

**THE EFFECT OF USING INTERNET AS A MEDIUM OF LEARNING  
TOWARD READING HABIT: A Survey Study in Semester V of English  
Department at FKIP University of Mataram in Academic Year 2017/2018**

**A Journal**



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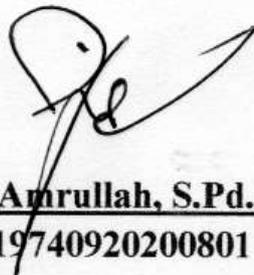
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**ABSTRACT**

The study has been conducted with the purpose to identify the intensity of the internet usage and the students' beliefs about effects of using the internet as a medium of learning on students' reading habit in semester V of English department at FKIP UNRAM in academic year 2017/2018. The survey was used to conduct the study and questionnaire was used as a data collection tool. The sample taken using simple random sample technique which the sample size is determined by applying the certain formula. Since the number of population of the study is 162 persons, so the sample taken is 45 persons. The results of study reveal that the intensity of using the internet in semester V of English department at FKIP University of Mataram in academic year 2017/2018 is very high and the students believe that the internet usage as a medium of learning is able to help them to study, encourages their reading interest, increases the amount of materials they read, increases the frequency of their reading, and increases the time they spent on reading. It also found that reading from the internet is more practical and easier than from the book and the students prefer to use the internet to accomplish their assignments rather than the books.

*Keywords: The Internet Usage; Medium of Learning; Reading Habits.*

PENGARUH PENGGUNAAN INTERNET SEBAGAI MEDIA BELAJAR  
TERHADAP KEBIASAAN MEMBACA: SURVEI STUDI PADA  
SEMESTER V PROGRAM STUDI BAHASA INGGRIS FKIP UNRAM  
TAHUN AKADEMIK 2017/2018

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**ABSTRAK**

Penelitian ini bertujuan untuk mengidentifikasi intensitas penggunaan internet dan kepercayaan siswa terhadap pengaruh penggunaan internet sebagai media belajar terhadap kebiasaan membaca mahasiswa pada semester V program studi bahasa Inggris FKIP UNRAM tahun akademik 2017/2018. Survei merupakan teknik riset dalam studi ini dan angket merupakan instrumen yang digunakan untuk mengumpulkan data. Sampel diambil melalui teknik acak sederhana yang mana jumlahnya ditentukan dengan penerapan rumus tertentu. Jumlah populasi dalam studi ini adalah 162 orang dan sampel yang diambil berjumlah 45 orang. Hasil dari studi ini menyatakan bahwa penggunaan internet pada mahasiswa semester V program studi bahasa Inggris FKIP UNRAM tahun akademik 2017/2018 adalah sangat tinggi dan mahasiswa percaya bahwa penggunaan internet sebagai media belajar dapat membantu mereka dalam belajar, mendorong minat membaca mereka, meningkatkan jumlah materi yang mereka baca, meningkatkan frekuensi membaca mereka, dan meningkatkan waktu yang mereka habiskan untuk membaca. Studi ini juga menemukan bahwa membaca dari media internet jauh lebih praktis dan lebih mudah dibandingkan dengan media buku dan mahasiswa lebih suka menggunakan media internet untuk menyelesaikan tugas daripada menggunakan media buku.

*Kata kunci: Penggunaan Internet, Media Belajar, Kebiasaan Membaca.*

## **1. Introduction**

Reading occupies a pivotal role in the life of a man. Reading opens the doors of the treasures of knowledge. It is an important means of introducing the child to the world that surrounds him. It is one of the most important components of our language and it is an essential tool for lifelong learning for all learners. Reading is developing skill that integrates visual and non visual information (text) to create meaning constantly (Johnson, 2008).

The ability to read is at the heart of self education and lifelong learning. Reading is a very important issue which is not only about enjoyment but a necessity; the basic tool of education. Reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self discovery. It is the art of interpreting printed and written words, the most effective process of conscious learning which influences the extent and accuracy of information, as well as the attitudes, morals, beliefs, judgement and action of readers (Panigrahi and Panda, 1996; Eyre, 2005) in Chettri and Rout (2013).

