



A STUDY OF SCREEN READING HABITS AMONG ENGLISH LANGUAGE AND
ENGLISH EDUCATION STUDENTS IN UNIVERSITY

TANUSSHA BAI A/P SHANKER RAO

UTAR

A RESEARCH PROJECT
SUBMITTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE BACHELOR OF ARTS(HONS) ENGLISH LANGUAGE
FACULTY OF ARTS & SOCIAL SCIENCES
UNIVERSITI TUNKU ABDUL RAHMAN

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TANUSSHA BAI A/P SHANKER RAO

Approval Form

This research paper attached hereto, entitled “Screen Reading Habits Among English Language And English Education Students In University” prepared and submitted by “Tanussha Bai a/p Shanker Rao” in partial fulfillment of the requirements for the Bachelor of Arts (Hons) English Language is hereby accepted.

Dr Gerard Sagaya Raj

28.4.2021

Date:_____

Supervisor

Supervisor's name

ABSTRACT

Reading have always been a very important activity in our daily lives and especially for university students. The use of digital devices into their reading activity have caused a change or a shift in their reading habits. This study is conducted to determine screen reading habits and find the frequency of online materials read among English Language and English Education students in university. A questionnaire that was adapted from “Screen reading habits among university students” by Tim Vandenhoeck and “The Reading Habits of Malaysian Chinese University Students” by Dr Mohamad Jafre Zainol Abidin, Majid Pour-Mohammadi and Ooi Choon Lean, was used to analyse the screen reading habits among university students and the results were analysed using percentage value. The findings suggest that most of the students are reading online materials more than printed materials and although they spend more time on the Internet, it cannot be confirmed that they are reading because their preferences play an important role in determining the type of online material they are reading, and the amount of time spent on reading online materials.

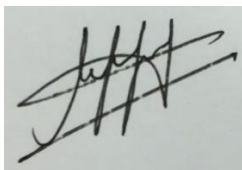
DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

Name : TANUSSHA BAI A/P SHANKER RAO

Student ID: 18AAB02750

Signed :

A handwritten signature in black ink, appearing to be 'Tanussha Bai A/P Shanker Rao', written over a light gray background.

Date : 14th April 2021

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Title: Screen Reading Habits among English Language and English Education Students in University.

CHAPTER I: INTRODUCTION

“Reading gives us an experience of expanding our knowledge and identity. Reading also encourages the person to know about himself better (Chettri & Rout, 2013). The activity of reading itself is important in the lives of all group of students. Reading becomes a habit when the act is done frequently because reading is an activity which involves the mechanics of our brain and the combination of other organs (Florence et al., 2017). (Sangkaeo, 1999) It is important for an individual to like reading and reading habit depicts the person’s taste of reading as well. “Reading habit is best started at a very young age, but once a good reading habit is formed it can last for a very long time (Green, 2001). Good reading habits can be cultivated from a young age.

Reading habits are, “usually considered in terms of how many materials are being read, how many times do they read, as well as the average time spent on reading a material (Wagner, 2002). At first, we could only read through paper-orientated materials such as books, newspapers, magazines, posters and much more. They could write notes inside it and it is easier to do some revisions. With the development of technology globally, everything is available through smartphones, laptops and tabs.

Anyone can access their favourite books, important news, interesting magazines and the information about an event through the Internet. University students spend most of their time in their smartphones and laptops when they want to study or read. They read books, journals, articles, news, emails and much more through their handphones or laptops. Some books and most of the journals are made online for students to easily access it. “Screen reading means the ability to read

and annotate online or digital materials and this behavior is based on the time spent on browsing, scanning, linear and nonlinear reading” (Qutab et al., 2017).

Websites such as Academia.com and Researchgate.net, are almost visited by most of the university students globally because some of the journal articles that cannot be found in their library, could be found there. As books are also limited in the library, not all students could get it or afford to buy the book. Online materials are also cheaper compared to the printed materials. So, they get it online. Thanks to the current technology, students can access variety of study and research materials online in this current pandemic situation. Even news articles are also made online so that they can access news anytime and anywhere.

Due to this situation, students spend most of their time reading in electronic media. Lecture notes, journal articles and textbooks are made online in order all students to access it. Most students carry their notes in their phones rather than books. Reading online has become a current trend among students. Screen reading means the ability to read and annotate online or digital materials. This behavior is based on the time spans spent on browsing, scanning, linear and nonlinear reading.

1.1 Definition of terms

Screen- a flat surface in a cinema, on a television, or as part of a computer, on which pictures or words are shown ("SCREEN | meaning in the Cambridge English Dictionary", 2020).

Preference- the fact that you like something or someone more than another thing or person ("PREFERENCE | meaning in the Cambridge English Dictionary", 2020).

annotate - to add a short explanation or opinion to a text or drawing ("ANNOTATE | meaning in the Cambridge English Dictionary", 2020)

Behaviour- the way someone behaves ("BEHAVIOUR | meaning in the Cambridge English Dictionary", 2020)

1.2 Statement of problem

As technologies play an important role in our lives especially university students, who always find reading materials from the internet or they use their phones or computers to read those materials instead of reading those content in the paper. “screen reading has been mixed or combined into our society and education that some researchers now claim that students who are used to reading from a computer screen might have trouble with using paper books for reading (Burke & Roswell 2008) and the assumption that electronic texts will later dominate reading seems a safe one.” (Vandenhoeck,2013).

1.3 Significance of the study.

The purpose of this survey study is to find the screen reading habits for students of Faculty of Arts and Social Science in University Tunku Abdul Rahman. This study can show the preference of students reading on screen and the changes in their reading habits. This study can also help understand the reasons behind the changes in reading habits and how far technology has affected the lives of the students.

1.3 Research Objectives

The two objectives for this research are:

- 1.To determine screen reading habits among English Language and English Education students in university.
- 2.To find the frequency of online materials read by English Language and English Education students in university.

1.4 Research Questions

The research questions are:

- 1.What are the screen reading habits among English Language and English Education students in university.
- 2.What is the frequency of online materials read by English Language and English Education students in university.

CHAPTER 2: LITERATURE REVIEW

In a study by Tim Vandenhoeck on the “Screen Reading Habits among university students” in the year 2013, he studied the preference and the habits of reading among the university students in the University of Limerick, Ireland (Vandenhoeck, 2013). This is a quantitative study where the researcher used an on-line survey tool to conduct this study. All the students were open to participate this survey. This shows that the scope of the research is open to all the students in that university. The researcher sent an email to every student through the university. In this study, the total participants were 630. The research’s findings were that the students prefer to read reading materials from the screen rather than papers. (Vandenhoeck, 2013) The researcher gave some suggestions on how teachers can help students who have a hard time adjusting to read through the screen and use new ways to improve their reading skills.

Some researchers only focus on one type of online or screen materials. In this research by Nicole Buzzetto-More, Retta Sweat-Guy and Muna Elobaid use e-Books as their focus. The title called “Reading in A Digital Age: e-Books Are Students Ready For This Learning Object?” emphasizes on the benefits of reading e-Books as well as the students preference in reading online or on paper. This research used the quantitative approach by using a questionnaire. They distributed the questionnaire to the students who are freshmen and sophomore in University of Maryland Eastern Shore (UMES). A total of 261 students

responded to the survey. The survey included a range of questions that looked at student's access and ownership of technology or gadgets, online newsgathering and information acquisition habits, experiences with e-books, textbook purchasing habits, opinions of e-books, and comfort with regard to reading on a screen (A. Buzzetto-More et al., 2007). Although the researchers focused on e-Books, their findings showed that most of the participants still prefer to use paper-based books than e-books. The problem with this finding is that they did not ask questions regarding reading on handheld devices. Their participants were also chose based on their race. All the participants were from Historically Black University. Although they do have non-black students, but it is low. With this, they cannot assume that generally, students prefer reading on paper than using e-Book.

In another study by Kouider Mokhtari, Carla A. Reichard and Anne Gardner called "The Impact of Internet and Television Use on the Reading Habits and Practices of College Students", where the researcher studies whether Internet and television can affect reading habits. The researcher sent survey to a random sample of 4,500 undergraduate college students attending a highly selective midwestern university and from the 4,500 students, 539 students responded with completed survey (Mokhtari et al., 2009). They used a time-diary survey by altering the 6-hour time block delineations originally used and by allowing the participants to select any or all of the time blocks during in which they engaged in any of the four different activities which is leisure reading, engaging in academic reading, watching television and the use of Internet (Mokhtari et al., 2009). In this study, the researcher on the purpose of reading which brings a change in reading habits. Through this study, the researcher finds that the time spent in Internet did not replace of interfere with the reading activity.

