



Economic Factor and Reading Habit: A Survey of Students' Reading Habit in East Lombok, West Nusa Tenggara, Indonesia

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Abstract

Indonesia has a School literacy Movement Program but the government rarely to survey to know the condition of students' reading habit in eastern of Indonesia especially East Lombok, West Nusa Tenggara, Indonesia. Therefore, This research is a survey study that aims to investigate students reading habit based on their description as readers and to investigate the factor (parents' income) influence students' reading habits of East Lombok, West Nusa Tenggara, Indonesia. This is survey design. Survey research design is quantitative research to investigate the entire population of individuals to report the population's characteristics, behaviors, attitudes, and opinions. Convenience sampling was used and the sample was 160 students. Frequency and Pearson Chi-square test used to analyze the data and it found that east Lombok students are "Purposeful readers" and there is an association between an economic factor and students' reading habit with small effect size. This study agrees that parent economic factors influenced student reading because a good economy of the family affects facilities of reading materials provided at home with comfort reading conditions that help in nurturing the reading habit. The implication can be used also as data references to have another literacy program and activity for the government, teachers, parent, and further researcher.

Keywords: Reading Habit, Economic Factor, Students' Reading Habit

ARTICLE INFO

Article history:

Received

May 08, 2021

Revised

June, 30, 2021

Accepted

July 08, 2021

Published by

ISSN

Website

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CV. Creative Tugu Pena

2774-7077

<https://www.attractivejournal.com/index.php/bce/>

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INTRODUCTION

The national education law of Indonesia number 20 the year 2003 article 3 stated the National education is to develop the ability and creating noble personality and civilization. The nation focuses on developing pupils into a human that believes in one God, knowledgeable, noble, capable, healthy, independent, and creative and as a responsible and demographic citizen of the country. The implementation of education is obliged to hold several principles. Besides, the implementation must be a lifelong process of cultivating and empowering students by modeling, the building will, and enlarge the creativity of students through expanding the culture of reading, writing, and arithmetic for all society by allowing them to participate in the implementation process and quality control of educational service.

A function of education point 4 in the basic framework and curriculum of vocational and Islamic senior high is gaining the various abilities of intellectuals. However, reading is a way to get intelligence and become knowledgeable. From reading, the students/children

gained knowledge and followed science inventions (Mualimah & Usmaedi, 2018; Suhono, 2019). Children are an asset to the country. their success, self-improvement, intellectual intelligence development, creativity, literacy development are gained by having discipline reading (Celik, 2019; Lalit, et. al., 2020; Mualimah & Usmaedi, 2018). They need a supportive environment to support them in having reading habits and of course, home is the first place to grow after they are born and having a parent as a controller.

The role of parents at home is crucial in developing students' reading interest (Cahyo adi kistoro & Wachdiati, 2018). The economic ability of parents is also needed, where the parents purchase books for their children (Kurniawan, 2009; Rahadian et. al., 2014). The parents' support keeps students reading habits because parents support them by preparing the books or their favorite book.

The researcher saw little interest to conduct a survey study in east Lombok to know the reading habit or literacy of the students. It means a study need regarding the material of reading to know how their reading habit and how parent income influence students reading habits. A survey is needed here. The researcher found a survey study related to this condition, however, the researcher found one finding from literacy activist Nila tanzil "I worked in east Lombok west Nusa Tenggara for 4 months and I saw no reading materials prepared especially in rural villages" (Kippin School, 2020).

The researcher tried to find a current survey study of reading habits in West Nusa Tenggara and did not fund, then the researcher used A past survey study from Kutay (2014). This survey study focuses on knowing and exploring the reading habits of Turkish high school students. He investigated how students' reading habits are affected by family, teacher, and peer group. From Kutay's study, the researcher has a clear picture about how to do a survey study to know the reading habits of students based on their description as readers and to investigate how economic factors (parent income) associate with students' reading habits of East Lombok, West Nusa Tenggara, Indonesia.

This background made the researcher want to answer the research question of this study; what is the students' reading habits based on their description as a reader? And is the economic factor (parent income) associated with students' reading habits? Specifically, this research has two objectives; To investigate the reading habits of East Lombok students in West Nusa Tenggara Province in Indonesia. To investigate an economic factor that is influencing the reading habit of east Lombok students in West Nusa Tenggara Province in Indonesia.

