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# Assessing Reading Materials Chosen by Students of Library and Information Science Program of Universitas Indonesia

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# Changing Digital Environment: Assessing Reading Materials Chosen by Students of Library and Information Science Program

## Abstract

This research aims to assess reading materials chosen by students of Library and Information Science Program of Universitas Indonesia. Types of reading materials chosen by students determine the quality of learning process result. Department of Library and Information Science of Universitas Indonesia as the first higher education institution providing library program can be used as a benchmark of the development of library science in Indonesia. The descriptive survey design using questionnaire as data collection instrument was used towards 62 students. The findings of this research show that students of Library Science Program rarely looked for reading materials using search engine (Google for example). Reading materials often read are printed book as many as 50% and international journal as many as 22%, e-book 21%, national journal 6.5%. Reading materials based on language use (56.5%) is a dominant factor for students to determine reading materials, other factors are ease in reading (22%) and comfort in holding printed books (19%). Based on affiliations, domestic authors and publishers remained the first choice for students. Meanwhile, compared to authors who are also academics and trained librarian, students still chose academics (91,9%) as the first choice.

**Keywords:** *reading material choice; reading interest; LIS student; library collection; international journal; books*

## 1. Introduction

The reading materials available in library will greatly determine the quality of learning. Types of library materials developed in line with the development of information technology that begins with the emergence of digital libraries. Academic libraries have traditionally played an important role in providing access to and disseminating information across learning and research communities. That role has now been extended to facilitating access to electronic resources such as e-journals and e-books through innovative technologies (Adeyinka, et al, 2018). The study revealed that the law students ,in India, use IT-based library sources and facilities more frequently along with printed sources (Kadli & Hanchinal, 2015). Academic literature is of great help for the students of library and information science in grasping the nuances of the profession to provide better and innovative services. Having mentioned that,

it becomes necessary to analyze whether this literature is of real help for the students.

Reading is considered crucial for gaining the necessary information and insights, which prepares a person to face the diverse challenges of modern times. Akanda et al. (2013) asserted that the ability to read is an important part of self-education and lifelong learning and this ability has the potential of transforming life and society.

The issue of reading, especially book reading, has received much attention from different quarters of society in recent times because of a decline in reading is experienced, in particular among the youth (Clark and Foster, 2005). The reasons for the reduction in the reading habits of the general public, especially students and young people, are being widely debated upon and discussed by academicians, intellectuals, writers, librarians, and reading enthusiasts (Akanda et al., 2013).

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Universitas Indonesia (hereinafter referred to as the DIPI FIB UI) is one of the oldest higher education institutions that provides education program in the field of Library, Information and Archives Science in Indonesia since 1952. As the first library science program in Indonesia, library science programs take the role of helping government formulate policies, produce the latest research and community service and become a pioneer in library management in Indonesia. Improving the reading habit of the students and turning them into lifelong learners are quite important for building a knowledge society. Reading is essential because it equips people with necessary knowledge and understanding, not only for building their own life but also for contributing positively in the socio-economic development of the nation. The purpose of this study is to assess reading materials chosen by students of Library and Information Science Program of Universitas Indonesia.

## 2. Literature Review

Digital libraries began their most primitive form in the 1990s as collection of photos posted on local Web Homepages. At that time there were no standards for their creation, no way to effectively search item, no way to support the wide variety of digital material- photos, images, documents, books- and few of these collections were sustainable over time (Rubin, 2016).

Clark and Rumbold (2006) observed that, in addition to personal and mental developments, reading is critical for ensuring one's access to social, economic and civic life. Against the backdrop of rapidly changing nature of life as well as the society, reading is considered crucial for people from all cross-sections of life for successfully coping with the complexities and challenges of the 21st century. In recent times, the emergence of digital technologies and various modes of social interaction, reading is facing a number of hurdles. Research about perception and usage pattern of e-book among LIS undergraduate students

shown that LIS undergraduate students uses e-books more than printed books (Adeyinka, et.al: 2018).

