

Profiles of undergraduate students reading attitude

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ABSTRACT

The objective of this study was to examine the profiles of undergraduate students at the English Language Education Study Program of Yogyakarta State University. One hundred and one (101) students participated in this survey research. The data were collected through a reading attitude survey adapted from McKenna's survey. Confirmatory Factor Analysis (CFA) and Latent Profile Analysis (LPA) were the main data analyses. Results from CFA confirmed that the 25 items from the survey converged into 6 factors: attitude in academic reading in print, attitude in academic reading online, attitude in academic reading in social media, attitude in recreational reading in print, attitude in recreational reading online, and attitude in recreational reading in social media reading. Then, a 2-profile solution from LPA led to a conclusion that the students can be divided into two groups, i.e. students with positive attitude towards reading in one group and students with less positive attitude towards reading in the other group.

Keywords: reading attitude, latent profile analysis, reading mode

Profil sikap membaca mahasiswa S1

Abstrak

Penelitian ini bertujuan untuk mengetahui profil mahasiswa program sarjana pada Program Studi Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta. Seratus satu (101) siswa berpartisipasi dalam penelitian survei ini. Data dikumpulkan melalui survei sikap membaca yang diadaptasi dari survei McKenna. Analisis data yang digunakan dalam penelitian ini antara lain Faktor Konfirmatori (CFA) dan Analisis Profil Laten (LPA). Hasil dari CFA menegaskan bahwa 25 item dari survei berkumpul menjadi 6 faktor: sikap dalam membaca akademik di media cetak, sikap dalam membaca akademik online, sikap dalam membaca akademik di media sosial, sikap dalam membaca rekreasi di media cetak, sikap dalam membaca rekreasi online, dan sikap dalam membaca rekreasi dalam membaca media sosial. Kemudian, solusi 2 profil dari LPA menghasilkan kesimpulan bahwa siswa dapat dibagi menjadi dua kelompok, yaitu siswa dengan sikap positif terhadap membaca dalam satu kelompok dan siswa dengan sikap kurang positif terhadap membaca di kelompok lain.

Kata kunci: sikap membaca, analisis profil laten, mode membaca

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INTRODUCTION

Being literate is a fundamental right for each and every citizen in the world that shall be provided by the government. UNESCO claims that literacy affects people's lives in ways that "enables greater participation in the labour market; improved child and family health and nutrition; reduces poverty and expands life opportunities" (UNESCO, 2012). The term literacy is widely known as a set of skills in which UNESCO defines as "a set of tangible skills – particularly the cognitive skills of reading and writing." This definition is closely related with the language learning in which English becomes one of the languages learned in secondary school levels (junior and senior high schools).

However, based on a survey conducted by UNESCO in 2012 in 61 countries, reading interest of Indonesian society is only 0.001 percent. Other institutions (OECD, 2012, 2013) conducted a similar survey and found a quite unsatisfactory result for Indonesia. The results from the previously mentioned research have become one of the reasons for the Indonesian government to launch a national program named 'A School Literacy Movement'. In recent years, several primary and junior high schools implemented the School Literacy Movement. The movement was launched based on the Regulation of the Minister of Education and Culture Number 23 Year 2015 on about Building Character. One of the activities for the School Literacy Movement includes asking students to read non-textbook materials for 15 minutes before the lesson starts every day at school. This 15-minute reading activity is expected to develop students' reading habit and interest and to broaden their knowledge.

In relation to developing students' reading interest, a language subject has an important role since it employs text-based teaching in the implementation. The subject specifically includes English which is considered a difficult subject by some students. Besides developing students' oral and written skills, language subject (both Indonesian and English) could also be a main tool to improve students' reading interest. Therefore, the higher the reading interest is, the better students' language ability will be.

However, another thing to be considered in relation to the reading habit regulation is the students' attitude towards the program. Specifically, whether the students' reading attitude profiles in this digital age emerged in different modes and purposes of reading. Therefore, this present study aims to explore whether students' reading attitude emerged in for both reading purposes, i.e., academic and non-academic purposes and the reading media, i.e. in the form of printed, online, and social media.