Reading Habit

Research in reading habits has been widely conducted recently. Reading is particularly important for everyone (Sangkaeo, 1999; Okeke, 2000) in the education field to enhance knowledge in changing the world and help them to build their worldview from what they read (Akanda et al., 2013; Sanacore, 2000; & Gambrell, 2015). Reading also is a crucial foundation to prepare humans to face various challenges in the current time and provided information to understand real life and society (Akanda et al., 2013), Akanda also said that reading is to grow students' intellectual to gained intelligence and become knowledgeable for academic success (Akanda et al., 2013; Mualimah & Usmaedi 2018; Celik 2019).

The more students read the more they know the world because reading is a door to open or know the world. Reading also (Tella & Akande, 2007). Life-long learning and a heart of self-education to transfigure people and life, and reading add on life's quality and add on culture knowledge that allows bringing people together (Holte, 1998; Akanda, Eamin Ali & Hasan Nazmul, 2013). The better they read the better they become (Gambrell, 2015). It means reading is a route of knowledge that helps students to be intelligent, creative, get literacy development, and also for academic success. Reading can make individuals relax, interact with thoughts and feelings, gain information, and improve their knowledge. Reading used to help everyone from "unknown to know." Reading is obtaining

information about what we want to know. For students, reading helps them finish the assignment, like TOEFL test by looking for the reading material on a book or exercise on the internet and reading the information needed for the tasks (Sari, et al., 2021). Nevertheless, reading must be habits; then, all advantages may come to the reader.

Habit is something repeated many times until it becomes behavior (Gambrell, 2015), it can be an activity repeated in daily life or an action repeated continuously or a repetition of a certain situation (Carden & Wood, 2018; Lally et al., 2010). Habit is performing or devolving through weeks or months of something repeated like actions, activities, and performances (Carden & Wood, 2018; Wood, Wendy, 2017; Hagger, 2019). Habit also is daily actions and routine (Clark et al., 2007; Bamberg et al., 2003; Danner et al., 2008; Rhodes & Rebar, 2018; Wood & Neal, 2007).

It means that to make reading a habit, reading must be repeated by children many times and become a behavior of everyday life. It is considered a habit to appear as reading behavior, where it can be seen in the number of readings, reading frequency, and the average time of reading (Chettri & Rout, 2013). Reading material preferred, frequency, and time spent is known as behavior (Clark et al., 2005).

However, the limitation of students' reading habit was the students' description of themselves as the reader examined. The students asked what types of readers they belong to by choosing four options; purposeful (you only read with purpose like doing school work and understanding school subject), enthusiastic (read a lot with pleasure), average (you read normal amount), and reluctant (read when you have to).

The role of parent's income

The role of the parent in developing reading in children is very important and it cannot be denied. Parents need to carry out their role in developing reading interest in children (Cahyo Adi Kistoro & Wachdiati, 2018). If there is no interest, there will be no habits also—the parent activities like reading habits at home influence children. There are two factors that influence students' reading habits. Personal and institutional factor, where the institutional or external factor is like parents' socio-economic and the role of parent (Zakiah, 2011 & Aida, 2015).

The role of parent is important in fostering reading habit of their children (Anggraini, 2017; Clark et al., 2005; Astini, 2013; & Rahmi, 2018) and A good socio-economy can help parents to provides various of reading materials (Zakiah, 2011; & Clark et al., 2005), where the reading materials provided influence reading habit (Satriani, 2018). Furthermore, Family with a good income per month can provide many kinds of reading materials to develop children's cognitive skills (Zakiah, 2011; Cunningham & Stanovich, 1998; Bano et al., 2018; Stuart, Dixon, Masterson & Quinlan, 1998; & Rahmi, 2018). In addition, reading materials provided by the parents at home is encouraging children to read (Bano et al., 2018; Rahmi, 2018; & Satriani, 2018). A good economy can help parents to provide a variety of reading materials (Zakiah, 2011 & Clark et al., 2005). Generally, the problem reading understanding cause, there is no practice in writing process as a product of understanding of reading, or the habit using Google translates to understand the meaning in different language and as solution. Although, it many problems of using Google translates, for instance translating in adjective phrase aspect, noun phrase, et al. (Suhono, et al., 2020).