In developed countries, the students read for relaxation, while in developing countries the students read for examinations (Book Aid International, 2003) in Sonaike (2004) cited on Onovughe (2012). Indonesia which is a developing country will never be a developed country as long as its people have no reading habit. Reading is an important aspect for country developed. It is because by reading we can acquire any informations and knowledges. This knowledges will lead to the developed country, then. Forming reading habit is not easy. It is required a high awareness of the importance of reading. In addition, the

medium of reading is also necessary to facilitate reading itself (besides the books), such as the internet.

The internet is the largest computer network in the world, connecting millions of computers. Internet is defined as a collection of various services and resources. It is considered to be the most prominent invention in modern technology and in the modern revolution of information and communication. Robinson, et al., (2001) in Kim (2003) states that Internet is “the electronic network of networks that links people and information through computers and other digital devices allowing person-to-person communication and information retrieval”.

In the early days, most people just used the internet to search for information. Today's internet is a constantly evolving tool, that not only contains an amazing variety of information, but also provides new ways of accessing, interacting and connecting with people and content. As a result, new terms are constantly appearing as new technologies are introduced.

As the internet has grown, it has developed into a multifaceted tool with a vast range of uses. It's now easy to keep in touch with friends, family, and people you've never met before, public your own articles, or even watch the favorite TV shows using the internet. The ways the internet is used today including social networking, instant messaging, VoIP, blogs, and media (Goodwill Community Foundation, 2013).

Since we know that there are many of the Internet usage, we can states that Internet is a medium in which we can get many things from it. Each person

may use the internet for different purposes. Likewise, the students may use the internet for different purpose also, such as a medium of learning by searching information to accomplish course assignments, blogging, business, social media and even only for playing online games. Certainly the use of the internet has a disparate impact for users, depending on their purpose of using the internet. As for the general impact caused by excessive Internet use is internet addiction. Here we do not focus on internet addiction itself, but we focus on the effect of using internet as a medium of learning on students toward reading habit.

As well as books, the Internet is a window to the world which can be accessed very easily. Even, it is easier to obtain information through the Internet rather than through the books. It is not surprise that many of our society today is prefer to spend times with surfing the internet rather than spend the times to read a book in obtaining information. The use of the Internet in the educational environment has enabled easy access to many resources, and information sharing has, therefore, significantly increased.

The Internet allows students to read the latest news of a certain subject they are studying. If they are studying Indonesian politics they can do a news search and find out what is happening in the world of politics at that very moment. This can help them connect what they are learning to the real world. It can also keep them interested in a subject. Students may have longer attention spans with technology than with other forms of traditional learning. It is also a powerful tool for assisting students and educators with conducting research. Going to a library and searching through a card catalog by hand can be laborious and inefficient

compared to searching for the same information on a computer. Many colleges offer online library systems which allow students to find information on books using lab computers, or to access databases of scholarly articles that they can read online.

The Internet use in the FKIP campus area both outside and inside the class raises a big question, whether the Internet plays an important role for students or not. Outside the class, either using a laptop or smart-phone, many students seemed forget the time when stuck in the internet usage. Likewise inside the class, several students sometimes keep busy by surfing the internet and ignoring the lecturer. This situation is exacerbated by some students who also using the internet during examination. By this fact, the internet seems have crucial role for the students.

We know that internet give us access to get many information precisely and instantly. As a medium of learning, the Internet will provide many sources of knowledge that can be gained by reading it. Reading through the internet is very different from reading through the books. From the Internet we can read easily what information we need and want to read, meanwhile from books, it takes longer time and we need to be patient to read the pages of each books to get information we need. Even more, the internet media in the form of a smartphone is very easy to carry around than the books. Especially if the book is very thick, the smartphone will be more practical in order to obtain the information.