Review of the literature

A considerable amount of literature has been published on students' reading attitude. The following subsections discusses the literatures underlying the following study.

Attitude

Attitude is one of the affective domains that has a critical role in the learning process and is believed to influence students' learning result (Fakeye, 2010; Simpson & Steve Oliver, 1990). Every student is supposed to have different characteristics including attitude. This is later strengthened by another belief that learning includes a learning process used by the students in which it requires a change in their attitude. Several indicators usually used to observe attitude change includes participation during learning activities, perseverance and consistency for a certain goal, and point of view. Consequently, teachers are required to guarantee that they prepare and plan a lesson well before teaching, in order to provide students with learning experience which later can possibly generate their attitude change towards more positive attitudes.

Literature has provided a considerable number of definitions for attitude. In general, seen from a psychology perspective, attitude is defined as a tendency or an inclination for an individual to evaluate or to value a certain thing from positive to negative point of view (Eagly & Chaiken, 2007). This definition is in line with the one proposed by Zan and Di Martino (2007) seeing attitude as a point of view from a person to another person about anything or any problem which ranges from positive to negative.

Another definition is proposed by Azwar (2004) stating that attitude is a general and subjective evaluation given from an individual towards his or herself, others, object, or problem. One of the examples of attitude towards object is students' attitude towards school subjects, activities, and school environment. In relation to the learning activities, a teacher is required to help students view a certain subject in a more positive way after they are involved in the learning activities compared to before joining the learning activities. This change is later considered as one of the indicators for a successful learning activity. The change would never happen without the effort from both teachers and students. However, it is better for the teachers to intensely prepare and plan a lesson which offers learning experience for the students in order to focus students' attitudes towards the positive change to the subject.

Attitude is also defined as a tendency to react to a certain thing, person, or problem with positive or negative reaction. This definition denotes that an individual may change his or her attitude through observing and following positive attitudes and through reinforcement and verbal information.

Considering the aforementioned definitions, attitude can be defined as someone's tendency to positively or negatively react to any certain thing, problem, or other person. In addition, attitude can also be defined as a subjective view from an individual towards his or herself, a situation, an object, a concept, or someone else as a result from the learning process or experience which involves likes and dislikes.

Attitude is not instantly grown into an affective domain, yet it needs a long-awaited process. Azwar (2004) claims that someone's attitude consists of several levels including: receiving, responding, valuing, and responsibility. In receiving stage, an individual is receiving, observing, or giving attention to the given stimulus or object. In responding stage, a person responds to other's question and finishes doing given tasks. This level indicates an effort to accomplish given tasks, apart from the results whether they are right or wrong. In valuing stage, a person is able to invite others to discuss or do a certain task. This action could indicate that the person already has a positive attitude. For example, when a student who asks his or her friends to stop smoking, it could possibly indicate that he or she has a positive attitude towards smoking prohibition. In responsible stage, a person has already had a strong willingness to maintain his or her position as a responsibility for choosing it with all the consequences, either through positive or negative action. For example, a student refuses his or her friends' offer to smoke although they give prize or free cigarette for it. This student consistently declines even though their friends threaten him or her by breaking their friendship.

Although a person already succeeds in having positive or negative attitude towards a certain thing, several literatures show that some factors might influence his or her attitude (Drennan, Kennedy, & Pisarski, 2005; Eagles & Demare, 1999). Those factors include personal experience, influence from an important person, culture, educational and religious institutions, mass media and social media, and emotional factor. These factors can be explained as follow. Personal experience means strong impression gained by an individual from a personal experience has an enormous effect to his or her attitude development. In general, this strong impression will appear when they obtained experience involving his or her emotional factor. For this reason, a teacher should really give more attention to his or her lesson planning so that the learning activities conducted both inside and outside the classroom could deliver a positive and memorable experience for the students that might leads them to have a more positive attitude towards the subject.

Influence from an important person means willingness to cooperate and to avoid conflict with an important person could influence a person's attitude development since in general, an individual tends to go with whom he or she admires. Culture is one significant factor which influences someone's attitude development since it affects his or her way of thinking, faith, and personal experience. Even, it is believed that a culture has unconsciously given a direction for people to overcome any problem. Educational and religious institutions means that the existence of both educational and religious institutions is also believed to significantly affect an individual's attitude. These institutions are considered to have a substantial contribution in giving moral concept which later influences a person's attitude.