The study by Oktay Akarsu and Tevfik Dariyemez which is "The reading habits of university students studying English language and literature in the digital age" studies the current reading habits and attitudes of the students. a total of 76 students were selected

randomly and a questionnaire was given. The SPSS Statistics 20 program was used to analyze the data (Akarsu & Dariyemez, 2014). The findings were that the university students have the tendency to use technology to read a certain material such as online news, e-mails and much more, but not all. They used the Internet for a long duration. The students also believe that the motivation by teachers is effective in developing reading habits (Akarsu & Dariyemez, 2014).

In another study by Firima Zona Tanjung, Ridwan, and Uli Agustina Gultom, called “Reading Habits in Digital Era: A Research on The Students in Borneo University” also had some similarities with (Akarsu & Dariyemez, 2014) in their findings as in their reading preference. This researchers’ study aims to identify the effects of the internet and other digital resources in students’ reading habits and to give suitable suggestions to improve students’ reading habits. A total of 320 students from the six majors in Faculty of Teachers Training and Education at Borneo University were the participants and they were selected through random sampling. They used quantitative and qualitative approach by using just one questionnaire. This questionnaire was adopted from the Reading Habits Questionnaire (Akarsu & Dariyemez, 2014), and the study result of (Chauhan and Lal, 2012) titled ‘Impact of information technology on reading habits of college students’ and made online for the students to access the questionnaire. The questions from the questionnaire includes how many times a item is read, the contents of online reading, online activities carried out by the participants, and the techniques used to develop the reading habits (Tanjung et al., 2017). In their findings, although the students has some preference of reading online, they also had some preference of reading on paper simultaneously.

The study of “Screen-Reading Habits and Use of e-Resources of Faculty of Economics and Management Sciences ’ students: A study of Postgraduate Students” by Saima Qutab, Sohail Iqbal and Farasat Shafi Ullah studies the preferred materials to read by students, the type of digital reading material, how do they get access to that materials, the techniques used

for digital reading, scanning and annotation, and the problems faced by them (Qutab et al, 2017). This study is a quantitative research where the researcher used survey research technique where a questionnaire was used. 100 students from the University of the Punjab, Lahore, Pakistan was selected based on their knowledge on screen-reading technologies and allied limitations. The findings are that there is a development in the use of technology among the students in Pakistan but are affected some external factors. The researcher gives suggestion on how to improve the technologies to improve their reading habits.

In a study by Dr Mohamad Jafre Zainol Abidin, Majid Pour-Mohammadi and Ooi Choon Lean (2011), shows that Malaysian Chinese University students reading habits are affected by the technologies. The study called “The Reading Habits of Malaysian Chinese University Students”, aimed to study the attitudes and preference towards reading (Abidin et al., 2011). A questionnaire was given randomly to 60 Chinese students at University Tunku Abdul Rahman (UTAR) and then, the results were analyzed using percentage (Abidin et al., 2011). This study shows that, the students prefer to read from digital media when they read for leisure. Their purpose of reading affects their reading habits. One of the findings was that students still prefer reading from paper when they are reading for their exams but when they read for leisure, they prefer digital.

2.1 Theoretical Framework

The Theory of Planned Behaviour is used to explain the reading habits of students in this study. This is because this study is conducted to analyze the reading habits rather than analyzing the reading behavior of students. “According to the Theory of Planned Behaviour model, a person’s behaviour is the most important thing that determine is the person’s intention to perform the act (Ajzen, 1991).” (Ho, 2016).

“In the reading habits model, there are four components including reading habits, reading attitudes, subjective norms for reading and perceived behavioural control for reading.” (Ho, 2016). Figure 1 shows the modified model of reading habits based on Ajzen’s TPB by Tuong Huu Ho (2016).

Reading attitudes can be defined “as a person’s feeling about reading” (Annamalai & Muniandy, 2013). A student’s attitude towards reading habits as a person’s willingness to read determines whether the person wants to read or avoid reading.

“Subjective norm encompasses an individual’s perception of the social pressure to perform a given behavior.” (Knowlden et al, 2012). In this case, a student’s peers or family could influence them to have a certain reading habit. The student might have the feeling whether they want to read or not according the advices or pressure given by the person around them.

“Perceived behavioral control determines the extent to which an individual believes they are capable of performing a specific behavior.” (Knowlden et al, 2012). In this case, the student’s own perception or their feeling on how far they can read. They can control their reading habit based on their own feeling of their own capability on how much and what material they can read.

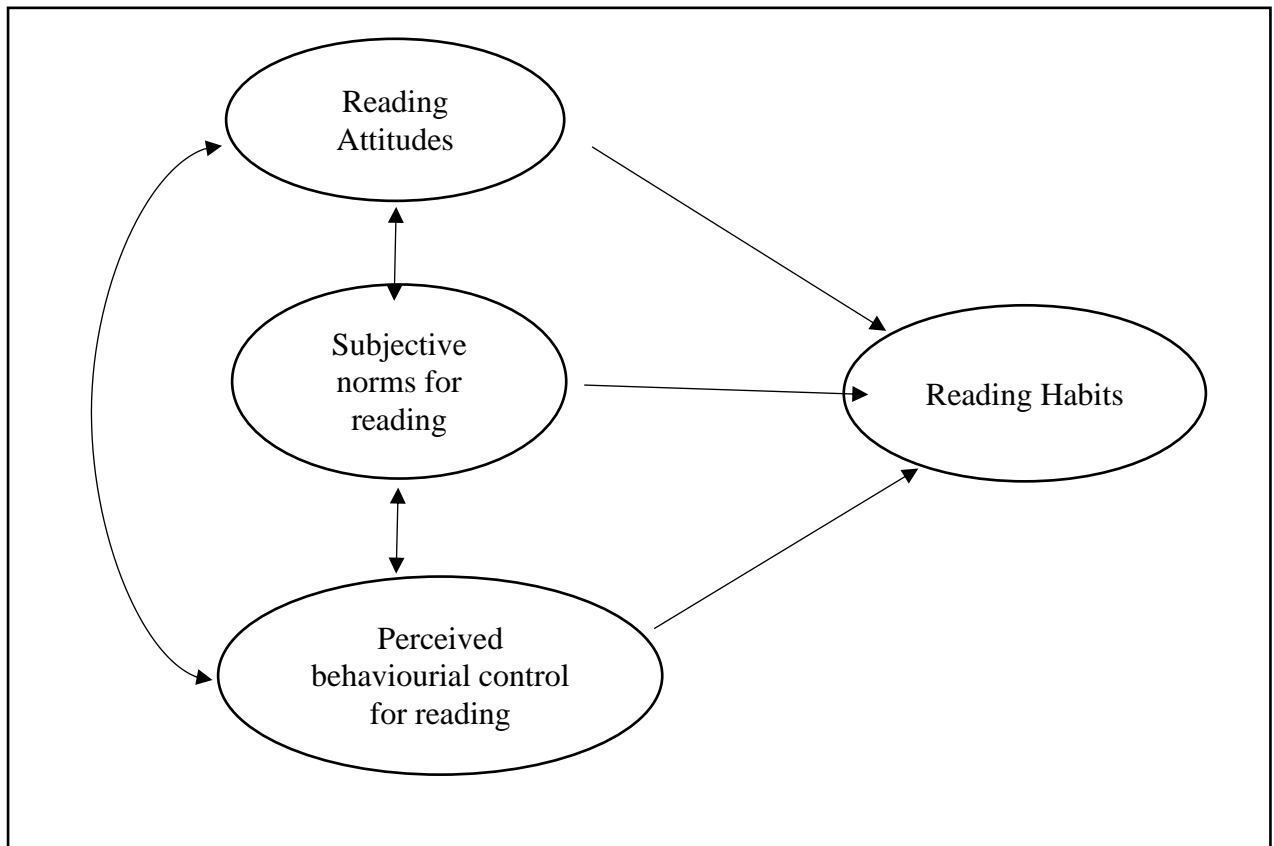


Figure 1: The modified model of reading habits based on Ajzen's TPB by Tuong Huu

Ho (2016).

