

**READING HABITS UNIVERSITY STUDENTS  
IN PEKANBARU**

**THESIS**

*Intended to Fulfill one of the requiremens for the award of Sarjana Degree in  
English Languange Teaching and Education Islamic University of Riau*



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## DECLARATION

I hereby declare that the work in this Thesis is my own except for the quotations, which has been duty acknowledge.



Pekanbaru, November, 28<sup>th</sup> 2018

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## ABSTRACT

**Suci Citra Hamdini, 2018. Reading Habits of University Students in Pekanbaru. Thesis.**

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**Keywords : *Reading Habits, university students.***

*The objective of this research is found out how are reading habits of university students in Pekanbaru. This research focus on how are reading habits of university students in Pekanbaru.*

*This research was a case study design. There are four universities that were being samples and it was consist of 100 university students in Pekanbaru which were 25 students each University (Universitas Islam Riau, Universitas Riau, Universitas Lancang Kuning and Universitas Islam Negri Sultan Syarif Kasim). The instrument of this research was open questionnaire based on reading habits indicators. There are five indicator of reading habits which are attitude toward reading, books read, reading frequency, times spent on reading and motivation on reading. Students reading habits can be seen by the indicators of reading habits from students questionnaires answer.*

*The researcher analyzed the data and find out 84 students have activity in reading, 80 students feeling enjoy when reading, 34 students found out feeling difficult in reading, 74 students have variant amount of books read, 63 students have high amount of reading frequency, 88 students spent their time to read in academic and 83 students spent their time to read books in non-academic, 93 students got motivated from their teacher and 66 students got motivated from their family.*

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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Problem**

Reading plays important role for learner as part of getting information through printed text or electronic books. Reading provides experience through which the individual may expand his horizons of knowledge, identify extend and intensify the interest and gains deeper understanding of self of other human being and of the world. Reading has come to hold the most significant place in education as a means of communication in highly literate society.

Reading, as one of the four language skills, is not a kind of a natural act. Unlike listening skill, which is a natural act, reading is a holistic act. Anderson, et al (1985) defined reading as a holistic act, they mention that reading can be analyzed into sub skills such as discriminating letters and identifying words, performing the sub skills one at a time does not constitute reading. In addition, that reading can be said to take place only when the parts are put together in a smooth, integrated performance.

Reading is an important activity of human in order to gain the information from the schoolbooks which can help students to understand or to solve the problems that they found in learning. However, it is easier to understand the reading material that is written in the mother tongue or first language more than to understand reading material which is written in other languages, such as English.

In this case, Indonesia is one of countries which using English as foreign language and English is put in the curriculum of schools in Indonesia as a major subject. Some difficulties which are faced by some of students in learning English is that they do not only must to

understand the meaning of the content, but they must face the new vocabularies and the word orders that is totally different with the word orders in Indonesian. Fortunately, not all of students in Indonesia must to read English everyday at school, since English is not the first or the second language in this country. But, there are some educational environments which applies English in the learning subject which mean they face reading in English in teaching and learning process. One of these educational environments is English department of universities in Indonesia

Reading skill is one of crucial factors related to students' success. As follows, reading habits viewed as one of the factors relating the success of reading skill. The benefit of reading habits are enormous such as reading develops vocabulary, reading increases attention span, good reading habits prepare children for school, developing reading habits early leads to a lifelong love of books, and reading encourages a thirst for knowledge.

The activity of reading is regarded as a habit when it is repeatedly carried out. It measureable teams reading habnit is often considered in terms of the amount of materials being read, the frequency opf reading as well as the avarage time spent on reading (Wagner, 2002), and this habit can be cultivated (Wijesuriya, 1995). Reading which is a long term habit starting with the very early ages is the prominent gateway to the knowledge room.

In this sense, reading habit is the important tools for the development of personalities and mental capacities of individuals. In addition to pesonal and mental development, reading is an acces to social, economic and civic life (Clark and Rumbold, 2006). Moreover, all reading patterns in terms of emotional responce enhance emotional satisfaction of individuals.