Both mass media and social media also have a considerable role in changing someone's attitude. The presence of wrong information or also known as a hoax nowadays, tends to influence groups of people to be arrogant. Furthermore, social media is distributed easily by many people, giving access to information in seconds. It also has a significant effect in shaping someone's attitude. Lastly, Emotion is a factor which instinctively has an immense role in affecting someone's attitude since attitude is also an expression of someone's emotion or frustration (Azwar, 2004).

Measuring attitude

At this time, measuring people's affective domain cannot be done comprehensively due to the complexity of attitude dimensions. Ideally, the measurement includes direction, intensity, broadness, consistency, and spontaneity (Azwar, 2004). Owing to the complexity of those five dimensions, to date, there is no measurement which can be used to measure attitude covering those five aspects

comprehensively and simultaneously. However, several efforts to measure people's attitude have been conducted in almost all fields focusing on revealing the dimensions of direction and intensity by using questions about people's tendency to have positive or negative attitude and by giving a degree of agreement or disagreement towards statements (Azwar, 2004).

Several methods or ways to measure attitude include observing behaviour, interviewing, and using an attitude scale. The first method, which is observing behaviour, in general is conducted through direct repeated and consistent observation of the subject. The repeated behaviour of the subject reflects the subject's attitude towards. Another method is interviewing or asking questions directly to the respondents. The basic assumption for this method is that the individual knows themselves better than others. Therefore, asking the respondent is considered the best method to gain accurate information from the individual. However, this method is difficult with large number of respondents.

The last method, the most widely used method for measuring attitude, is using the attitude scale. The attitude scale is considered as the most precise method compared to the two previously mentioned methods. This method is also considered as the simplest method which can save time, money, and energy. The most common feature of this method is by asking the respondents to answer the written questions or statements about their attitude by choosing options from agree to disagree. This method is also believed to be effective especially as the respondents' identity is confidential so that they can answer all the questions honestly without being worried their identity is revealed. From the patterns of the respondents' answers, the researcher can then draw a conclusion about their attitude in terms of direction and intensity. Another strength of the attitude scale is that this method can be used to reveal broadness and consistency of an individual's attitude (Azwar, 2004).

The attitude scale was employed in this research to explore the students' attitude towards 15-minute reading activity in the beginning of the teaching and learning process at school.

Reading attitude

Reading attitude is defined as someone's tendency and perception of reading activity which can be positive or negative. This perception is later believed to influence both reading achievement and reading ability.

To date, a number of studies have been conducted to investigate students' reading attitude. One of the studies conducted by McKenna and Kear (1990) is a study aims at developing an instrument to measure elementary school students' reading attitude. From the research, McKenna and Kear (1990) have developed a 20-item questionnaire combined with Garfield pictures to help the elementary school students understand the reading attitude concept. Those 20 items measure reading attitude seen from reading purposes for academic and for recreation. The instrument is named Elementary Reading Attitude Survey (ERAS).

As time goes by, ERAS was developed to measure reading attitude including both reading purposes and reading media. Specifically, McKenna, Conradi, Lawrence, Jang, and Meyer (2012) have developed 18-item questionnaire to measure: (1) reading attitude towards printed media for academic purpose, (2) reading attitude towards online media for academic purpose, (3) reading attitude towards printed media for recreational purpose, and (4) reading attitude towards online media for recreational purpose.

METHOD

This is a quantitative study which aims to investigate reading attitude profile of English Language Education Study Program students at Faculty of Languages and Arts, Yogyakarta State University. The design used in this research was survey research which was based on the quantitative data as the results. The following figure displays the procedure of the research.