It means the parent's income affects the ability of the parents to buy the book or other reading materials. When the parents have the materials at home, it must be followed by the parent providing greater reading enhancement activities at home that affects the children's reading habit (Begum, 2007; Purcell-gates, 1995; & Roberts et al., 2005). As usual, parents are role models for their children. For example, the parent reads a book in front of their children and improves reading habits automatically (Bano et al., 2018; Morrow, 1983; & Rahmi, 2018). In other words, Parents immediately become a model imitated by children from what they saw and experienced (Utami, 2017). Children

interstate and love reading must be instilled and initiated by mothers and fathers (Murti Bunata, 2004 & Clark et al., 2005). The involvement of parents and economic ability will increase the reading habit of the students (Kurniawati, 2009).

It relates to the books that pupils can buy for their study. The low purchasing of books is related to the low level of economics (Rahadian et al., 2014). It means that the ability to buy their favorite book or reading materials affects their children's reading habit, if the parent is unable to buy books, it can decrease their children's reading behavior in everyday life because fewer books are prepared or supplied at their house. So, this study will focus to see whether the parents' income influences the reading habits of east Lombok district students in west Nusa Tenggara in Indonesia based on the students' description as readers.

METHOD

A survey design was used in this research. As we know, a survey is part of quantitative research. Survey research design is quantitative research to investigate the entire population of individuals to report the population's characteristics, behaviors, attitudes, and opinions (Creswell 2012). The data collected from the questionnaire would describe trends in East Lombok students' reading habits in West Nusa Tenggara Province in Indonesia. A survey describes trends and not offering an in-depth explanation (Creswell, 2012). This research used a cross-sectional survey design where it collects data at one time (Creswell, 2012). It measures current attitudes or practices, assesses group needs of educational services like programs (p. 378). In other words, Cross-sectional matches the research objective to examine reading habits and aspects that influence East Lombok private high school students' reading habits in east Nusa Tenggara Province in Indonesia.

The 2 private high schools in east Lombok, West Nusa Tenggara, Indonesia as the population of this reading habits' survey. It can be seen in table 1.1. This researcher used non-probability sampling, and it is convenient sampling. Convenience sampling allows individuals to fit the criteria and be easy to identify in any way possible (Emerson, 2015). Dörnyei (2007) adds the convenience sampling (Non-probability) was the samples of the target population easy to meet particular realistic criteria, like easy to access. It is affordably easy and the sample is willingly available (Etikan, 2016). For example, the students on the street are available or volunteering in any survey. They are volunteering because they wish and are ready. The researcher took 2.1 percent samples of every school to gain accuracy as the criteria of choosing the samples. The researcher followed the social survey method by Neuman (2014). Neuman stated about social survey "A small increase in sample size produces a big gain inaccuracy, while for 1000 to 2000 take 1.6 percent to 1.1 percent to decrease errors, and for 50 to 100 sample size take 7.1 percent to 2.1 to deduce errors.

Table 1. Populations and Sample

No	Schools	Total populations	Sample size	Grade	samples
1	Private Vocational High school NW Pancor (SMK NW Pancor)	224	2.1%	XI XI	29
2	Private Senior High School Mualimat NW Pancor (Mualimat NW Pancor)	806	2.1%	XI & XII	131
5	Total	1241		-	160

The researcher used a mailed questionnaire. Due to covid-19 cases, it is impossible to mail to the respondents' address, the teacher said " not All the students have an email, and why the researcher does not use WhatsApp application to grouped students and

spread the survey link in that group, while all the respondents will accept in the same time and easy to access answer everywhere." In this time the researcher agrees to use WhatsApp to change email to assist this research. Messages like WhatsApp were used and read by various users, which were given the rights to read the contents or subscribed to the feed (Seufert et al., 2016). The questionnaire was transferred to the Google form file. Google form provided the Link to the questioner, and samples clicked and answered it.