In addition, promoting reading habits nowadays is important, especially among the students, since reading besides to increase the intellectual of a person; this activity has been



listed as the requirement to determine the status of a country. A country is called as developed and developing country when the population or community has a high interest with evident from the number of books published and the number of libraries in the country, means that the people in that country have high interested in doing reading activity. In fact, Indonesia, as a developing country even listed as the country which has low reading habits among its society.

Due to the fact that reading habit is an important thing that needs to be promoted in Indonesia especially in Pekanbaru nowadays and the observation result which reveals that the students still do not have a high interest toward reading activity or do not have a habits toward reading, especially in reading English books, the researcher interesting to conduct the research by analyzing students reading habit in Pekanbaru entitled **Reading Habit In University Students At Pekanbaru.**

## **1.2 Identification of the Problem**

Based on background of the study, there are several problems of students reading habits; the students has low motivation to read, they are not used to read a lot also the students not used to read the book since they were child. The students makes the reading not become a habit and they do not know how to behave in building their reading habits, reading habits should have been introduced and apply to students in the early age, so when they grow up they are used to read books everyday and understand the text also it makes good skills in reading.

Gaona and Gonzales (2011) stated in reading habits, there are 5 indicators that might be a good effect for students to be a good reader and support their reading habits, such as attitude towards reading, books read, reading frequency, times spent on reading, and motivation in reading.



In University students, they need to read a book everyday because they are the next generation who will handle this country in the future. To be a government someday, reading is the most important to get information. By reading, they may be found a way to solve the problem because the impact of reading can be build individual maturity and gain intellectual capacity.

### **1.3 Focus of the Problem**

In this research, the researcher wants to find out students' reading habits in university students at Pekanbaru by using 45 questions based on 5 indicators of reading habits which are attitude toward reading, books read, reading frequency, time spent on reading and motivation in reading.

### **1.4 Research Questions**

Based on the limitation of the problem, this study is formulated as follow: "How are the reading habits of university students in Pekanbaru?"

### **1.5 Objectives of the Research**

Considering the setting of the problem above, this research wants to find out students reading habits of university students in Pekanbaru by using open questionnaire based on 5 indicators of reading habits.

### **1.6 Significance of the Research**

- a. **English Lecturer**, the researcher hopes it will help English lecturer to improve their motivations and method to give advice to students to make them want to read books.

- b. **Students**, the result of this study to make students realize what they should do to increase their reading skill and let them know the quality of themselves in reading books.
- c. **Readers**, to be a source of the informations about reading habits and the important stuff to know how to master on reading skill.

### 1.7 Definitions of the Key Terms

To avoid misunderstanding in the interpretation of the used in this study, the researcher gives definition of the terms as follow:

- a. **Reading** is a conscious literacy process that influences the extent and accuracy of information as well as attitude, beliefs and judgement of reader (Panigrahi and Panda, 1996 in Rout and Chettri, 2013) reading is also viewed as a cultural enhancer (Holte, 1998).
- b. **Habit** is a repeated action which people do often and regularly. It is a pattern of behavior which acquires constant, regular, often unconscious inclination to perform an act through frequent repetition which is applied to any activity established during a course of time as part of personality of an individual (Good, et al., 2008).
- c. **Reading habits** refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading, Caesar. J (2011).
- d. **University** (Latin: *universitas*, "a whole") is an institution of higher (or tertiary) education and research which awards academic degrees in various academic disciplines. Universities typically provide undergraduate education and postgraduate education.
- e. **University Students** is the youth group consisting of people aged between 17-25, who are receiving education at the final stage of formal education, are inquisitive and have

acquired a scientific mentality, have created a unique youth culture and going to be leaders of society. The fact they are knowledgeable, administrator and decision maker candidates of the future, is the most important characteristic that makes university distinct from other youth groups (Yazici, 2013:13).



## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 Relevance Theories**

The relevance theories are about reading habits, indicators of reading habits, the concept, purpose, characteristic and the type of attitude toward reading, books read, reading frequency, time spent on reading (academic and non-academic) and motivation in reading (family and academic environment).

##### **2.1.1 Reading habits**

Reading is generally accepted as a way of acquiring new information and knowledge. There are several aspects that will be discussed in reading habits, they are about the concept of reading habits, the purposes of reading habits and the component of reading habits.

##### **2.1.1.1 Concept of Reading Habits**

Reading habit refers to behaviour, which expresses the likeness of reading and tastes of reading (Sangkao, 1999). It is a way of how readers organize their reading. Similarly, Shen (2006) identifies reading habits as how often, how much and what the readers read. Researchers in the past have devoted efforts to examining learners' reading habit (Mokhtari & Sheorey, 1994). Those theories have discovered that reading habits are correlated with age, educational background, academic performance and professional growth. The activity of reading habit is regarded as a habit when it is repeatedly carried out. In measurable terms, reading habits are often considered in terms of the amount of materials that are being read, the frequency of reading as well as the average time spent on reading.



Reading is the identification of the symbols and the association of appropriate meaning. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context (Palani, 2012). Reading is an act to know the meaning of some symbols and the sentences. To understand what the reader already reads, the readers must have an ability to comprehend a word, phrase, and sentences. The readers use knowledge, strategies, skill and method to get the meaning of the text.

According to Palani (2012), reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas.

#### **2.1.1.2 Purposes of Reading Habits**

According to Ogbodo (2010), there are 3 purpose of reading habit. They are hobby, recreational and concentration.

##### **1. Hobby**

Hobby is an activity one does because one derives some joy and satisfaction from doing it. After formal education's attainment, some people like reading as their hobby. Its purposes to widen the readers horizon area like educational, religious, political, economic, current affair, fiction and non fiction. The practice reading as a hobby helps one to be versatile in knowledge in many areas and the person can discuss issue knowledgably with others.

##### **2. Recreational.**

Reading for recreation or relaxation is very common among the educate elite. Students should be encourage to read magazines instead of reading textbook all the time. Students who read magazines at intervals learn to relax, cool their brain to avoid mental fatigue and also makes them live a disciplined life in the school.

Student should not have to always read a text book; they need to read other type of printed book such as newspaper or magazine. This one results the positive effect because it can help people braces their brain while get new knowledge.

### 3. Concentration.

According to Ogbodo (2010), the concentration reading is the most important type of reaching th desired outcome. Itnis the bedrock and the result oriented reading which makes for achievement. The concentration in reading habits means the readers approve their process in reading and comprehend of the text they read. This habits end with positive results because it help students' achievement at school.

#### **2.1.1.3 Components of Reading Habits**

According to Gaona and Gonzalez (2011), there are several components of reading habits that can help students to be success in reading which are attitude toward reading, reading frequency, books read, time spent on reading (academic and non-academic), motivation in reading (family and academic environment).

#### **2.1.2 Attitude toward Reading**

Attitude toward reading is an act of people behavior in reading that has influence to their reading performance. Attitude toward reading also being one of the indicators of reading habits that being measurements of success reading. Students' attitude toward reading is comes after the students get good motivation and find their way to have a pleasure reading, with a right attitude. There are several theories that related to the research that being studied about the concept of attitude toward reading and the purpose of attitude toward reading.

##### **2.1.2.1 Concept of Attitude toward Reading**

Attitude toward reading are defined as individual's feeling about reading. It cause learners to adopt or avoid a reading situation (Alexander & Filler, 1976). Positive reading attitudes inspire positive reading experience.

Attitude is preference of appreciation or respect constantly whether with good either bad manner in respond to the object that are given to the students, Fishbein and Ajzen (1975). According to McKenna, Kear and Ellsworth (1996) Reading attitude is as a system of feelings related to reading which causes the learner to approach or avoid a reading situation.

