively according to time, so that the research process, particularly data collection, is not hampered.

Based on the data obtained from the questionnaire, it is evident that the online reading habits of millennials, particularly at college universities, will evolve and change in accordance with students' reading objectives. Future researchers should focus on identifying the causes of good and poor reading habits in students, as this will help to solve problems associated with the current state of students' reading habits. In addition, future researchers can investigate students' online reading patterns in ELT contexts in greater depth so that the findings have an impact on the teaching of English.

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[86] Somipam R. Shimray, Chennupati Keerti, and Chennupati K. Ramaiah, "An Overview of Mobile Reading Habits," *DESIDOC Journal of Library and Information Technology* 35, no. 5 (2015): 364–375.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study has investigated the online reading habits of Surabaya millennial students in English texts. The results of this study indicates that the most widely read English texts by students are articles/journals, e-novels, and online news in the fiction and nonfiction genres, as evidenced by the often reading percentage of articles/journals and e-novels. Then, sometimes read online news. Furthermore, students frequently use Webtoon (E-Comic), CNN.com (e-newspaper), Tempo Magazine (Magazine), Wattpad (E-Novel), Google Scholar (Journal/Article), and Google Books (e-books) as online reading resources.

In addition, students have a tendency to read online multiple times per month for 1-2 hours, with fewer than 5 online e-books per month. Additionally, students have the propensity of reading on their smartphone because it is more practical. This study has highlighted the reading habits of millennial students who prioritize online English text reading. Clearly, this study has some limitations. Nonetheless, this study provides a springboard for future researchers attempting to address the issue of students' reading habits

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B. Suggestion

After reviewing the findings of this study, there are recommendations for English teachers and future research. The findings of this study are particularly relevant to English lectures, as they provide insights into the online reading habits of millennial students. This information can assist lecturees in developing teaching strategies that are both effective and aligned with the students' habits. For instance, through an understanding of students' reading frequency and the prevalent use of technology in reading, lecturers can ascertain appropriate model texts that align with students' reading habits. By taking into account students' emphasis on reading, lecturers can actively engage students in the learning process by utilizing technology, such as assigning English texts from specific sources for a 15-minute pre-class reading activity, followed by requesting students to summarize the content to assess their comprehension.

Furthermore, in the section on the types of English texts chosen by students, English teachers can use these types of reading alongside their sources in the process of teaching English. For instance, teachers can use Wattpad stories to teach narrative text by emphasizing several English skills. By understanding the needs and habits of students in reading, the English teachers are able to select, create media, and make suggestions based on the categories of texts and their sources, so that students are enthusiastic about reading English texts. This can assist English teachers in encouraging students to enjoy reading activities, thereby enhancing students' reading habits.

In order for the resulting data to accurately represent research results, subsequent researchers will be able to use a larger population and refrain from imposing restrictions on certain areas during data collection. Future researchers can disseminate the instrument via a variety of social media platforms. In addition, researchers can conduct research on reading habits utilizing various theories developed by contemporary researchers.
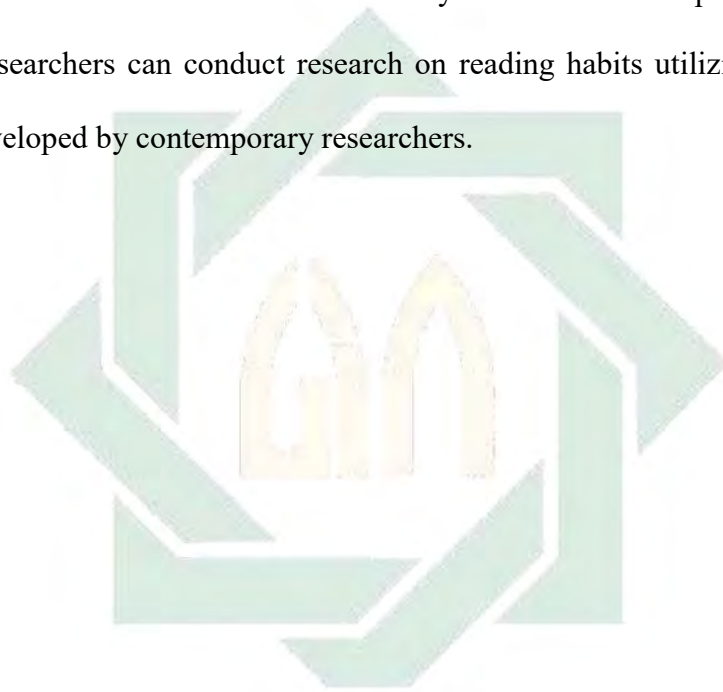
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