2.2 Conceptual Framework

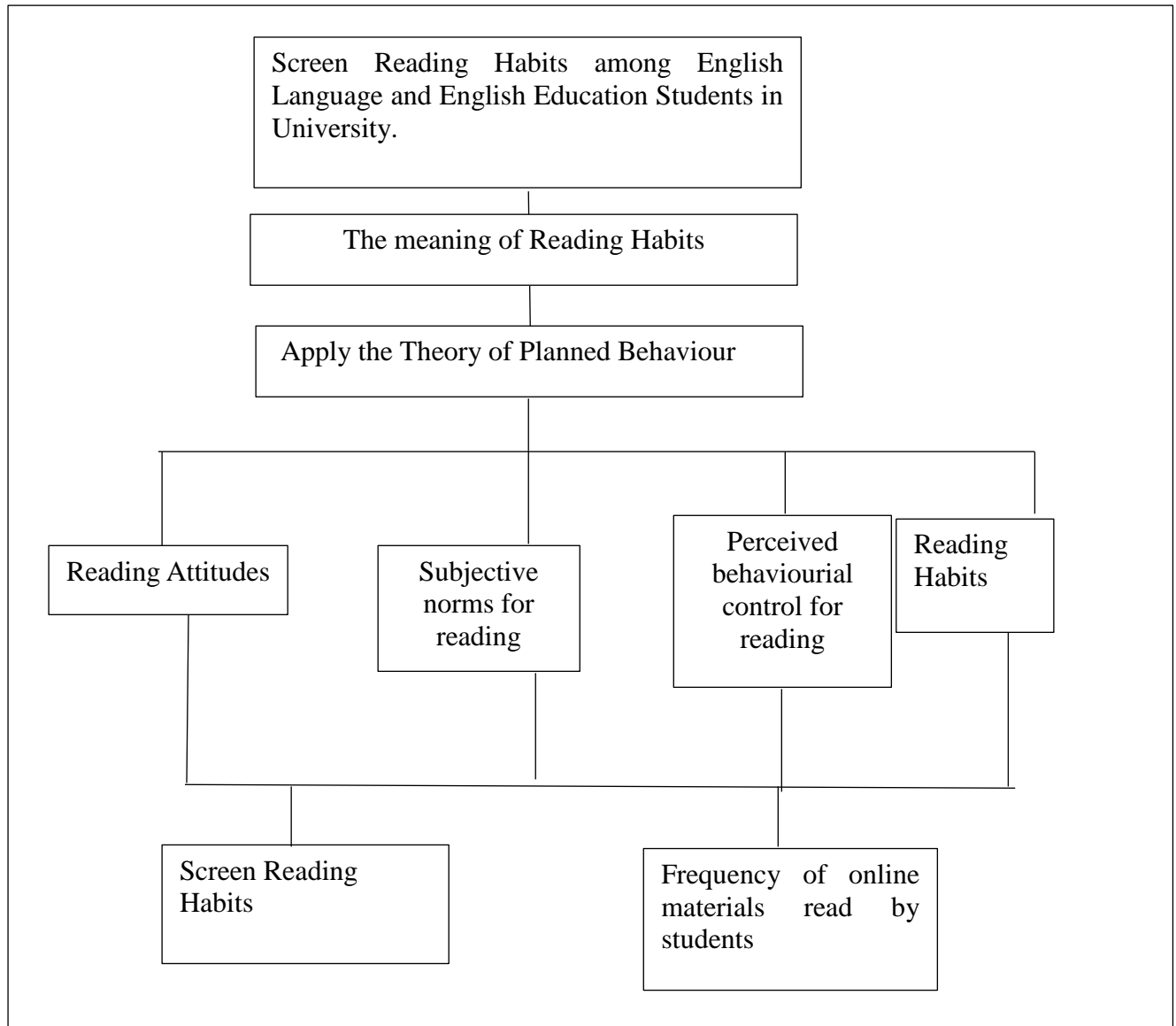


Figure 2: Conceptual Framework of the research

Figure 2 shows the conceptual framework of the Screen Reading Habits among English Language and English Education Students in University. This research's main idea is to find the screen reading habits among English Language and English Education students in the university. To determine the meaning of screen reading habits, the researcher had to determine the meaning of reading habits first. Once the researcher knows about reading habits, the Theory of Planned Behaviour is applied into screen reading habits. This theory consists of four

components which is reading attitudes, subjective norms for reading, perceived behavioural control and reading habits itself. By using these four components, the researcher is going to determine the screen reading habits and the frequency of online materials read among English Language and English Education students.

CHAPTER 3: METHODOLOGY

This research is a quantitative study where the researcher aims to find the reading habits and the frequency of online materials read by the students. A survey will be conducted by giving out a questionnaire to the students who are from the course, English Language and English Education in Faculty of Art and Social Science, Universiti Tunku Abdul Rahman.

The participants will be chosen using the snowball sampling method. The questionnaire will be made using Google Forms and the researcher will distribute the questionnaire to the first 5 students and then later the 5 students will send to the other participants who are from either English Language or English Education course. This process will go on until the researcher receives a total of 60 participants.

This questionnaire is adapted from (Vandenhoeck, 2013) and (Abidin et al., 2011). The questionnaire consists of three sections where the first 5 questions are about their age, gender, ethnic and their course. There are 5 questions from my questionnaire adapted from (Abidin et al., 2011), which are question numbers 6, 7, 8, 12 and 13, and 3 questions from (Vandenhoeck, 2013), which are question numbers 9, 10 and 11.

The results from this questionnaire will then be analyzed using percentage. Each section will be measured by the percentage which makes the researcher easier in determining the most common reading habit and the frequency of reading. The results are then arranged in table form in order for the researcher and readers to understand better.

CHAPTER 4: FINDINGS AND ANALYSIS

This research's questionnaire (Appendix A) that was used to get the findings are adapted from "Screen reading habits among university students, by Tim Vandenhoeck" (Vandenhoeck, 2013) and "The Reading Habits of Malaysian Chinese University Students, by Dr Mohamad Jafre Zainol Abidin, Majid Pour-Mohammadi and Ooi Choon Lean" (Abidin et al., 2011). These questionnaires were used because it is suitable for the research topic and it helps to fulfil the research objectives as well. There are a total of 12 questions in this research's questionnaire. Except for the first five demographic questions, the rest of the questions was adapted from the two articles that was mentioned above and all the questions are multiple choice questions.

The questionnaire was created in Google Form and then was distributed using Google Form link through the snowball sampling method. The questionnaire's link was first distributed to 5 students who are from the course English Language and English Education in University Tunku Abdul Rahman and they were asked to send it to other students who are from the same courses and university as well. Modes like Microsoft Teams and Whatsapp was used to spread the questionnaire. There are a total of 60 respondents for this research. The results were measured using percentage value and the data for each question was tabulated using charts.

All 60 respondents have been notified, understand, and gave consent for their responses and data to be recorded in accordance with the Personal Data Protection Act 2010 (PDPA). From the total of 60 respondents, 19 respondents which is (31.7%) are males and 41 respondents which is (68.3%) are females. 98.3%, which is 59 respondents, is from the age group of 20 to 24 while 1.7%, which is only 1 respondent, is from the age group of 25 to 29. 56.7%, which has a total of 34 respondents, are Chinese students, 33.3%, which has a total of 20 respondents, are Indian students and 5%, which has a total of 3 respondents, are Malay

students. The other 5%, which is 3 respondents, are from another ethnicity. As for the course, there are a total of 40 respondents which is 66.7%, are from the English Language course and the rest 33.3% which is a total of 20 respondents are from the English Education course.