Reading should be a habit for students because reading will give a positive impact for behavior and attitude for a person. Kubis (1996) stated that students who were read when they were children have more positive attitudes toward reading than those who were not. Also according to Brown and Briggs (1987, p.278) the children's attitudes toward reading can influence achievement. The parents play a major role in promoting and sustaining children's enthusiasm for reading. Regularly, children observe their parents and other individuals reading. Therefore "by observing their parents and others interacting with print, children learn that reading and writing have functional environmental uses". Students' attitude toward reading is very important component to study.

Owusu –Acheaw (2014) found that high reading efficiency is consist with more positive feelings about reading abilities. Students who do not read willing may be subject to negative effects on their academic performance. The attitude comes by motivation as stated by Guthrie and Wigfield (2000) "motivation is what activates behavior", if the students have a good motivation in reading, they would like to spend their time to read. According to Gee (1989) as people in society, we are exposed to a variety of different experiences that will shape who we are. People that live close to the students or family environment can be the factor how is the student act.



### **2.1.2.2 Purposes of Attitude toward Reading**

Positive reading attitudes inspire positive reading experience. This create the possibilities to encourage higher academic performance. A positive attitudes toward reading is one of the strongest correlates of reading achievement (Walberg and TsaI, 1985). There are some factors contributing to a positive attitude among adolescent include believing that reading is important, enjoying reading, having a high self-concept as a reader and having a home environment where verbal interaction takes place regularly.

Wigfield and Guthrie (1997), found that the students read more books and spend longer time in reading if they get motivated by others, and they expected to have a good performance and skill in reading. Wade (2012) found the same correlation between positive attitudes toward reading and achievement in the areas of math, science, and social studies. From the work of Smith (1991) there are three points to measure out the students' attitudes and preferences towards reading, they are activity on reading, enjoyment of reading and anxiety and difficulty in reading.

### **2.1.3 Reading Frequency**

There are several theories that related to the research that being studied about the concept of reading frequency and the purpose of reading frequency. Bas (2012) emphasized a favorable reading habit as a prerequisite for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. By reading books, one gets confirmation or rejection of one's own ideas, which makes one think more critically about right and wrong in the society. Reading, therefore, provides people with a sense of values, which enable them to gradually develop the greatest of all virtues, that is the ability to understand rather than condemn.

#### **2.1.3.1 Concept of Reading Frequency**



Canadian Council on learning (2009) defined, Frequency is the rate at which something happens or is repeated over a period of time or in a particular sample, report, “Boys’ gendered attitudes towards reading keep them from reading as frequently as girls”. Males and females exhibit different states of mind towards reading, some of which may be a direct result of the distinctive reading inclinations that every gender possesses. In the light of this dissimilarity, it is essential to see how males and females select books in view of their interests and capacities, which thus can propel them to wind up distinctly better readers. Reading frequency is the frequency or the time a person has to read books in their spare time, Gaona and Gonzalez (2011). Reading frequency of student’s show their interest in reading, the more students read books the more they get they interest in reading. According to National Endowment for the Arts there are two types of reading frequency of students, the first one is never or hardly ever read and read almost every day. The first type of reader is the one who never has intention to read and do not have any purpose by doing reading, they usually reading just for the school examination. The second type of reader is the one who really like to read, they have some purposes in reading, not only for school examination by also for the range of knowledge.

Furthermore, Nadozie and Egwim (2008) reported that majority of the students that participated in their study were involved in daily reading, though most of the regular readers were students of private schools. This implies that there is more serious reading in private schools. The establishment of higher standard of education may be one of the reasons that necessitated the frequent reading by pupils in these schools.

#### **2.1.3.2 Purpose of Reading Frequency**

Reading frequency can be a measurement of students reading habits; how much the students read in a day and how are the routines of the students read in spare time. Reading frequency also helps students to enlarge they knowledge, widen their vocabularies and have a good habits in their daily life. It has positive purposes of students' frequency in reading.