Other studies show that there are two factors causing students' reluctance to read. The first is the internal factors that include (1) the student does not have reading culture (2) the student prefers other activities with his friends to reading during spare time on campus. The second factor is the external factors that include (1) the assigned task does not require them to read a lot (2) the library collection is inadequate that the students feel reluctant to enter the library because they do not get the required references (3) ridicule from friends to those who try to make use of spare time reading causes the environment to be unfavorable and they become inferior (Farida, 2012). In addition, the students only read if there is assignment from lecturer and before the exam (Hardianto, 2011).

Soni, Gupta, Shrivastava (2018) mentioned that LIS research scholars got information about available e-resources and databases in their institute through the library website (45.5 %), followed by searching internet (40.9 %) and by email from library and also from their colleagues (4.5 %). Through the study it is known that majority of research scholars are satisfied (86.4 %) with the availability of e-resources and databases in institutes.

There are several types of reading materials in the library. The reading material can also be categorized based on several criteria, including by genre, subject and language (Johnson, 2009). Genre is often mingled incorrectly with format in discussions of types of materials. Categories within genre include monographs, monographic series, manga and anime, 'zines, dissertations, musical scores, newspapers, application software, numeric data sets, exhibition catalogs, pamphlets, novels, plays, manuals, websites, encyclopedias, ephemera or gray literature, indexes and abstracts, directories, journals, magazines, textbooks, and government documents.

### 3. Methods

The descriptive survey design using questionnaire as data collection instrument was used for the study. The collected data was analyzed by frequency distribution and presented using tables. The survey was conducted on undergraduate students of Library Science Program at Universitas Indonesia. The survey was conducted in February 2018 on the 3rd year students. Students in the third year were chosen because they were deemed to have understood the basic knowledge of the library and were preparing to write final research proposal. Thus, students have a need for reading material.

The main purpose of this study is to assess reading materials chosen by students of Library Science Program at Universitas Indonesia. Specific questions to be answered are as follows:

1. Identify the frequency of visit to the library consisting of arrival, logging on the library website, acquisition of reading material and access to library's website
2. Identify the purpose of reading
3. Identify the type of reading material
4. Identify the motivation of reading
5. Identification of factors that influence the selection of reading material
6. Assessing the selection of reading materials; whether printed books or international journals
7. Assessing the selection of authors by geographical background and affiliation
8. Assessing the selection of authors and publishers: domestic or foreign
9. Assessing the selection of authors: between LIS academics or trained librarians

### 4. Result

#### A. Distribution of respondents

Table 1 shows the distribution of respondents by gender. The results show 41.9% were male and the remaining 58.1% were female. The number of students in 3rd year was more dominated by female.

Table 1 Respondents by Gender

Gender	F	%
Male	26	41,9%
Female	36	58,1%
Total	62	100%

#### B. Visit to Library

The reading habit and library use are closely interlinked. Table 2 shows that 51.6% of students visited library several times a week. It is widely assumed that one of the main indicators of the decline in people's reading habit is the fact that the number of people visiting libraries is also decreasing worldwide. Although this is not supported by reliable statistics, it could be inferred that because of the prevalence of digital technologies and various means of entertainment, young people feel less enthusiastic about library visits.

Table 2 Students Visits to the Library

Statement	F	%
every day	0	0%
once a week	6	9,7%
several times a week	32	51,6%
once in a semester	23	37,1%
several times a semester	1	1,6%
Never	0	0%
Total	62	100%

#### C. Login to UI library website

It has been stated above that the assumption of students not coming to library is due to the development of world wide web (www). However, the survey results show that students do not necessarily visit the library page to find information and reading materials. It can be seen from table 3 that most students logged on the library website only several times in one semester (64.5%). Only 9.7% of students logged on the library website once a week.