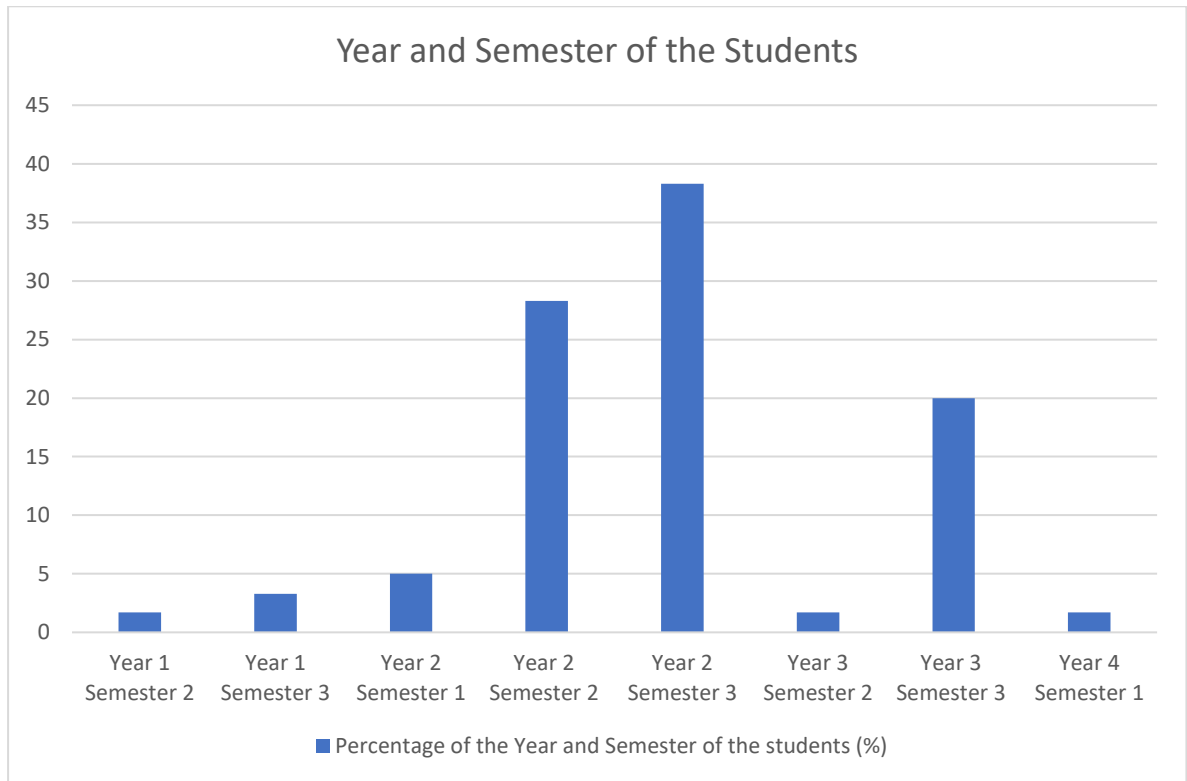


Figure 3: Percentage of the Year and Semester of the students in their Courses

Figure 3 shows the percentage of Year and Semester of the students in their respective Courses. There are no participants from Year 1 Semester 1 students, but Year 1 Semester 2 has one participant, which is 1.7% and two participants from Year 1 Semester 3, which is 3.3%. There are a total of 5 students from Year 2 Semester 1, which has a total of 5%, and there are a total of 17 students from Year 2 Semester 2, which is 28.3%. The highest number of respondents are from Year 2 Semester 3 which has a total of 23 respondents and carries a total of 38.3% out of 100%. There are no Year 3 Semester 1 students that participated in this questionnaire but there are participants from Year 3 Semester 2 and Year 3 Semester 3 where there is only one participant which carried 1.7% from Year 3 Semester 2 and there are 12

participants from Year 3 Semester 3 which carries 20%. Lastly, there is one student who are from Year 4 Semester 1 which carried the percentage of 1.7%. This student extended his or her study in the university. There are no participants from Year 1 Semester 1 and Year 3 Semester 3 might be because the questionnaire did not reach to them.

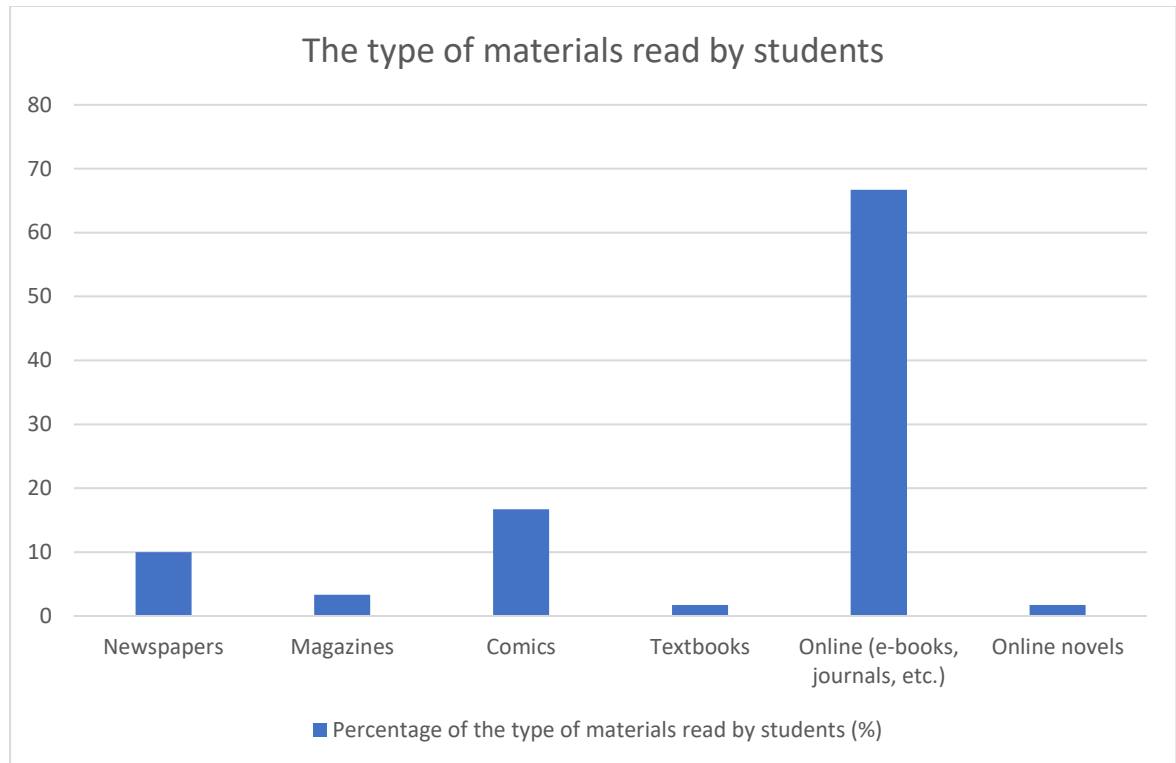


Figure 4: The type of materials read by students

The next section is where the questions regarding the screen reading habits were asked and the results are analysed. Figure 4 shows the type of materials read by the students in general. There are a total of 6 students, which is 10%, reads newspaper and 3.3% of the students, which is 2 students, reads magazines. The second highest percentage of students which is 16.7% which is 10 students reads comics while there are two materials that records the lowest percentage which is 1.7% respectively. The materials are textbooks and online novels. Out of the 60 respondents, there are 40 students, which carries the highest percentage of 66.7%, read online materials such as e-books and journals.