We can see a similarity between reading from the internet and reading from the books as a medium of learning. The similarity is from both of the medium, we can obtain the information we need. On the other side, we may also

see the difference between both of them in obtaining the information. In order to obtain the information, the Internet offers a world of information in one place. It is a helpful tool in communicating and researching all different subjects. It can be a huge source for reader (students) trying to look up information for a college project or do homework. It allows all students to have access to information broadly. Meanwhile, the book offers many categories of books in order to have access to information broadly. A world of information is not in one book. It can only be tiny source for reader. Based on this fact, using the internet as a medium of learning is more practical and easier than using the books. Moreover, the study want to know the students' believes about the effects of using the internet as a medium of learning toward students' reading habit.

### **1.1 Research Question**

Based on the background, the focus problems of this study are:

1. How often do the students in semester V of English department at FKIP UNRAM use the internet in academic year 2017/2018?
2. What do the students believe about the effects of the internet usage as a medium of learning toward students' reading habit in semester V of English department at FKIP UNRAM in academic year 2017/2018?

## **2. Review of Related Literature**

### **2.1 Internet**

Internet is interconnected networking that connects people around the world. It is a network of networks that consists of private, public, academic,

business, and government networks of local to global scope, linked by a broad array of electronic, wireless, and optical networking technologies.

There are many studies show that using the internet affects positively students' motivation, increases self-learning, and improves both communication and writing skills (Al Saif, 2009). Mohammed (2000) in Al Saif (2009: 149-161) argues in his experimental study that “students have positive attitudes towards the internet even before studying through it. After studying through it, there is a remarkable improvement in students' skills, knowledge, and attitudes towards the internet”.

## **2.2 Language Learning**

Language is foremost a means of communication. “It is a rule-based system of signs” (Amberg and Vause, 2003). Knowing a language means knowing its word structures and meanings. It is also means that speakers know how to produce sounds in their native languages and that they understand which sounds are meaningful and which are not. The ability to use a language in a communicative way, however, is not just a single unified skill.

Language as social practice means “language is not a thing to be studied but a way of seeing, understanding and communicating about the world and each language user uses his or her language(s) differently to do this” (Scarino and Liddicoat, 2009). People use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language. This understanding of language sees a language not simply as a body of knowledge to

be learnt but as a social practice in which to participate (Kramersch, 1994) in Scarino and Liddicoat (2009).

### **2.3 Reading**

Reading is developing skill that integrates visual and non visual information (text) to create meaning constantly (Johnson, 2008). Like any skill, people get better at reading by practicing. And conversely, if people do not practice, they will not get better and their skills may deteriorate. During the act of reading, the visual information found on the page combines with the non visual information contained in the head to create meaning. In that way, what's in the head is just as important as what's on the page in the process of creating meaning (reading).

Reading is important for students in general in order to cope with new knowledge in a changing world. Reading helps students become better writers. Through reading students have incidental contact with the rules of grammar. Students develop a sense for the structure of the language and grammar and increase their vocabulary. The ability to read is at the heart of self education and lifelong learning. Mokatsi (2005) in Poornima and Kumari (2015) states that "reading is a very important issue which is not only about enjoyment but a necessity; the basic tool of education". Reading is the process of gaining information from text that able to develop one's intellectual. Reading gives experience for the person to expand his horizons of knowledge. He may identify, extend and ascending his interest and gains deeper understanding on everythings.

“It is a key to a wealth of experience that connects people in a way far beyond distance or time” (Chettri and Rout, 2013).

## **2.4 Reading Habit**

Reading habit is the reading activity that carried out oftenly. It is commonly considered in terms of the amount of materials being read, the frequency of reading as well as the average time spent on reading (Wagner, 2002), and this habit can be cultivated (Wijesuriya, 1995) in Chettri and Rout (2013). It can be conceived as a practice that assists individuals to obtain creativeness and develops their critical thinking capacities. Chettri and Rout (2013) also states that “reading habit refers to the behaviors in which expresses individual reading likeness, reading types and reading tastes (Sangkaeo, 1999). It is a pattern in which an individual organizes their reading. Closely, Shen (2006) states that reading habits as how often, how much, and what students read”.