#### **2.1.4. Books Read**

The following theories related to the research that being studied about the concept of books read that includes the purpose of books read and types of books read. The most popular reading material among adolescent readers is magazines, novels, including books in a series, and comics.

##### **2.1.4.1. Concept of Books Read**

A person should report their number of books read at least in their three last month. It is also used to measure their certainty in learning reading (Gaona and Gonzalez 2011). The number of students reading at least should be one book in a week. In the other hand, the students must read book regularly to not lose their sense in reading and their ability in comprehending reading text.

The number of students' books read shows their interest in reading activity. Students tend to read books while their need to fill their school achievement. According to Frankenstein (2009) boys and girls have distinctive options with regards to reading. The books read by the students separate into two types, the first one is the number of the book students read and the second one is the types of the book that get students intention to read. Student's choice of books can be one of the way to make them want to read and their frequency in reading increase. They choose the genre based on their favorite and help them to enjoy reading without forced by others.

#### **2.1.4.2. Types of Books Read**

There are some types of books that being students' favorites such as novel, magazine, dictionary, comic, encyclopedia and newspaper. Sometimes, The Teacher recommend the students to read textbooks that related to the subject such as physic, history and other books and Friends' will recommend a fiction book such as romance, science fiction, commic, etc. Loan (2012) stated the present finding appear to be consistent, revealing that the most preferable subject of interest for the college students in 21<sup>st</sup> century to read is literature. These are types of book that also catch students' interest :

##### **a. Novel**

Novel is a kind of book read, which can use to reader who wants to spend the spare time. The word novel comes from the Italia novella which means "a story or piece of news". According to Nurgiyantoro (2009:10) novel is an fiction art that long enough; but not too long and not too short The novels are longer (at least 40,000 words) and more complex than short stories, and are not limited to the structural and metrical limitations of theatrical or poetry.

Novel is a work of prose fiction written narratively; usually in story form. Generally a novel tells of the characters and their behavior in everyday life, by focusing on the strange sides of the narrative. Novels for Indonesian are distinguished from romance. A romance plot is more complex story and the number of cast or story characters are also more.

##### **b. Magazine**

Wilcox (2005) stated that, magazine is printed media which published weekly, monthly in which showing in objective rather than newspaper.

Magazine is periodical publications containing various articles in varied subjects. Ordinary magazines are published weekly or monthly. Magazines usually have articles on popular topics



addressed to the general public and written in a language style that is easy for many to understand. An academic publication that writes solid science articles is called a journal.

**c. Dictionary**

Poerwadarminta (2005:10). The dictionary is kind of book read which used by the foreigner or second language learners. The dictionary is a kind of reference book that explains the meaning of words. It helps people knowing new words. In addition to explain the meaning of the word, the dictionary may also have designation guidance, the origin (etymology) of a word and also an example of the use of a word. To clarify sometimes there are also illustrations in the dictionary. It is also a kind of which consists of the meaning of word.,

**d. Comic**

According to McCloud (2002:9), comic is a group of pictures that use to share information or to produce esthetic response for those who read. Comic is an art form that uses motionless images that are arranged in such a way as to form the story fabric. Typically, comics are printed on paper and equipped with text. Comics can be published in various forms, ranging from newspaper strips, magazine publications; to self-shaped books. This usually read by the children and teenagers.

**e. Encyclopedia**

The encyclopedia (/esiklopedia/) is a handful of articles containing explanations that store information comprehensively and quickly understood about the entire branch of science or specialization arranged in several parts of the article with one topic in each article listed alphabetically, by category or volume of publications and generally printed in book form depending on the amount of material included. It is supported by Saleh (2009:78-79) that encyclopedia is discuss entire information about science then in every encyclopedia provides a science study.

**f. Newspaper**



Newspaper is a printed media which consists of citizen report in general, the news is actual and discuss about everything and everywhere entire the world (Effendy, 1993:241).

#### **2.1.5. Time Spent on Reading**

The following theories related to the research that being studied about the concept of time spent on reading, the purpose of time spent on reading and component of time spent on reading. There are two kinds of time spent on reading such as time spent on academic reading and time spen on non academic reading.