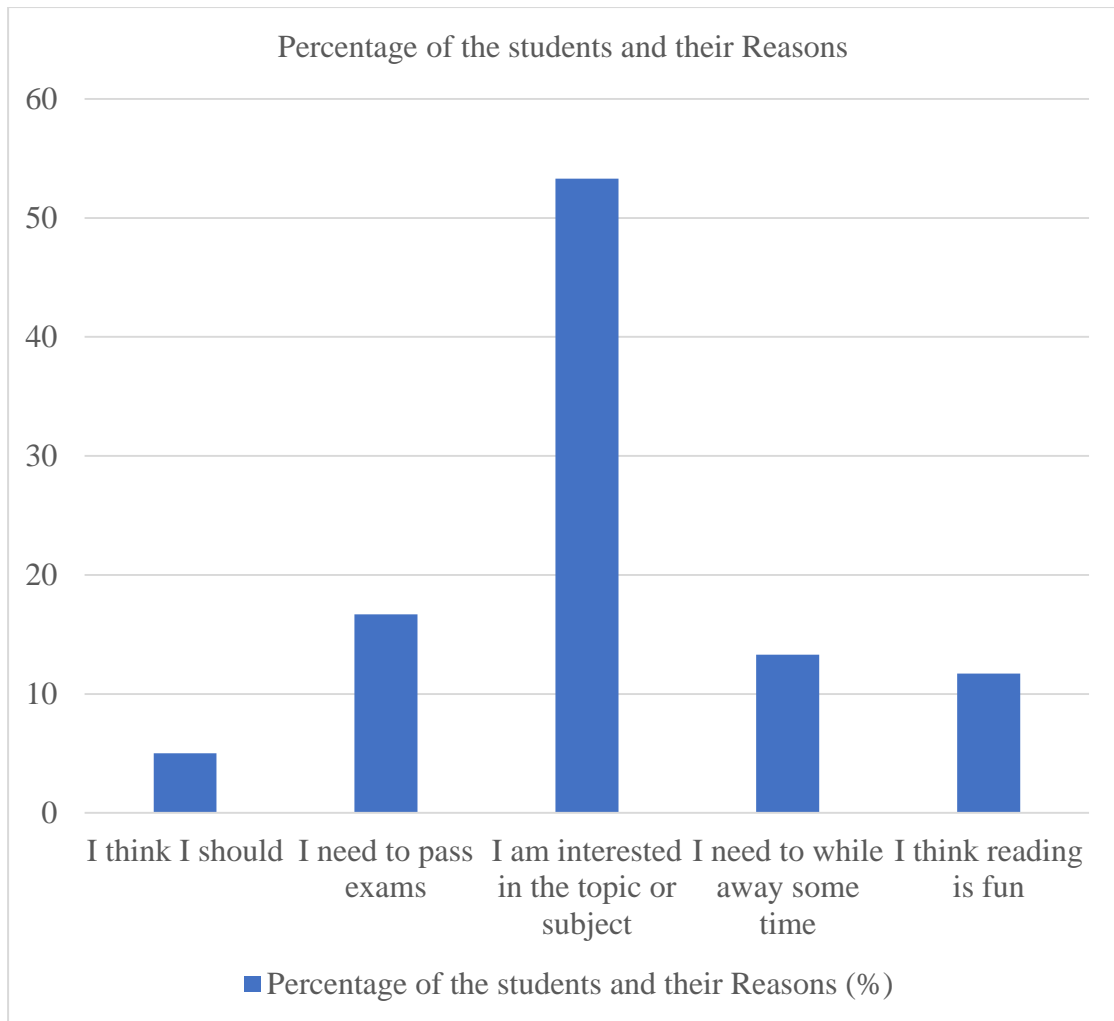


Figure 5: Percentage of the students and their Reasons

The reason why students read is also asked in the questionnaire. Figure 5 shows the percentage of the students and their reasons. A few reasons were given in the questionnaire and participants were asked to choose any of them. Majority number of students which is 32 students, read because they are interested in the topic or subject. The majority carries the percentage of 53.3%. The second highest percentage of students is 16.7%, which consist of 10 students, is carried by the reason where students read because they need pass in their examination. There are 8 students, which is 13.3%, who read because they need to while away some time while there are 7 students, which is 11.7%, read because they think reading is fun. Lastly there are 3 students, which is 5%, read because they think they should read.

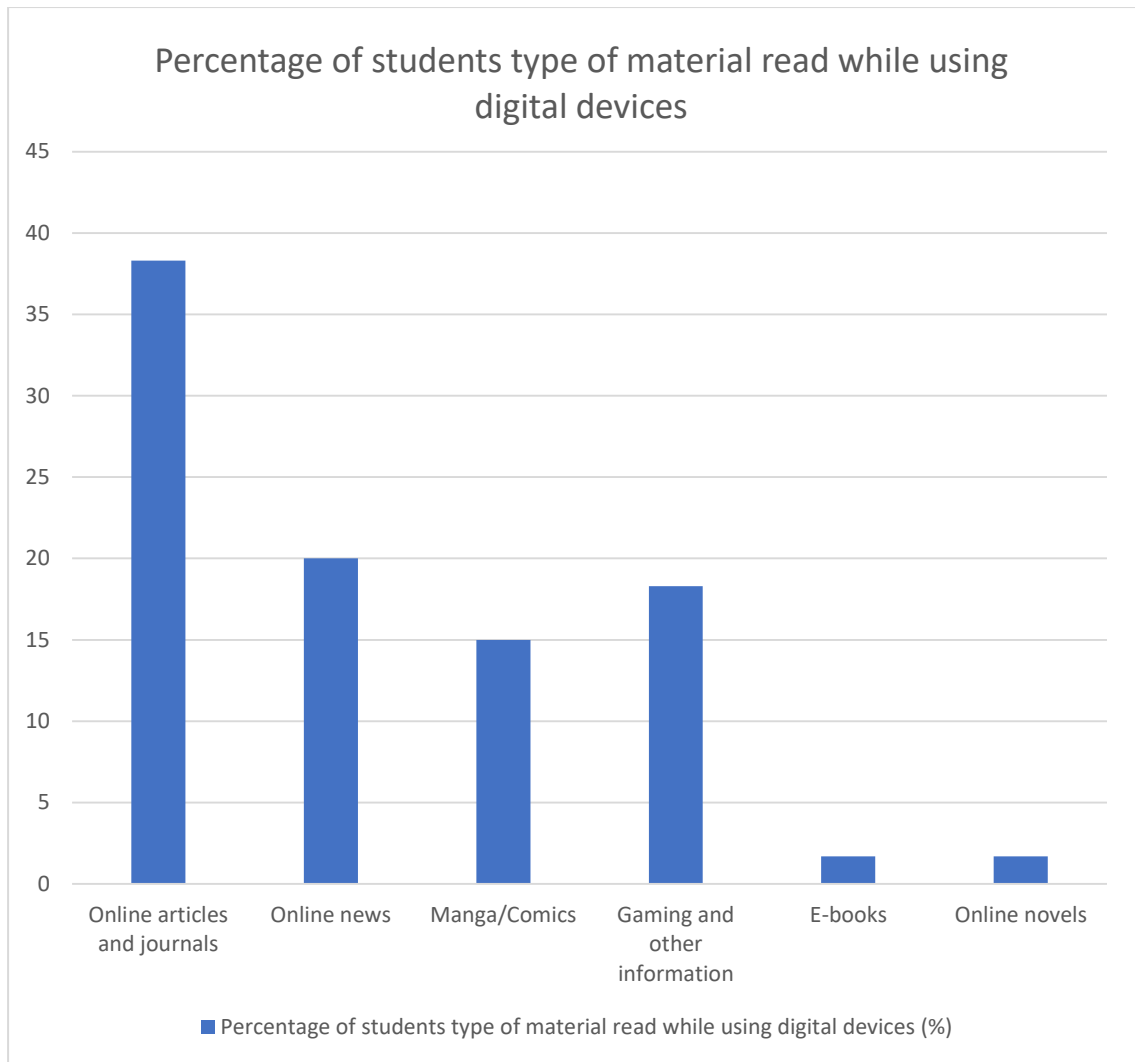


Figure 6: Percentage of students type of material read while using digital devices

The type of materials read by students while using digital devices were also asked in the questionnaire. Majority of the students read online articles and journals. 38.3% of the students which is 23 students, read online articles and journals while using their digital devices. The second highest percentage is 25%, which is 15 students, reads online news while 11 of the students, which is 18.3%, reads gaming and other information. 15% of the students, which is 9 students, reads manga or comics in their digital devices while the lowest percentage which is 1.7% for the material of e-books and online novels respectively. Figure 6 shows the percentage of students on the type of material read while using digital devices.