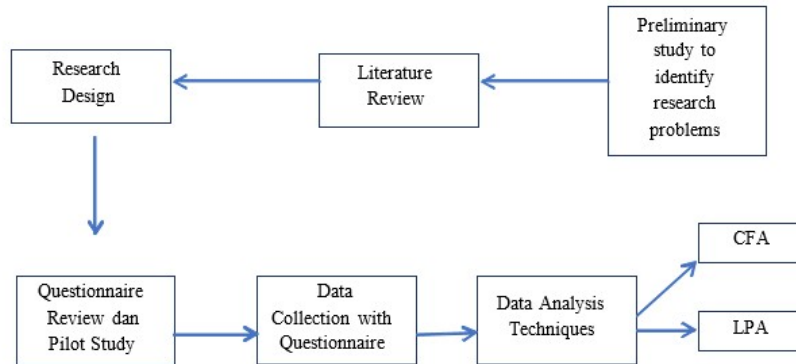


Figure 1. Research Procedure

The population of this study were students of English Language Education Study Program at Faculty of Languages and Arts, Yogyakarta State University in the even semester of the academic year of 2017/2018. This present study employed 101 respondents as the sample. Random sampling technique was used to recruit the respondents in this study

The data collection technique used in this study was survey or through questionnaire. Survey was used since the population of the research was homogeneous and a relatively small in number. Questionnaire is a type of data collection technique conducted by giving a set of written statements or questions to be answered by the respondents of the research (Sugiyono, 2010). The questionnaire consisted of close-ended questions to measure students' various variables. The scale used in this research is the Likert scale. This scale is used to measure attitude, opinion, and perceptions of an individual or groups of people about social phenomena (Sugiyono, 2009, p.134). By using Likert scale, each variable was represented by a number of indicators later used to write the instrument items in the form of statements or questions. The items used in this study were adapted from the Elementary Reading Attitude Scale which was first developed by McKenna and Kear (1990).

The data analysis techniques used in this research includes Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and Latent Profile Analysis (LPA). Both exploratory factor analysis and confirmatory factor analysis were performed to explore the dimensions represented the data in this research and also to generate factor loadings. Then, the factor loadings were analysed using latent profile analysis to discover reading profile attitude. Both SPSS version 22 and MPlus version 7 were used to analyse the data in this research.

Instrument try-out is one of the key steps in either developing or adapting a certain instrument since it provides information about the quality of the instrument. There were 30 students included in the instrument trial of the present study. These 30 English Language Education students in the trial were excluded from the list of respondents of the research data. The result from the trial was used as a consideration to retain items in the instrument. The criteria for retaining items were based on the results of factor analysis using MPlus. Those criteria include: (1) there are at least three items in one factor with significant loading factor ($\geq .30$); (2) items that construct a factor must have similar interpretation; and (3) items that construct a certain factor must be different from items that construct another factor (Suhr, 2006).

RESULTS AND DISCUSSION

Results

This study aims to explore reading profile attitude of English Language Education Study Program students at Faculty of Languages and Arts, Yogyakarta State University in 2018. Prior to the research, the instrument used in this research was tried out to check its quality. The try-out of the instrument adapted from McKenna et al. (2012) was conducted in June 2018 with 30 respondents. The result of the trial was analysed using Exploratory Factor Analysis (EFA)

with SPSS version 22. Extraction method used in this analysis was Maximum Likelihood while the rotation used was Promax rotation.

The EFA result with SPSS showed that the 25-item questionnaire used in this research followed the rules, for example, the factor loadings were greater than .30, and the items converged into a factor loading. The total variance explained was 76.9%. The summary of the EFA result with SPSS is shown in Table 1. From the table it can be seen that all 25 items used in this research converged into six factors, namely (1) academic reading in print, (2) academic reading online, (3) academic reading in social media reading, (4) recreational reading in print, (5) recreational reading online, and (6) recreational reading in social media reading.

Table 1. The result of exploratory factor analysis with SPSS 22

	Factor					
	1	2	3	4	5	6
RP1	.907					
RP4	.787					
RP2	.765					
RP5	.748					
RP3	.574					
AP3		.542				
AS3		.868				
AS1		.783				
AS2		.659				
AS4		.658				
AO3			.810			
AO2			.706			
AO4			.605			
AO1			.478			
AO5			.438			
RS4				.929		
RS2				.618		
RS3				.588		
RS1				.391		
AP2				-.326		
RO2					.932	
RO4					.614	
RO3					.384	
RO1					.313	
AP4						.666
AP5						.517
AP1						.367

Notes:
AP: academic reading in print, AO: academic reading online, AS: academic reading in social media reading, RP: recreational reading in print, RO: recreational reading online, RS: recreational reading in social media reading.