Instrument validity comes from the ability of the instrument to measure objectives that are being studied following the interpretation of the score and reliability relates to the consistency of the instrument to provide consistent findings (Noraini, 2010). The research followed the question's principal construction by Creswell (2012) to have validity and reliability of the questionnaire. Creswell suggests having 15 individuals answer the questionnaire and ask them to comment, mark any problem in questions like poorly worded questions and not make sense questions. The pilot study was conducted on December 18, 2020 the researcher the instrument of this study is valid and reliable with some revision of the questionnaire based on answers and comments by 15 students of a pilot study.

The data analysis used SPSS 26.1 to assist the researcher to process the data and because the data was ordinal and nominal, the researcher used A Pearson Chi-square test & Frequency. The Pearson Chi-square (Allen, Pater Kellie Bennet, & Brody Heritage, 2014) is extremely useful when a severe violation of the normality assumption would interpret parametric problematic, and in situations where it wishes to analyze categorically or rank data. It is fit to analyze the reading habit of the east Lombok students in west Nusa Tenggara in Indonesia. The whole procedures can be seen in table 2.

Table 2. Research Procedures

No	Date	Researcher Procedure
1.	11 November 2020	The researcher send Email To school's E-mail of the school Population
2	13 November 2020	Private Vocational High school NW Pancor, replied and gave the school data, and confirmed to be involved in this research.
3	16 th November 2020	The three other schools replied and gave the school data and confirmed to be involved in this research.
4	22 nd to 27 th November 2020	Translate questionnaire to Indonesian language
5	16 th December 2020	Transfer questionnaire to Google form
6	18 th December 2020	Pilot Study
7	19 th to 25 th December 2020	Questionnaire Validity and revision
8	26 th December 2020	Google form revision and asking external reviewer to triple check the grammar
9	1 st to 10 th January 2021	Asking Teacher to make WhatsApp group with the samples
	15 th to 24 th January 2021	Conduct the survey and share Link Google form to WhatsApp group of the samples
10	25 th to 30 th January 2021	Checking the data gained
11	26 th January 2021	Remove two schools from the sample
12	17 th to 23 rd March 2021	Transfer the data to Microsoft excel and input to SPSS
13	23 rd March to 30 June 2021	Write the Result of the survey and the report checked by the supervisor, and do revision.

RESULT AND DISCUSSION

The analysis result of the study was explained using frequency and a test of a Chi-square. An analysis runs to answer the aim of the study to investigate the reading habits and economic factors that influence reading habits of east Lombok students in west Nusa Tenggara Province in Indonesia. First of all, the researcher analyzed the frequency of students' reading habits based on their description as readers, the parent income per month, and ran a Chi-square test to know whether economic factors (parent income) are associated with students' reading habits or not.

The students' reading habit based on a description of themselves as readers

The students asked to describe themselves as readers with four options; enthusiastic (you read a lot with pleasure), average (your read an ordinary amount), Reluctant (you only read when you have to), and purposeful (you only read with purpose like doing school work and understanding school subject). The students' reading habits based on their description as a reader were "purposeful" (49.9%).

The data are drawn that most respondents only read when they have a school assignment or understand a subject that they did not understand. However, 36 respondents are enthusiastic readers, even though it is just 36, but they read with no pressure even doing school tasks or understanding school subjects. 42 respondents are more mature readers because they read an ordinary amount with no pressure also. Luckily, 3 respondents were reluctant. The respondents' reading habits as their descriptions were "Purposeful" readers. The result of the students reading as purposeful readers is different from Kutay (2014). His study showed that students in Turkey are Enthusiastic readers (they read a lot with pleasure). I Hope the students keep as purposeful readers. This might bring luck after graduation because no assignment must be understood or finished as their reason to read, and it can make them become Enthusiastic readers.