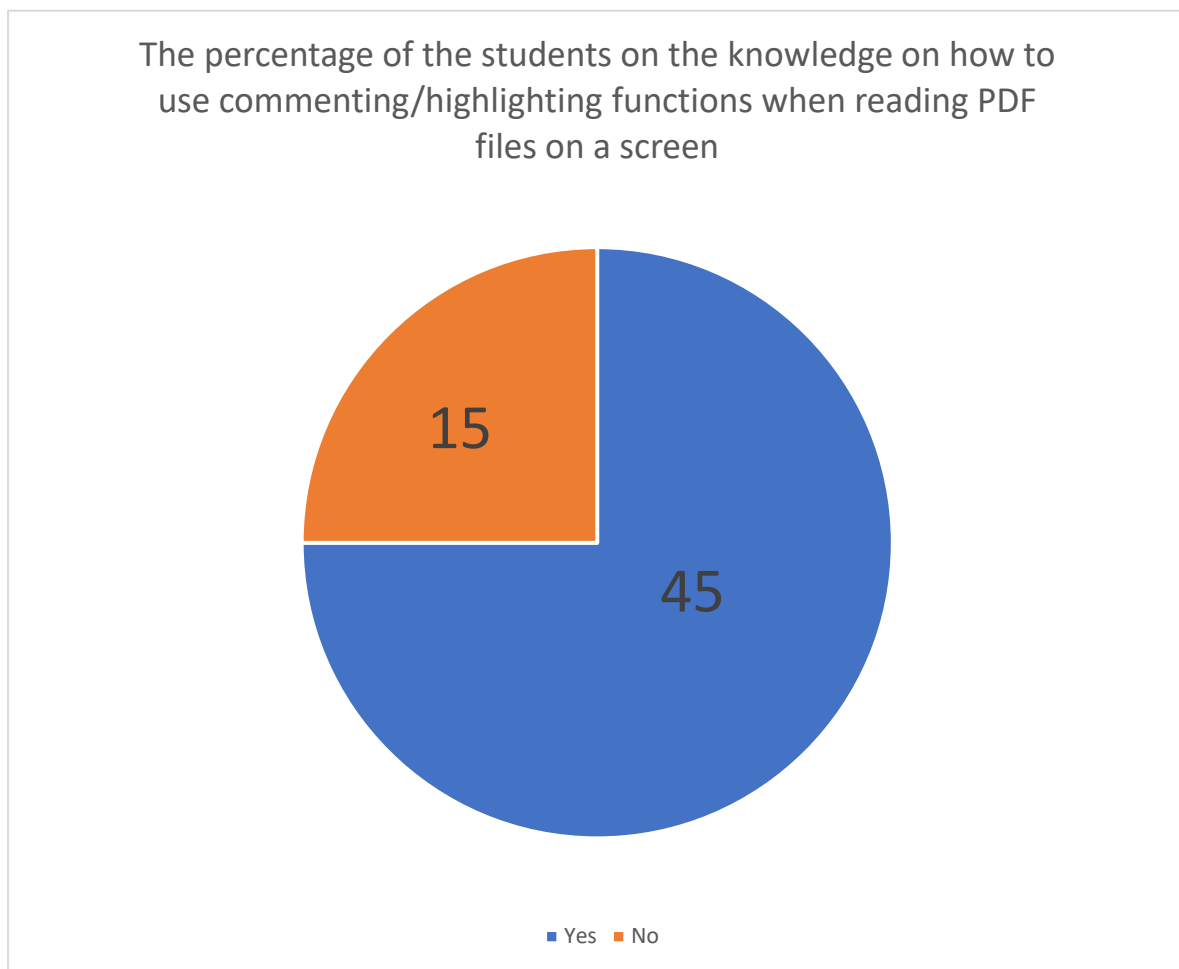


Figure 7: The percentage of students on the knowledge on how to use commenting/highlighting functions when reading PDF files on a screen

Figure 7 shows the percentage of students on the knowledge on how to use commenting/highlighting functions when reading PDF files on a screen. Majority of the students which is 75% of the students knows how to use commenting or highlighting functions when reading PDF files while 25% of the students do not know how to use the commenting or highlighting functions when reading PDF files. The students's screen reading techniques was also asked in the questionnaire. For this question, the respondents could pick more than one techniques because students might use more than one techniques at the same time.

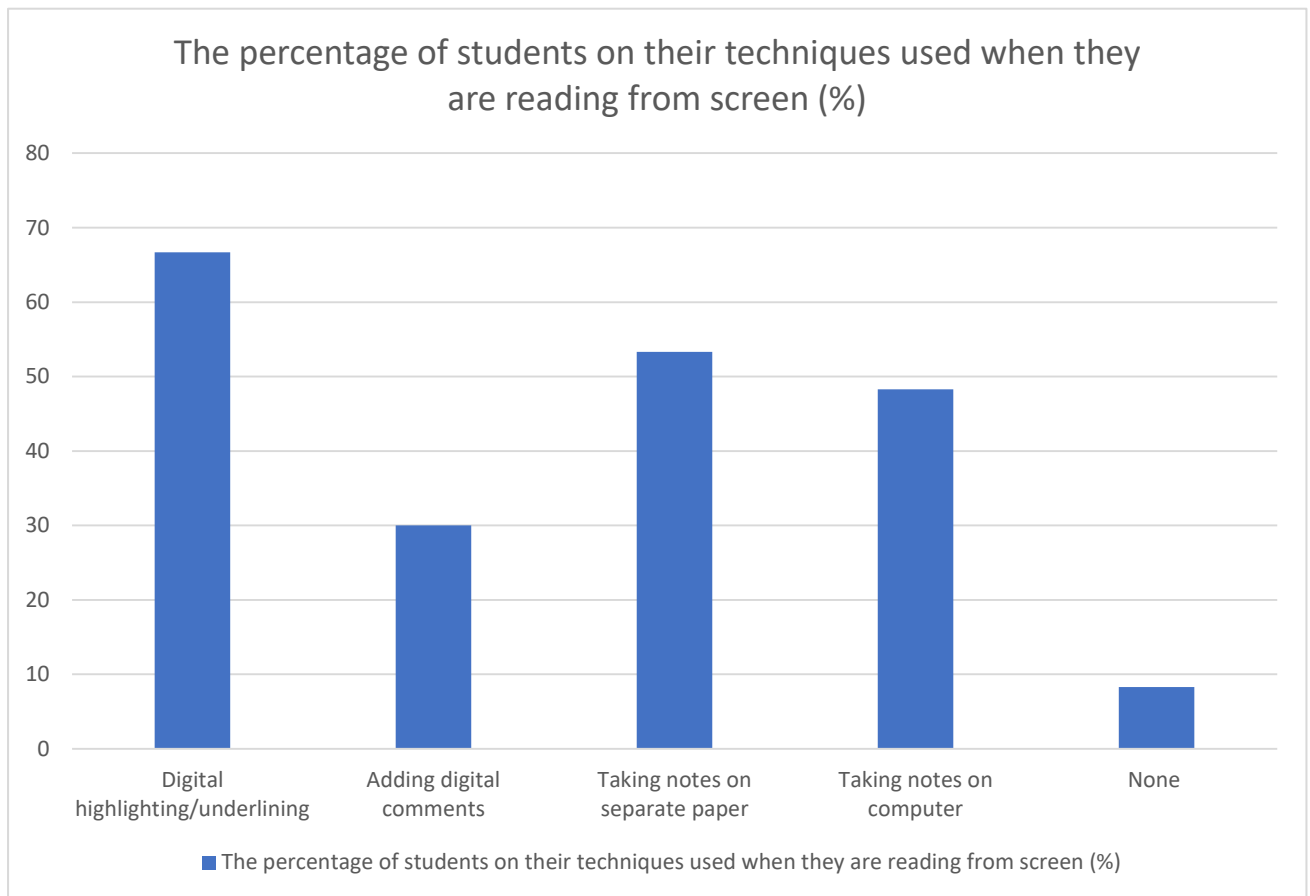


Figure 8: The percentage of students on their techniques used when they are reading from screen.

Figure 8 shows the percentage of students on their techniques used when they are reading from screen. The majority of the students use the digital highlighting or underlining while reading on screen. The percentage of the student is 66.7%, which is a total of 40 students, use the digital highlighting or underlining technique. 53.3% of the students, which is 32 students, take notes on a separate paper. This percentage is the second highest among all the techniques. 48.3% of the students, which is 29 students, take notes on their computer while 30% of the students, which is 18 students, just add in digital comments while they are screen reading. Lastly, there are 5 students, which carries the percentage of 8.3%, does not use any techniques. Although there was another option was given in the questionnaire, which asked the

respondents to state any other techniques used other than the techniques mentioned above, none of them stated any other techniques.