Table 3 Students' Login to UI Library Website

Statement	F	%
every day	0	0,0%
once a week	6	9,7%
several times a week	16	25,8%
once in a semester	0	0,0%
several times a semester	40	64,5%

Never	0	0,0%
Total	62	100%

#### D. Acquisition of Reading Material in the Form of Printed Book

To prepare study notes as per the demands of the curriculum, a student usually consults about different types of information source as reading material. These reading materials include primarily textbooks, journals articles and lecture notes. Most students still relied on reading materials recommended by lecturer for lectures (61.3%). Only 30.6% students borrowed books from library.

Table 4 Acquisition of Reading Material in the Form of Printed Book

Statement	F	%
Borrowed from library	19	30,6%
Borrowed from senior students	4	6,5%
Bought book from store	1	1,6%
Lecture material from lecturer	38	61,3%
Total	62	100%

#### E. Access to Reading Material in the Form of E-book, National and International Journal

Table 5 shows students of library science program searched information mostly from database subscribed by library (87.1%). This happened because library science teaches students the skill to identify, search and find information. It is seen that students have understood where to look for relevant reading material for lectures.

Table 5 Access to Reading Material in the Form of E-book, National and International Journal

Statement	F	%
Database subscribed by UI Library	54	87,1%
Search engine, such as Google	8	12,9%
Total	62	100%

#### F. Purpose of Students Reading

Reading is one of the effective learning activities in acquiring science and knowledge. The purpose of students reading was dominated by the reason of recreation as many as 53.2% and because of education as many as 40.3%. Meanwhile, for the reason of information was as many as 6.6%. Although during lectures students are asked to read a lot, it turned out that most students' purpose to read was recreation.

Table 6 Purpose of Students Reading

Statement	F	%
Education	25	40,3%
Recreation	33	53,2%
Information	4	6,5%
Total	62	100%

#### G. Most Read Reading Material Type

Table 7 shows students of library science courses 50% chose reading materials in the form of printed book. A study conducted by JA Elliot (2015) showed that students' selection of leisure reading materials is influenced largely by social and visual factors. Although the study conducted by Elliot was for leisure reading materials only, the same could be applied to scholarly reading materials too. Libraries might adopt relevant reading materials in more passive ways, for instance, new arrivals display, organizing book fairs, discipline-based book displays, posters and bulletin board displays.

Meanwhile, 21% of students chose e-book as reading material. Similar research on LIS students in India shows LIS undergraduate students have positive perception of e-book as it enhances learning effectiveness, assists to finish course content/outline; makes reading faster; is easy to use and with clear graphical illustrations (Adeyinka, et.al: 2018). As many as 22.6% students read international journal. For research purpose, the up-to-date reading material is journal. The fund issued by university to subscribe international journal is not small. An academic library may analyze total

collection expenditures in relation to number of students, faculty members, and degree programs (Johnson, 2009). Universitas Indonesia is a university that has subscribed numerous international journals if compared to other universities in Indonesia. This is an advantage that is supposed to be utilized by students to improve research quality.

Table 7 Most Read Reading Material Type

Statement	F	%
printed book	31	50%
e-book	13	21%
national journal	4	6,5%
international journal	14	22,5%
Total	62	100%

#### H. Reading Motivation

Table 8 shows students reading motivation as many as 43.5% because they wanted to find information or were interested in the development of particular topic and because they wanted to get good score in class (27.4%), to fulfil the passion to read (16.1%) and to remain up-to-date about the development of library science (12.9%). In the third year, students are preparing to write research proposal, so they will tend to read to obtain research topic. This is similar to the research conducted by Soni, Gupta and Shrivastava (2018) that most of the LIS research scholars using e-resources for completing their PhD work (95.5 %), followed by enhancing their education (77.3 %), writing research papers (77.3 %), updating domain knowledge (63.6 %) and as an aid in teaching assignments (40.9 %).