Table 3. Students' reading habit based on description of themselves as readers

Respondents' school	Reading Habit					Total
		Enthusiastic	Average	Reluctant	Purposeful	
SMK NW Pancor	Percentage %	3.8	5.0	0.6	8.8	18.1
	Frequency	6	8	1	14	29
MA Mua'allimat NW Pancor	Percentage %	18.8	21.3	1.3	40.6	81.9
	Frequency	30	34	2	65	131
Total	Percentage %	22.5	26.3	1.9	49.9	100
	Frequency	36	42	3	79	160

However, bringing students become enthusiastic readers can follow some ways; teachers challenge students (Elena, 2013), and Lindsay & Christine (2015) suggested setting up book clubs, and field trips. Teacher reading challenge is like the "semester break reading challenge", so the teacher provides a reward for students who read many books during semester break and after students go back to school, the teacher asks the students and gives the reward. Imagine, if the semester break is 2 weeks and a month and the students can foster as enthusiastic readers because a month's reading activity continuously is enough to make them find their favorite book or genre to enjoy.

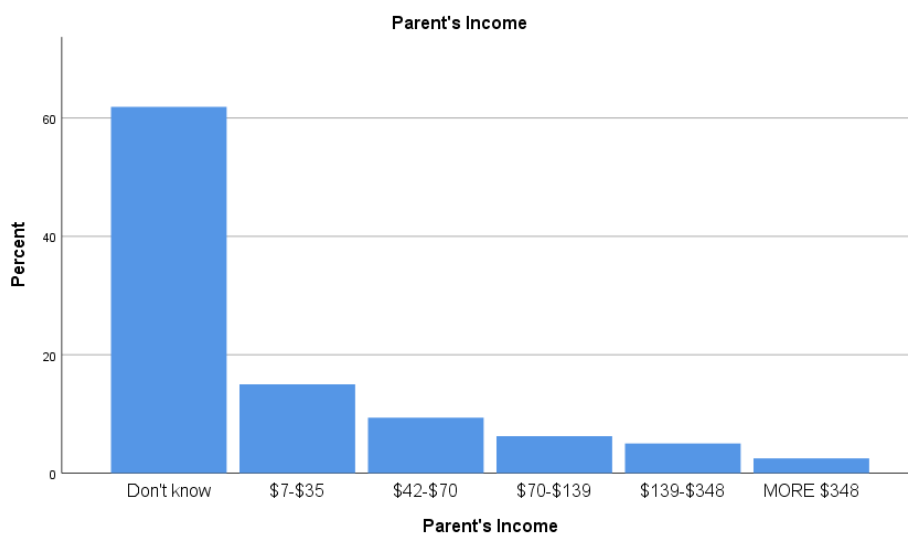
In addition to fostering enthusiastic readers, the teacher can "set up a book club" where the teacher can provide a book club or literacy group at school where the students can share their reading experience or story they have read before then the students can

learn new things from others and interact with each other. It can set up an environment with a person who likes reading to keep the students interested and read a lot with pleasure. In other ways to help students become enthusiastic, teachers and parents can cooperate to bring their students to have a library and book store “field trip”. Lindsay & Christine (2015) added “field trip is not about buying a book” but it is about being surrounded by a thousand books that can bring fun and encouragement for the students. if the students want to buy a book and if the children ask their parents to buy a book then it is good. When they find reading is fun then it is easy for them to become enthusiastic readers (read a lot with pleasure).

The parents’ income

The Bar Graph showed the respondent mostly “don’t know” (61.9%) about their parents' income. If we see the second was \$7-\$35 (Rp100.000-500.000), it was 15 percent categorized as Very Low Income. Meanwhile, 9.4 percent are \$42-\$70 (Rp600.000-1.000.000) categorized low Income, 6.3 percent (Rp1.000.000-2.000.000/\$70-\$139) categorized Average income, 5 percent categorized High Income (Rp2.000.000 to Rp5.000.000/\$139-\$348), and only 2.5 categorized very high income (More Rp5.000.000/\$345). The students’ income of east Lombok students was very low, the same as the study result of Kutay (2014). He found the second highest option chosen after “don't know” was 501-1000 TL (More Rp835.800 - Rp1.668.020) which is very low income in his options.