##### **2.1.5.1. Concept of Time Spent on Reading**

Majority of the students spend less than two hours on each reading text according to Nadozie and Egwim (2008). The lesser time spent on reading by the students may be because there are electronic gadgets that compete with books for the attention of student at home and in school. Several studies of repeated readings or similar strategies in which readers read connected text for considerable periods are examples of mediated reading time. Students read more in their non-academic time than academic time, it is because they have been sidetracking by their purpose on reading, students feel too much fun reading in gadget than printed academic book. There are two types of time spent in reading according to Gaona and Gonzalez (2011), they are:

1. Time spent on academic reading:

Time spent on academic reading is the time that the person reports to devote to reading books on his or her study subjects. The students read on the purpose for their study achievement.

2. Time spent on non-academic reading:

Time spent on non-academic reading is the time that the students reports to devote to reading books that are not directly relate to the subjects of his or her studies. It is purpose for their mediate time for enjoyment after reading for their academic achievement.

#### **2.1.5.2. Purpose of Time Spent on Reading**

The time that students spent on their academic time help them to achieve their goals in reading, it also helps them to solve their curiosity in learning and it helps them to enlarge their knowledge and increase their new vocabulary when they read a book. The time that they spent on non-academic time helps them to refresh their brain after school, for their enjoyment, pleasure and hobby.

#### **2.1.6. Motivation in Reading**

The following theories related to the research that being study about the concept of motivation in reading and the purpose of motivation in reading. There are two kinds of motivation in reading habits such as reading motivation in academic environment and reading motivation family environment.

##### **2.1.6.1. Concept of Motivation in Reading**

Motivation in reading or reading motivation perceive as a complex and complicated series of the desire and assumption in direct reading behavior and mostly have a positive connection with each other. According to Baket and Wigfield (1999) Gutharie at al.,(1996); Gambrell, Palmer, Codling, & Mazzo-ni (1996) Magajna & Gradisar (2002) they define reading motivation as the inseparable part of the whole reading efficiency and the reader

engagement, which is tightly connected with pupils' entire academic motivation. According to Deci and Ryan self-determination theory, there are four important dimensions of reading motivation:

1. Competency, Baker and Wingfield (1999), Guthrie and Knowles (2001) revealed that the students who believe they are competent and successful have higher intrinsic motivation and less anxious.
2. Relatedness, Ames (1992) "An involved person enjoys in reading activity that has subjective value for him or her. All these aspects of intrinsic motivation are connecting with mastery goal orientation, as opposite to extrinsic motivation, which is connecting with performance goals.
3. Autonomy is social purpose of reading and includes social reasons for reading and compliance. Reading is a social activity and the social aspects of the classroom have an important effect on students' reading achievement, Wentzel (1996).
4. Interest, girls value the social reasons for reading more than boys do, Wigfield and Guthrie (1997).

Comprehend reading motivation as multidimensional construct embracing different motivational aspects that simulate an individual to intimate reading; they give meaning to the reading process, and therefore help the reader to persist in reading and in striving to repeat the reading experience stated by Pecjak and Gradisar (2002). Skinner and Belmont (1991) develop the definition further, noting that students who are motivated to engage in school "select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest." Motivation in reading have a quiet lot of influence in students reading progress, they can be



the reason why the students wants to read a book. The strong motivation and the good one will grow student's spirit and interest in reading.

According to Gaona and Gonzalez (2011) there are two types of motivation in reading:

1. Motivation in the family environment, it is often reported by the person on the purchase of books, recommending books and reading interest in the family.
2. Motivation in the academic environment, the frequency the student reports on the teacher using activities to promote contact with psychology literature. Parents and teacher have important role for students to help them achieving their goals.

There are six characteristics influence students' reading motivation according to Gambrell at al. (1996): A teacher who be the models reading, large amounts books read, wide variety and reading material in the classroom, provides opportunities for students to choose reading material, offers opportunities for students to interact with other students and adults in the classroom about their reading interests and provides incentives directly related to reading.