Reliability analysis was then conducted to measure the instrument's reliability. The reliability coefficient of the instrument showed a high reliability level ($r=.798$). Therefore, this 25-item instrument was used to collect the research data.

Table 2. Reliability test result

Cronbach's Alpha	N of Items
.798	25

The data were collected in June 2018 by involving 101 English Language Education Study Program students as the respondents of the research. After collecting data, data analysis using Confirmatory Factory Analysis (CFA) was conducted to find out whether the data of the present

study showed similar pattern with result of EFA with 6 factors. In this research, CFA was conducted using *MPlus* version 7.2.

To decide whether the data confirmed the result of EFA, four main criteria were used in the analysis, i.e. Comparative Fit Index (CFI), Tucker-Lewis index (TLI), Root Mean Square Error of Approximation (RMSEA), Standardized Root Mean Square Residual (SRMR), and chi-square (Bentler, 1990; Hu & Bentler, 1995; Tabachnick, Fidell, & Osterlind, 2007). $CFI < .90$ indicates a less good fit model, while $CFI \geq .90$ showed the best fit model (Bentler, 1990; Hu & Bentler, 1995, 1999; Wang & Wang, 2012). Tucker-Lewis index (TLI) was used to explore whether the identified model was less or more than the estimation. The cut off was the same as CFI, in which $TLI \geq .90$ showed a good fit model (Bentler, 1990; Hu & Bentler, 1995, 1999; Wang & Wang, 2012). Both Root Mean Square Error of Approximation (RMSEA) and Standardized Root Mean Square Residual (SRMR) were also used to examine whether the identified model confirmed the first model in EFA. Values of $<.05$ in RMSEA and SRMR indices were acceptable for the model (Bentler, 1990; Hu & Bentler, 1995, 1999; Wang & Wang, 2012).

The result of CFA with *MPlus* 7.2 showed that the data of this research confirmed not only the model from the theory but also the EFA result, i.e. the 25 items represented six factors, i.e. academic reading in print, academic reading online, academic reading in social media reading, recreational reading in print, recreational reading online, and recreational reading in social media reading. The 6-factor model which represented students' reading attitude showed a quite good model ($\chi^2 = 208,794$, $df = 162$, RMSEA = .030, SRMR = .043, CFI = .924, and TLI = .911). Table 3 presents factor loadings from each item in the questionnaire into six factors.

Table 3. CFA result with Mplus 7.2

Items	Factor					
	1	2	3	4	5	6
RP1	0.774					
RP3	0.689					
RP4	0.778					
RP5	0.877					
RO3		0.607				
RO4		0.721				
RO2		0.863				
RS1			0.411			
RS3			0.909			
RS4			0.660			
RO2			0.391			
AP1				0.345		
AP4				0.582		
AP5				0.814		
AO1					0.586	
AO2					0.710	
AO3					0.832	
AO4					0.479	
AS1						0.832
AS2						0.710
AS3						0.829

Notes:

AP: academic reading in print, *AO*: academic reading online, *AS*: academic reading in social media reading, *RP*: recreational reading in print, *RO*: recreational reading online, *RS*: recreational reading in social media reading.

Table 3 shows that the 25 items used in this research have good factor loadings ranging from .345 to .877. Furthermore, the result of reliability test with SPSS 22 also showed a value of .864 which can be considered as reliable. Table 5 displays the reliability test result.