Table 8 Reading Motivation

Reading Motivation	f	%
Getting good score in class	17	27,4%
Finding out information (having interest) in the development of particular topic	19	30,6%
To remain up-to-date about the development of library science	8	12,9%
To fulfil the passion to read	1	1,6%

	0	,1%
Total	62	100%

#### I. Factors Influencing the Choice of Reading Material

Factors influencing the choice of reading material are important matters that can increase students' interest in reading. Language remains a dominant factor for students in choosing library material (56.5%), ease in reading (22.6%) and comfort in holding printed book (19.4%). E-book and international collections subscribed by Universitas Indonesia Library greatly influenced students' reading material choice in which by using devices (cellular phone) e-book and international journal can be read anywhere and anytime.

Table 9 Factors Influencing the Choice of Reading Material

Factors influencing the choice of reading material	F	%
Ease in reading (using cellular phone)	14	22,6%
Comfort in holding printed book	12	19,4%
Language	35	56,5%
Author	0	0%
Publication year	1	1,6%
Total	62	100%

#### J. Reading Material Choice

Comparing directly between printed book and international journal article, most students still chose printed book (67.7%) over international journal article (32.3%). This research result can be the base for university library to keep enhancing promotion of reading material availability at library, especially that of international journal article. Elliot's research shows that students strongly prefer selecting materials based on recommendations (Elliot, 2015).

Table 10 Reading Material Choice

I prefer reading material in the form of	F	%
Printed book	42	67,7%
International journal article	20	32,3%
Total	62	100%

K. Choice between Domestic or Foreign Author

Choice between domestic or foreign author was asked to respondents to assess whether respondents prefer domestic author to foreign author. This is certainly influenced by the thought that in order to follow the progress of library science, at least students should read materials not only written by domestic author but also foreign author. Table 11 shows respondents' choice concerning author. The result shows no significant disparity between domestic and foreign author. Respondents who chose domestic author were as many as 53.2% and those who chose foreign author were 46.8%. This shows students of library science tended to choose domestic author.

Table 11 Choice between Domestic or Foreign Author

I prefer reading material written by	F	%
Domestic author	3	53,2%
Foreign author	2	46,8%
Total	6	100%

L. Reading Material Choice

Table 12 is related to publisher. Respondents who chose domestic publisher were as many as 41.9% and foreign publisher were 58.1%. University library has subscribed numerous international journals for library and information science.

Table 12 Reading Material Choice

I prefer reading material published by	F	%
Domestic publisher	36	58,1%
Foreign publisher	26	41,9%

Total	62	100%
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M. Reading Material Choice based on Geographical Background and Author Affiliations

Table 13 Reading Material Choice based on Geographical Background and Author Affiliations

Statement	Yes	No
Author geographical background is the base of reading material choice	32%	68%
Author affiliations (origin of institution) is the base of reading material choice	39%	61%

Table 13 shows respondents preference in assessing author geographical background and affiliation. It can be seen most respondents considered author geographical background important when choosing reading material (68%). In this case, it is important to understand preference of the book written by domestic or foreign author. In addition to it, some respondents considered author affiliation also important factor in choosing reading material. The study conducted by Kumar and Pandey (2017) recommends that the students should improve their English language skills and should also reach out for foreign author and publications. This will help them in getting themselves more attuned to the global perspective of LIS profession.

N. Choice of Author

The LIS students seemed to be more impressed with the LIS academics in comparison with practicing librarians regarding the choice of reading material. Most students chose reading material written by academics (91.9%) whereas trained librarians were only 8.1%.

Table 14 Choice of Author

I chose the reading material written by author who is	F	%
Academic	57	91,9%
A trained librarian	5	8,1%

Total	62	100%
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## 5. Discussion and Conclusion

This research result can be the base for university library to keep enhancing promotion of international journal article availability at library as reading material. The study program must also put the syllabus on the website, because this will facilitate students in determining the source of their reading material. The number of faculty members who use the Web to post syllabi and other course materials is increasing (Noruzi, 2007). Besides that, lecturers can also recommend international journal as reading material to make students accustomed to reading international journal. In relation with language factor which has become the driving factor in choosing lecturer reading material, students of library science program should improve their English language skill so as to be able to compete and understand more about the development of library science globally.

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