#### **2.1.6.2 Purpose of Motivation in Reading**

Motivation in reading enabling students to find their way in reading such as; choose the books, have interest in reading task and the students feel enjoy while reading books. The students reach their confident in reading and brave to speak up or asking questions about reading. Motivation in reading is the aspect that being an important indicator in helping students to face their fear in inability in reading.

## **2.2 Relevance Studies**

Oktaý Akarsu entitled "The Reading Habits of University students -Studying -English -Language and' Literature in the Digital Age" this qualitative research tried to



describe the students learning and literature in the digital age. As a result in this article found that reading habits of individuals have started to become more digitalized in accordance with the advances in technology. Then, most of participants spend hours and hours in front of their computer screens.

Second; the research was done by David C. Berry entitled "An Analysis of the Professional Journal Reading Habits and Attitudes of Certified Athletic Trainers" the result of the research showed that Three hundred and twenty five individuals (10.8%) responded to the questionnaires with 272 (9.1%) usable questionnaires. Thirty one percent (N=84) of subjects reported receiving some continuing education units from professional journal reading. And the last, the mean total time spent reading professional journals was 89.1 ( $\pm$  84.4) minutes per week.

Reading habits and attitudes on reading of the undergraduate students attending ESL courses at a public university in Malaysia (Shameem Ahmed 2016) who investigated. For data collection, 45 item questionnaire based on the Adult Survey of Reading Attitude (ASRA) from the work of Smith (1991) were designed and administered on around 314 students. The questionnaire investigated the students' general habit, preferences, and attitude towards reading. The research findings through qualitative analysis revealed that the undergraduate students had an overall positive attitude towards reading in spite of their minimal enjoyment of it and the resulting anxieties and difficulties they face. Reading habits can be factor of students learning process and it can slow down the progress to get the knowledge and mastering a foreign language.

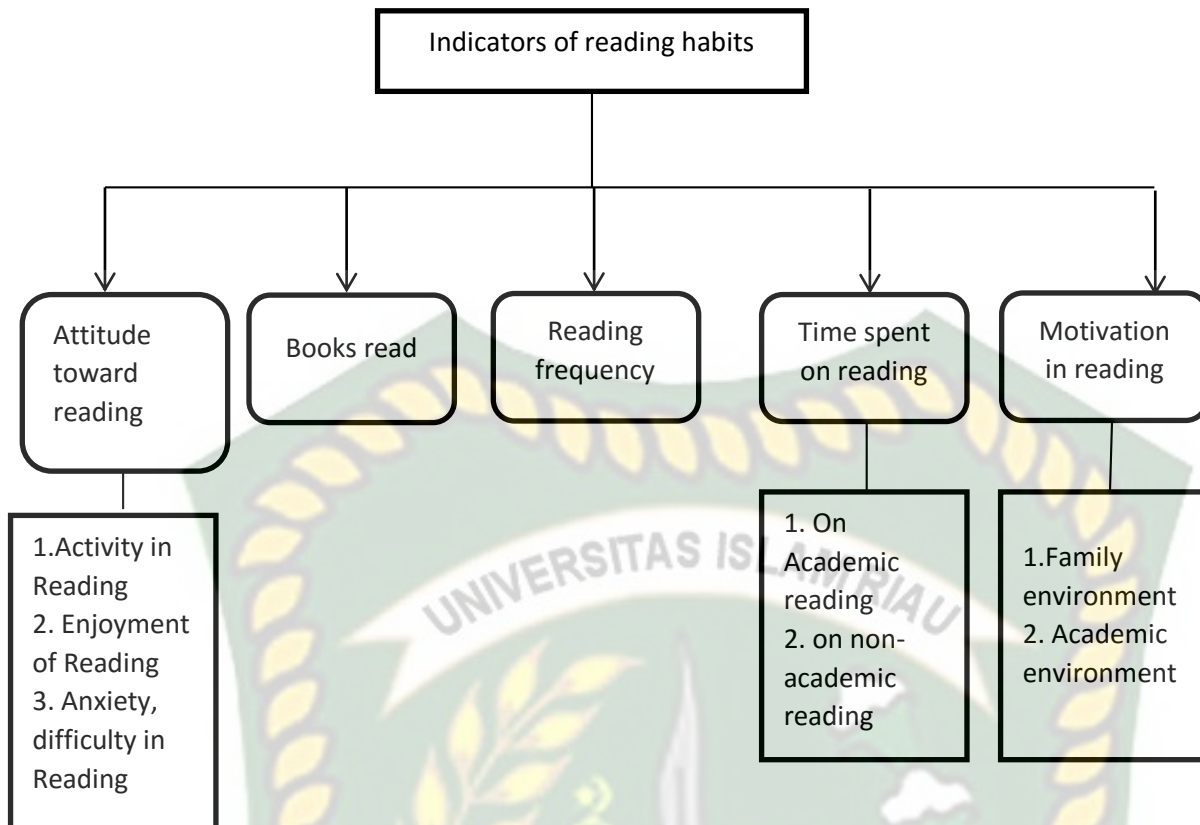
M. Owusu-Acheaw & Agatha Gifty Larson (2014) entitled "Reading Habits Among Students and its effect on academic performance: A Study of students of Koforidua Polytechnic" who used questionnaire for the data collection. This study sought to assess the reading habits among students and their effects on their academic performance. The study was