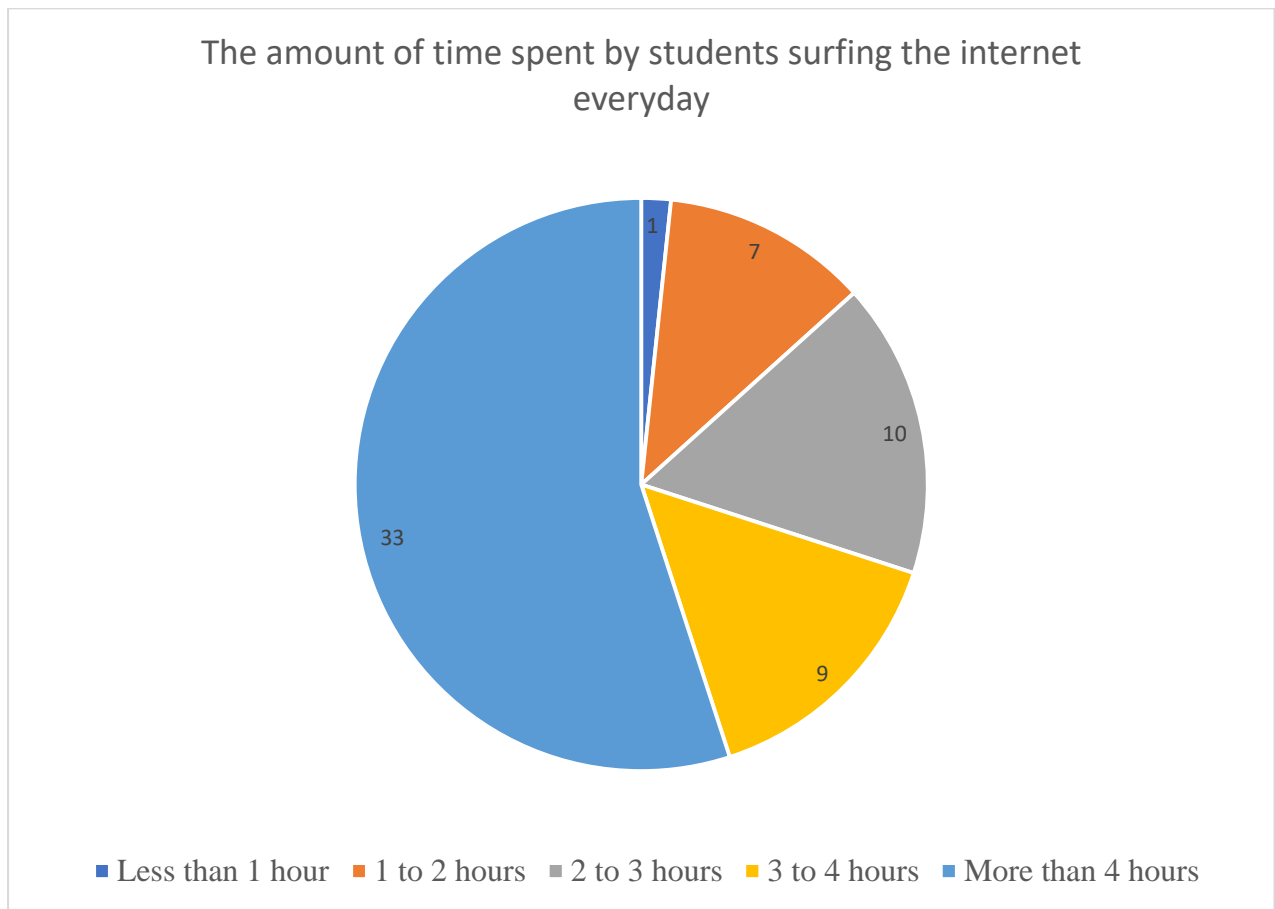


Figure 9: The amount of time spent by students surfing the internet everyday

Figure 9 shows the amount of time spent by students surfing the internet everyday. Majority of the students which is a total of 55% of the students, which is 33 students, spend more than 4 hours surfing the internet while the second highest percentage is 16.7%, which is 10 students spend up to 2 to 3 hours surfing the internet. 11.7% of the students, which is 7 students spend up to 1 to 2 hours on the internet while 9 students, which is 15% of the students, spend up to 3 to 4 hours on the internet. The lowest percentage is 1.7%, which is only one student, spends less than 1 hour surfing the internet everyday.

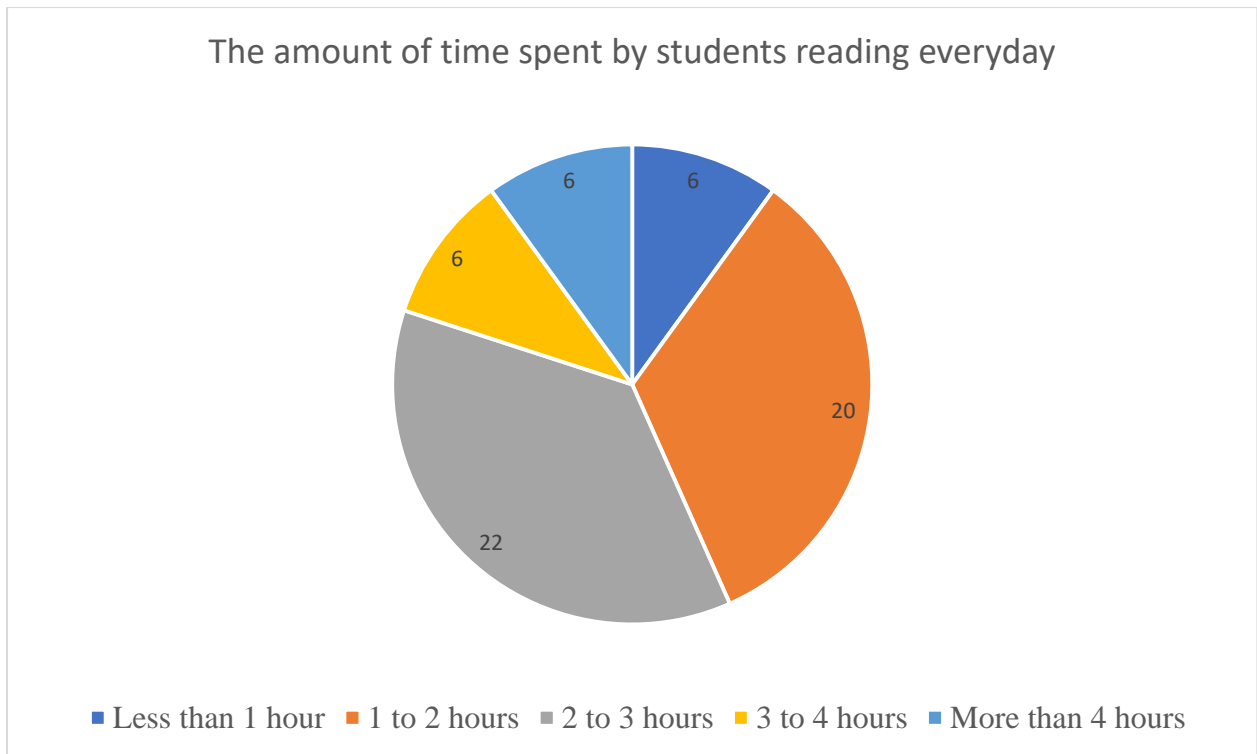


Figure 10: The amount of time spent by students reading everyday

Figure 10 shows the amount of time students spend on reading everyday. The highest percentage is 36.7%, which is 22 students, spend up to 2 to 3 hours reading everyday while the second highest percentage is 33.3%, which is 20 students, spend up to 1 to 2 hours reading everyday. 6 students, which is 10%, spend less than 1 hour reading. Another 6 students, which is 10%, spends up to 3 to 4 hours reading while another 6 students, which is 10%, spend more than 4 hours reading everyday.

CHAPTER 5: DISCUSSION AND CONCLUSION

From the findings and the analysis above, the researcher found that most of the students read online materials such as journals and e-books. This shows a major shift in reading habits because although reading materials on paper still exists, online materials are still being read by students are the most. This transition could be due to so many reasons. The main reason is that the student's preference on reading material. This could be seen where most of the students choose that the reason they read because they are either interested in that subject or topic. Even using paper materials, students only read the materials that they are interested in. For example,

in the study by Dr Mohamad Jafre Zainol Abidin, Majid Pour-Mohammadi and Ooi Choon Lean in 2011, shows that Malaysian Chinese University students choose their reading material based on their reason of reading. When they are reading to spend some leisure time, they use digital devices or screen reading but when they read for exams or for academics, they still prefer to use paper. So most likely they print their materials from online and they use it on paper. When they read for leisure, they don't read journals or articles, but they read blogs and messages.

Through the findings, there are majority of the students reads online journal articles the most, but there are quite a number of them reads others such as online news, manga or comics and even gaming or other information. Manga or comics could be considered as a screen reading materials for leisure time. There used to be a time where comic books are mostly preferred but as we all shift towards a new era, comics and manga is available online and this promotes convenience to university students as sometimes they do not have the time or access to buy the comic books directly. As for the high percentage in using online journal articles and reading them in their digital devices such as their mobile, laptop or iPod rather than printing them, shows their preference as well. Compared to the study called "The Reading Habits of Malaysian Chinese University Students by Dr Mohamad Jafre Zainol Abidin, Majid Pour-Mohammadi and Ooi Choon Lean in 2011", where the students print their reading material, the above finding suggest that most of the students are now slowly changing from reading on paper to reading it from their digital devices. As for online news, which was the second highest material read by students on their digital device confirms the transition where most of the students prefer to read on screen rather than reading news articles on paper. In this case, not just E-newspapers sites such as The Star, Malaysiakini, Free Malaysia Today and Bernama plays the role of online newspaper, but social media sites nowadays have online news articles already posted in their sites. For example, SAYS and World of Buzz are one of the popular

social media sites and content creators where they post news articles on their social media sites such as Instagram, Facebook, and Twitter. When most of the students use social media, they get most of the information from there. These sites can also be categorised as online news as they do post news article most of the time. This actually saves time for students as sometimes they would have to subscribe to newspapers or E-newspapers and pay for it. Sites like this does not require anything like that but just to follow their sites regularly or their news and contents appears automatically in their feeds. This makes it easier for students to read online news rather than buying it manually.