Table 4. Reliability Test Result

Cronbach's Alpha	N of Items
.864	25

The final analysis performed in the present study was latent profile analysis to expose reading attitude profile of English Language Education Study Program students at Faculty of Languages and Arts, Yogyakarta State University. There were several criteria used to indicate a model which best represented the data of this research. Those criteria include Akaike's Information Criterion (AIC), Bayesian Information Criterion (BIC), sample size adjusted BIC (AdjBIC), Vuong-Lo-Mendel-Rubin (VLMR LR), and Lo-Mendell-Rubin likelihood ratio (LMR LR) (Asparouhov & Muthén, 2012; Muthén, 2004; Tofiqhi & Enders, 2008). The model which shows smaller values on AIC, BIC, and adjBIC indicates the better model fit. Then, a non-significant p value (i.e., $p > .05$) indicates that the model is better for $k-1$ model (Muthén, 2004; Tofiqhi & Enders, 2008; Wang & Wang, 2012). However, interpretability from the classes profile was also used as an important consideration to decide the best model.

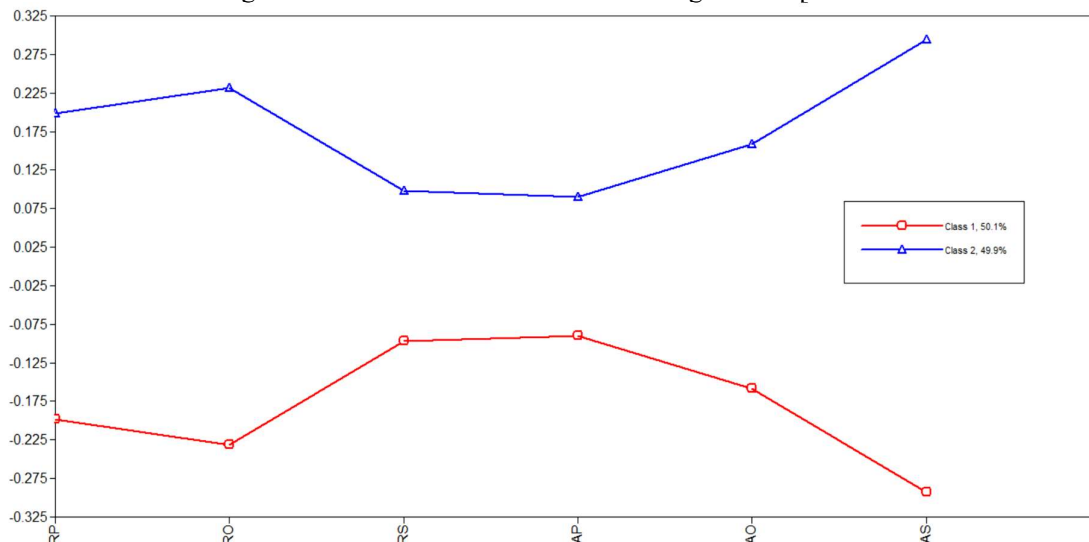
The result of latent profile analysis with MPlus 7.2 showed that students' reading attitude profile was best represented by the 2-class model as shown in Table 6.

Table 5. Latent Profile Analysis

# OF CLASS	VUONG-LO-MENDEL-RUBIN	LO-MENDEL-RUBIN	BOOTSTRAP PARAMETRIC LIKELIHOOD	AIC	BIC	Adjusted BIC
1				252.464	283.846	245.944
2	0.0247	0.0273	0.0000	133.511	183.198	123.188
3	0.3624	0.3677	0.0000	116.113	184.106	101.987
4	0.2058	0.2144	0.0000	93.095	179.394	75.166

As can be seen from the table above, the 2-class model was the best model shown by its AIC, BIC, and adjBIC indices. Therefore, this model was considered as the best model represented the reading attitude profile of English Language Education Study Program students at Faculty of Languages and Arts, Yogyakarta State University. In addition, the 2-class model is also displayed in Figure 2. The figure shows that in terms of reading attitude, students of English Language Education Study Program at Faculty of Languages and Arts, Yogyakarta State University can be grouped into two classes, i.e. students with positive attitude towards reading and students with less positive attitude towards reading.