"Interest is the touchstone to reading achievement, reading enjoyment and reading usefulness. It is the generator of all voluntary reading activity” (Bamberger, 1975). Reading interest is determined by some factors such as author, publisher and display of the book itself. When we have reading interest, it means we have first stage on building reading habit. Moreover, when someone reading for pleasure, it furthers strengthen reading habit.

A good reading habit is a necessity. It plays a very crucial role for a person in achieving practical efficiency. Furthermore, an individual's interests are determined by the amount of books he will read and the intensity of time he will

pursue his reading activity. By reading books, the individual will have critical thinking and able to know about right and wrong in the society. Cunningham and Stanovich (1998) in Chettri and Rout (2013) claims that “reading volume both inside and outside the school has a significant impact on the development of reading speed and fluency, vocabulary, general knowledge overall verbal ability and academic achievements”.

### **3. Research Method**

#### **3.1 Research Design**

Quantitative research is a research design that used in this study which means for testing objective theories by examining the relationship among variables that can be measured and analyzed using statistical procedures (Creswell, 2009: 4). The procedure that is conducted in this research is a survey research. It provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2009: 145). Survey research include cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection, with the intent of generalizing from a sample to a population (Babbie, 1990) in Creswell (2009: 12). “It has many uses and take many forms – phone interviews, internet opinion polls, and various types of questionnaires” (Neuman, 2014: 316).

#### **3.2 Population and Sample of The Study**

Population is a large group of many cases from which a researcher draws a sample (Neuman, 2014: 247). In this case, what is meant by the population is all

the students who use the internet as a medium of learning in semester V of English department at FKIP University of Mataram in academic year 2017/2018. The data in [kip.unram.ac.id](http://kip.unram.ac.id) shows that the number of the students are 142 persons which is divided into six classes.

Sample is a small set of cases a researcher selects from a population (Neuman, 2014: 246). This study uses simple random sample technique which is relatively easy. “Simple random sample is a random sample in which the researcher creates a sampling frame and uses a few random process to select cases so that each sampling element in the population will have an equal probability of being selected” (Neuman, 2014: 255). With randomization, a representative sample from a population provides the ability to generalize to a population.

Since we do not know the students who use internet as a medium of learning in semester V of English department at FKIP University of Mataram in academic year 2017/2018, the sample size that has taken is based on the proportion population. To calculate the sample size based on the sample required to estimate a proportion with an approximate 99% confidence level, the study use the following formula:

$$n = \frac{z^2 N p q}{N e^2 + z^2 p q}$$

Where  $n$  = required sample size,  $Z$  = Z-score,  $N$  = the number of population,  $p$  = proportion of the population having the characteristic,  $q = 1 - p$  and  $e$  = the degree of precision (the margin of error that is acceptable), (Rose, et al., 2015). This

study use 99% level of confidence (constant value: 99% – Z Score = 2.326). Since no data are available on the proportion currently using the internet as a medium of learning, the proportion of the population ( $p$ ) used is 0.5 which assumes maximum heterogeneity (i.e. a 50/50 split). Therefore  $q = 1 - 0.5 = 0.5$ . As this is a preliminary study we are prepared to accept a margin of error of  $\pm 2\%$  so we set  $e = 0.02$ . To determine the minimum sample size we then apply the formula:

$$\begin{aligned}
 n &= \frac{z^2 N p q}{N e^2 + z^2 p q} \\
 &= \frac{2,3^2 \cdot 142 \cdot 0,5 \cdot (0,5)}{142 (0.02)^2 + 2,3^2 \cdot 0,5 \cdot (0,5)} \\
 &= \frac{187,795}{2,84 + 1,3225} \\
 &= \frac{187,795}{4,1625} \\
 &= 45,11
 \end{aligned}$$

so the number of samples in this study is 45.