Chart 1. Parents’ income



Above results are not surprising to the researcher because if we see from their parents' job it was normal if students did not know about their parents' income. The tables showed mother's jobs 50.6 percent are “housewife” and the Fathers' jobs 53.8 percent are “Farmer” and “Labor”. Becoming a housewife with no part-time job or business of course only counted on father’s salary. Father with farmer and labor jobs has an unstable and unpredictable salary. This caused students to mostly answer that they “did not know” their parent's income per month. It was different from students with “civil servant” parents. They have a stable salary every month that the students know their parents’ income.

Table 4. Parent's Occupation

Parents' Occupations	Mother		Father	
	Percentage %	Frequency	Percentage %	Frequency
Housewife	50.6	81	-	-
Teacher	1.9	3	8.8	14
Farmer	12.5	20	29.4	47
Entrepreneur	21.3	34	21.9	35
Civil Servant	4.4	7	7.5	12
Labor	9.4	15	24.4	39
Builder	-	-	1.9	3
Driver	-	-	1.3	2
Foremen	-	-	0.6	1
Police	-	-	1.3	2
Army	-	-	0.6	1
Total	100	160	100	160

The association of parent income and student's reading habit

The researcher runs A person's Chi-square used to test a contingency ($\alpha = .05$) to evaluate whether economic factors based on Parent income relate to students' reading habits based on their description as readers. It was found The result was statistically significant, ($X^2 (15, N=160) = 10.414, p < 0.05$). Even the association between an economic factor and students' reading habit was small effect size, ϕ (Cramer's V) = .147, but the parents' income was significantly developed student reading habit. It was also shown that even their parents' has Low Income but it helps students with their reading habit.

Table 5. Chi-square Tests and Symmetric Measures of economic factor and student reading habit

	Value	Df	Asymptotic significance (2 sided) & Approximate significance
Pearson Chi-Square	10.414	15	.793
Cramer's V	.147		.793
N of valid case	160		

This result was the same as the study of Kurniawati (2009) that the parent economic ability affected the students reading interest but different in the effect size of 0.223, but both have small effect size. This study agrees that parent economic factors influenced student reading. If we see from Rahayu's perspective, the low purchasing of books is related to the low level of economics (Rahadian et al., 2014). It might have pros and cons. The influence of the families' socio-economic status is discussed widely and as a social phenomenon. A good economy of the family will affect (Bourdieu, 1986) facilities of reading materials provided at home with comfort reading conditions help in nurturing the reading habit. Buckingham, Wheldall, & Beaman (2013) added a higher income level of families, better occupation, and high education level to collect books at home that stimulate children to start reading and do the regular reading. Finally, the researcher agreed that economic factors can support students' reading habit in preparing reading materials, purchasing the reading materials and subscribing to online reading apps or libraries.

In spite of the parents' low budget, they can do two things to regularly purchase the book for their children. Firstly, they can have a "book budget". Although the income is low as a housewife, as a farmer and labor, they can save a little amount every day, a week or a

month. Secondly, after the many collected, they can give their children or they can visit the nearest bookstore or online bookstore to purchase the book. Even if it is only one book and a cheap book, it is better than not purchasing the book at all. This kind of support will be appreciated by the children and enhance their reading little by little.

The contribution was to help to know the students reading habits in west Nusa Tenggara especially east Lombok and as a resource for a further researcher who wants to study in the field of the reading habit of students in east Lombok. The further researcher is hoping to do the same research but the population must be wider than this research. The structure of this article as follows; next will be a literature review related to research variables that are reviewed, the methodology used by this researcher, the findings will be presented and discussed, and finally, the summary of the research also printed.

CONCLUSION

The researchers ran the Chi-square test and frequency test to answer all research questions. The implication can be used also as data references to have another literacy program or activity for the government, teachers, parent, and further researcher. The reading habits of east Lombok students in West Nusa Tenggara Province in Indonesia were "Purposeful" (they read with purposes like doing schoolwork or understanding school subjects) readers. Parent Income was significantly developing student reading habits with small effect size. The researcher thanks the supervisor Prof. Nik Mohd Rahimi Nik Yusoff who accompanied and guided the researcher from the beginning of this study until the end of the study. His effort, time, comment, guidance, and revision are valuable for this research. I cannot finish this study without his support. Thank you also to Dr. Mohamad Isa Hamzah who guided me structured this article.

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