Figure 2. 2-class model of students' reading attitude profile



Notes:

AP: academic reading in print, AO: academic reading online, AS: academic reading in social media reading, RP: recreational reading in print, RO: recreational reading online, RS: recreational reading in social media reading

Interestingly, students who belong to that of positive attitude towards reading showed higher attitudes in recreational reading in print, recreational reading online and academic reading in social media reading than their attitude in recreational reading in social media reading, academic reading in print and academic reading online. On the contrary, students who belong to less positive attitude towards reading group reported lower recreational reading in print, recreational reading online and academic reading in social media reading than their attitude in recreational reading in social media reading, academic reading in print and academic reading online.

Discussion

From several analyses performed in this study (i.e. exploratory factor analysis, confirmatory factor analysis and latent profile analysis), the results of this present study indicated that reading attitude profile of English Language Education Study Program students at Faculty of Languages and Arts, Yogyakarta State University was probably not influenced by either reading media or reading purposes even though in recent years, most students already had a wide access to reading either for academic or non-academic purpose through various media such as printed media, online media, and social media. It can be seen from the result of latent profile analysis which showed that based on their reading attitude profile, there were only two groups of English Language Education Study Program students at Faculty of Languages and Arts, Yogyakarta State University, i.e. students with positive attitude towards reading and students with less positive attitude towards reading. This result seems to be consistent with the previous study from Hardianto (2011) which has demonstrated that a part of UNY students shows a relatively low reading interest. Furthermore, Adiarsi, Stellarosa, and Silaban (2015) also highlights students' low interest in reading both through printed and online media. These students tend to download electronic books from the internet without reading them.

However, this result seems to be contradicted to other previous research such as from Pfof et al's (2013) claiming that students are grouped into five classes in terms of reading attitude, i.e. (1) students whose higher reading interest through all reading media and for all reading purposes; (2) students who tend to read through online media, (3) students who have moderate reading interest level; (4) students who tend to read through printed media; and (5) students who avoid any printed reading media. One possible explanation for this result might be the different reading culture that exists in English Language Education Study Program at Faculty of Languages and Arts, Yogyakarta State University, in which most of the reading resources are in the forms of printed media, though students are also allowed to find resources from other media, such as online media, or social media. This factor might then cause students in English Language Education Study Program at Faculty of Languages and Arts, Yogyakarta State University do not depend on one reading medium, as can be seen in Pfof, Dörfler, and Artelt (2013).

Furthermore, the result of this study is also in accord with other research conducted by Siswati (2010) which has established a tendency to have low reading interest among college students. Several factors which might cause this finding include: (a) the low vocabulary development and inadequate teaching in the previous education level/school; (b) too much television watching and game-playing, and (c) final test or mid test which force teachers to drill teaching materials and exercises to the students continuously which might affect students' interest in reading, and they might still have the same attitude towards reading after being college students (Nathanson, Pruslow, & Levitt, 2008). These factors may lead to the different findings in this study, in the way that the students' reading attitude profiles only emerged in two different categories, i.e., positive attitude towards reading and students with less positive attitude towards reading.

Additionally, this present study also showed a tendency from students not to like reading from any reading medium. This result, however, was contrary to the previous research from Foltz (1992) claiming that college students prefer reading through printed media to reading through other media since those reading through printed media understand the content easily than reading through another medium

CONCLUSION

The present study was designed to examine reading attitude profiles of undergraduate students. The main analysis of this research, latent profile analysis showed a tendency in which students of English Language Education Study Program at Faculty of Languages and Arts, Yogyakarta State University can be grouped into two classes, i.e. students with positive attitude towards reading and students with less positive attitude towards reading. This result indicates that students' reading attitude in this research was not influenced by reading media. In other words, students with positive reading attitude tend to read through any reading media, including printed, online, or social media. In contrast, those with less positive reading attitude tend to avoid reading although various and many interactive reading media are now available. Finally, a number of limitations need to be considered. First, this study was limited by the relatively small number of respondents participated in this study. Those who are interested in conducting a similar study may involve at least 300 respondents in order to gain a more stable result. Second, the limitation of this research was respondent diversification in which information related to the students' reading attitude was limited to the students of English Language Education Study Program at Faculty of Languages and Arts, Yogyakarta State University only since the objective of this study was limited to this population. Further research can probably reveal college students' reading attitude profile in general and thus can provide an in-depth insight related to this topic.

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