### 3.3 Technique of Data Collection

Neuman (2014: 316) states that “surveys has many uses and take many forms – phone interviews, internet opinion polls, and various types of questionnaires”. Hence, the instrument used to collect the data is questionnaire which is dealing with a set of questions for collecting and recording information from individuals. The questions that is presented in the questionnaire is adapted

from *The International Arab Journal of Information Technology*, Vol. 5, No. 3, July 2008.

Since this study is conducted under quantitative research, closed-ended question is the type of question that is presented because it elicits quantitative data. Close-ended question is “a type of survey research inquiry in which respondents must choose from a fixed set of answers” (Neuman, 2014: 331). Likert Rating Scale (e.g., Participants are asked to indicate their level of agreement with a statement on a defined scale) is the type of response that is used for the options in the questionnaire.

### **3.4 Data Analysis**

Since the procedure that is conducted in this study is a survey research which provides a numeric description of attitudes or opinions and the instrument used to collect data is questionnaire, hence the data obtained is analysed using the percentage for each item in the questionnaire. The data is presented in table and then, interpreted and analyzed in detailed summary.

## **4. Results**

### **4.1 The Degree of the Internet Usage**

The data (Table 4.1) reveals that the degree of using the internet in semester V of English department at FKIP Unram in academic year 2017/2018. Majority of respondents admit that the importance of internet usage is very important (88.88%), the degree of the internet usage is very high (42.2%), the

frequency of times of the internet usage is daily (93.3%), and the length of time of the internet usage a week for education purpose is five hours and less (53.3%).

**Table 4.1. The Degree of the Internet Usage**

| The Degree of Using the Internet  |                  |                  |                 |                  |                      |
|---|------------------|------------------|-----------------|------------------|----------------------|
| The importance of using the internet.   | Very Important   | Important        | Moderate        | Low Important    | Not at all Important |
|   | 40/45<br>(88.88) | 5/45<br>(11.11)  | -               | -                | -                    |
| The degree of students' internet usage.                                       | Very High        | High             | Moderate        | Low              | Very Low             |
|   | 19/45<br>(42.22) | 17/45<br>(37.77) | 7/45<br>(15.55) | 2/45<br>(4.44)   | -                    |
| The frequency of time of students' internet usage.                            | Yearly           | Monthly          | Weekly          | Daily            |                      |
|   | -                | -                | 3/45<br>(6.66)  | 42/45<br>(93.33) |                      |
| The length of hours a week of students' internet usage for education purpose. | <5 hours         | 6-10 hours       | 11-15 hours     | >15 hours        |                      |
|   | 24/45<br>(53.33) | 11/45<br>(24.44) | 7/45<br>(15.55) | 3/45<br>(6.66)   |                      |

**Note: Figures in parenthesis indicate percentage**

## 4.2 The Internet Usage

The data (Table 4.2) reveals that the way internet usage by students in semester V of English department at FKIP Unram in academic year 2017/2018. Majority of students use the internet as a media of learning almost everytime (57.7%). They also use it everytime as social networking (53.33%) and instant messaging (55.55%). Sometimes they use it for VoIP (42.22%) and as a media (37.77%). Last, the students almost never use the internet for blogs (42.22%).

**Table 4.2. The Internet Usage**

| The Internet Usage                               | Never          | Almost Never | Some-times       | Almost Everytime | Everytime        |
|--|----------------|--------------|------------------|------------------|------------------|
| Information sources (media of learning).         | -              | -            | -                | 26/45<br>(57.77) | 19/45<br>(42.22) |
| Social networking (facebook, twitter, instagram) | 1/45<br>(2.22) | -            | 10/45<br>(22.22) | 10/45<br>(22.22) | 24/45<br>(53.33) |
| Instant messaging                                | 1/45           | 2/45         | 5/45             | 12/45            | 25/45            |