Majority of the students also have the knowledge and the ability to use reading techniques while using their digital devices to read. They use digital highlighting and underlining technique to understand better or memorise the subject of the material that they are reading while using digital devices. There are digital highlighting functions available in apps such as Microsoft Word, Google Documents and Adobe. The fact that majority of the students use this technique shows that they understand better when using that technique. The same results could not be seen in the study called “Screen Reading Habits among university students, by Tim Vandenhoeck in the year 2013”, where the annotations techniques and habits are analysed and, in that study, a high percentage of students use and know how to use digital highlighting or underlining. Most of the students in Tim Vandenhoeck’s study takes notes on a separate paper while screen reading. Unlike the findings from above, the results from the above analysis shows that majority of the students know how to use digital highlighting, but the researcher cannot avoid the fact that the second highest number of students still prefer to take notes on a separate paper while screen reading. This might be because students may prefer to read on screen but when it comes to annotations techniques, they still might prefer writing it on a paper.

One of the main reasons why there is a major transition from reading on paper to screen reading is because of Internet. Internet plays a very vital role in screen reading habits. The advantages and disadvantages of the Internet has always been a debate. In the study by “Fayaz Ahmad Loan, Impact Of Internet On Reading Habits Of The Net Generation College Students in 2011”, shows that the Internet reduces the dependency on reading printing materials. It also reduces the dependency on reading books, and they have less exposure to their local language. This suggests that Internet provides an unrestricted access to all the information available globally and people or students can access that information anytime anywhere they want. They can also get the journals and articles from other countries for their academic or reading purpose. This fact is proved in his study where all of his participants, which are students, agreed that they can access a wide range of information on the Internet. They didn’t need to depend on any printing materials, and this increased screen reading and confirms the shift towards screen reading. In another study by “Hendrikus Male, L. Angelianawati, Anselmus Sudirman called, A Study of Students Online Reading Habits and Preferences, in 2021”, shows that students use Internet not to only read but to do other activities at the same time. The students in their study listen to music while reading using the Internet. Internet gives a space for students to multitask as well. They can read and use the Internet to do the activities they want such as listening to music. But the efficiency of the students reading progress can be questioned at this point because the student is multitasking while reading. The student’s concentration can be questioned. Although this study showed that students rarely read reading materials online using the Internet, the findings above suggest differently. Most of the students do read online materials and their reading annotation techniques used are also digital. In this case, Internet plays a role as some of the techniques sometimes cannot be used unless the students have Internet. Without Internet, they would not be able to access the reading materials in the first place to save the highlighted or underlined reading material digitally, one has to have Internet.

In the current pandemic situation where public library or university library cannot be accessed, Internet helps students to get access of their reading materials easily and they are also encouraged to do so. For example, University Tunku Abdul Rahman provides their students access to their online library where students can access or request for any reading materials that they need. This encourages students to use the online platform thus resulting in screen reading and developing screen reading habits. The type of materials varies according to their preference in online or the digital platform. Before this they have a distinct preference when it comes to printed materials, but now slowly we can see that they have a preference when it comes to reading online materials as well.

The next component in screen reading habits is the amount of time spend reading the materials. From the findings above, majority of the students spend more than 4 hours surfing the Internet in general but majority number of students spend around two to three hours reading every day. This could mean that students use the Internet to do many activities such as gaming, listening to music, reading, watching videos or movies, writing blogs, posting pictures in their social media, chatting with friends or family, and much more. This also means that students spend most of their time using digital devices which puts them in a situation where they are supposed to read on screen. Reading is inevitable when it comes to surfing the Internet. From the above findings, we can see that although students spend their time surfing the Internet more than 4 hours, they spend less time when they have to read any material online. The amount of time spent is also closely related to the reason why they are reading in the first place. It all comes down back to preference of the students. Students usually use their social media platforms the most and although they get some of their reading materials there, the researcher could not really identify whether the students read the materials or read for other purposes. Most of them only read about the topics or subjects that are interesting to them. These situations might usually occur when they come across an interesting topic and they start searching and

reading about it in depth and they might end up spending more time compare to reading for academic purposes. The second majority group of students read because they think they should read. This situation usually is something mandatory for university students because they have assignments, research papers and also reading materials for their subjects that they have to read or find them online to get good results or to gain general knowledge. This could be seen in the results from the study by Hendrikus Male, L. Angelianawati, Anselmus Sudirman called “A Study of Students Online Reading Habits and Preferences”, where majority of the students prefer to get online information for their examinations. In this study, the researchers also found that amount of time spent for reading online materials such as online information, majority of them only spend one to three hours.

In conclusion, the screen reading habits of university students can be seen clearly with the type of materials that they read online such as journals and e-books, and the amount of time spent on reading those reading materials. Most of the students read online journal articles and news the most and the difference of their preference is very clear. The student’s preference and their willingness to read plays a vital role in their screen reading habits. Students mostly read the topics or subjects that they are interested in online or they read because they need to pass their examination. This need could be because of peer pressure but they are able to control their screen reading habits based on their feeling. If they feel they have to read for exams they read for exams and if not, they read what gives pleasure to them. This could be anything like chats, messages, emails, or online novels. In addition, another observation could be seen from the findings which is although students spend most of their time on the Internet, it does not mean they are interested in reading at all. The Internet is quite large where other activities other than reading online materials can be done simultaneously. Most of the student does other activities other than reading which could question their level of understanding and concentration when they are reading the material.

Unfortunately, the results cannot be fixed as there are a few variables that might change the results and these variables can be taken into consideration for future research on screen reading habits. The first variable is that the year and semester of the university students might change the type of materials read by students as their subjects and the subject's difficulty might differ according to the year and semester. Sometimes the students take less subjects or the subjects with less difficulty level in one semester. Maybe in the future, researchers could specify or focus onto only one specific year and semester for an in depth look into student's screen reading habits and the results from it. Another variable is the type of online materials read by students itself could affect the amount of time spend on reading the online material. If students prefer to read just messages or short news article, they will not spend so much time reading that while if they were to read a few research articles or journals, it will take a longer time. In the future, researchers could give a specified type of materials or design and conduct a qualitative research where they can record the time for each type of material and that could also see their preference in that way as well. Another variable that could take into consideration is that the student's course might affect the type of materials read and the amount of time spent on reading. This research has only two art courses which is English Language and English Education. The results of screen reading habits might differ in a science course or a law course because their reading materials might be different. This could also be taken into consideration when future researchers do their research where they could choose either one course or take two different courses with two different streams and compare their screen reading habits.

The invention of digital devices has always been useful to university students and most of the students are shifting from reading on printed materials to online materials and they are getting used to the techniques and other software that would help them in their reading activity both for killing their time or to pass their exams.

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APPENDICES

Appendix A

Questionnaire

Section A : Socio- demographic

1. Gender

- a) Male b) Female

2. Age group

- a) under 20
b) 20-24
c) 25-29
d) 30 and above

3. Ethnicity

- a) Malay
b) Chinese
c) Indian
d) Others

4. Course

- a) ED b) EL

5. Year and Semester _____.

Section B: Screen reading Habits

6. I usually read _____.

- a) newspapers.
b) magazines.
c) comics.
d) text- books.
e) online (e-books, journals etc.).

7. I usually read because _____

- a) I think I should.
b) I need to pass exams.
c) I am interested in the topic or subject.

d) I need to while away some time.

e) I think reading is fun.

f) Others

8. I usually read _____ when I am using digital devices.

a) on-line articles and journals

b) on-line news

c) wikipedia

d) manga/comics

e) gaming and other information

f) others (Please specify) _____.

9. Do you know how to use commenting/highlighting functions when reading PDF files on a screen?

a) Yes

b) No

10. When you read from screen, do you use any of the following techniques? Please check all that apply

a) digital highlighting/underlining

b) adding digital comments

c) taking notes on separate paper

d) taking notes on computer

e) none

f) other (please specify below)

11. I spend _____ surfing the internet every day

a) less than 1 hour

b) 1 to 2 hours

c) 2 to 3 hours

d) 3 to 4 hours

e) more than 4 hours

12. I spend _____ reading every day.

a) less than 1 hour

b) 1 to 2 hours.

c) 2 to 3 hours.

d) 3 to 4 hours.

e) more than 4 hours.