|                                    |                 |                  |                  |                  |                  |
|------------------------------------|-----------------|------------------|------------------|------------------|------------------|
| (whatsApp, BBM, Messenger, E-mail) | (2.22)          | (4.44)           | (11.11)          | (26.66)          | (55.55)          |
| VoIP (voice call, video call)      | 4/45<br>(8.88)  | 15/45<br>(33.33) | 19/45<br>(42.22) | 3/45<br>(6.66)   | 4/45<br>(8.88)   |
| Blogs                              | 8/45<br>(17.77) | 19/45<br>(42.22) | 10/45<br>(22.22) | 4/45<br>(8.88)   | 4/45<br>(8.88)   |
| Media (youtube, TV streaming)      | 2/45<br>(4.44)  | 3/45<br>(6.66)   | 17/45<br>(37.77) | 13/45<br>(28.88) | 10/45<br>(22.22) |

**Note: Figures in parenthesis indicate percentage**

### 4.3 The Students' Believes on the Effects of the Internet Usage

The data (Table 4.3) reveals the students' believes about the effects of using the Internet as a medium of learning toward reading habit. Majority of respondents strongly believe that Internet helps them to study (73.33%) and encourages their reading interest (51.11%). They believe that the internet increases the amount of materials they read (51.11%), the frequency of their reading (51.11%), and the time they spent on reading (60%). They also believe that reading from the internet is more practical and easier than from the book (40%). Last, they prefer to use the internet to accomplish their assignments rather than to use the books (51.11%).

**Table 4.3. Students' Believes On the Effects of the Internet Usage**

| Statements  | Strongly Disagree | Disagree | Neutral        | Agree            | Strongly Agree   |
|---|-------------------|----------|----------------|------------------|------------------|
| I believe that the internet helps me to study.                        | -                 | -        | -              | 12/45<br>(36.36) | 33/45<br>(73.33) |
| I believe that the internet encourages my reading interest.           | -                 | -        | 2/45<br>(4.44) | 20/45<br>(44.44) | 23/45<br>(51.11) |
| I believe that the internet increases the amount of materials I read. | -                 | -        | -              | 23/45<br>(51.11) | 22/45<br>(48.88) |
| I believe that the internet increases the                             | -                 | -        | 2/45           | 23/45            | 20/45            |

|   |   |                |                  |                  |                  |
|---|---|----------------|------------------|------------------|------------------|
| frequency of my reading.  |   |                | (4.44)           | (51.11)          | (44.44)          |
| I believe that the internet increases the time I spent on reading.                      | - | -              | 6/45<br>(13.33)  | 27/45<br>(60)    | 12/45<br>(26.66) |
| I believe that reading from internet is more practical and easier than from book.       | - | 1/45<br>(2.22) | 12/45<br>(26.66) | 18/45<br>(40)    | 14/45<br>(31.11) |
| I prefer to use the internet to finish my school's assignments rather to use the books. | - | -              | 6/45<br>(13.33)  | 16/45<br>(35.55) | 23/45<br>(51.11) |

**Note: Figures in parenthesis indicate percentage**

## 5. Conclusion

### 5.1 The Intensity of the Internet Usage

Based on the result, it could be stated that the intensity of using the internet in semester V of English department at FKIP University of Mataram in academic year 2017/2018 is so high (table 4.1: ch.4). It can be seen that most of the students admit that the internet is very important, hence the degree of their internet usage is very high. It can be also seen that most of the students use the internet daily and multifarious hours weekly.

### 5.2 The Students' Believes on the Effects of the Internet Usage

Derived from the result, it could be seen that the internet usage as a medium of learning is the most popular among students (table 4.2: ch.4), then followed by the use of the internet for social networking, instant messaging, media, VoIP and blogs. As a medium of learning (table 4.3: ch.4), the students believe that the internet helps them to study, encourages their reading interest,

increases the amount of materials they read, increases the frequency of their reading, and increases the time they spent on reading. They also believe that reading from the internet is more practical and easier than from the book and prefer to use the internet to accomplish their school's assignments rather than to use the books. The result is not surprising because there are many studies show that using the internet affects positively students' motivation, increases self-learning, and improves both communication and writing skills.

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