conducted in Koforidua Polytechnic situated in the Eastern Region of Ghana. The data collected was analyzed quantitatively with the use of Statistical Package for Social Science (SPSS). Figures and tables were used to present the results of findings. From the total of 1052 copies of questionnaire distributed, 1000 copies, representing 95.0% were filled and returned. Findings showed that majority of the respondents acknowledge the importance of reading, 81.9% of the respondents neither read neither novel non-fiction within the last two semesters while 62.0% of the respondents only read for the purpose of passing examination. The study confirmed that reading habit has influence on academic performance and there is a relationship between reading habit and academic performance.

The other research article was done by Shri Krishna Mishra, Sadri yadav located in India, entitled "A study of the library reading habits of students of senior secondary section in some in English medium school of Mandleshwar city". This is a kind of descriptive qualitative research which has found the result as follow, such: 1) Among the girls 29% of them had working mothers, 71% of them were housewife's. 2). The status of the father whether they were businessman (33%) or government employees (29%) or they worked in private concerns (38%) in the case of boys it was found to be ineffective and the other aspects of reading habits percentage also mentioned in this research journal.

### **2.3 Conceptual Framework**

Reading is an important skill that needs to be master by students, reading is not as easy as its looks, and students must have a good comprehension in reading. To have a good comprehension in reading, students should make reading as a habit, according to Gaona and Gonzalez (2011) there are several indicators of reading habit.



(Adopted from Gaona and Gonzalez (2011))

Figure 2.1 Conceptual Framework

## 2.4 Assumption

The writer assumes that the students at university in Pekanbaru have adequate reading habits based on the indicators of reading habits.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents information about how this research being conducted. It includes explanations on the research design, subjects of the research, research setting, procedure of the research, the instruments and data collection techniques, data analysis techniques, as well as the validity and reliability used under the study.

#### **3.1 Research Design**

In this research, the researcher apply a qualitative ethnographic case study research. Meanwhile, case study design is an investigation strategy involving extensive exploration of a single unit of study, which may be a person, family, group, community, or institution or a very small number of subjects who are examined intensively. A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2007). This research was intended to analyze students' reading habits in university students at Pekanbaru.

#### **3.2 Source of Data**

The data of this research was a form of questionnaire that give to the students. The population in this study was four universities in Pekanbaru which were Universitas Islam Riau (UIR), Universitas Riau (UR), Universitas Islam Negri Sultan Syarif Kasim (UIN SUSKA) and Universitas Lancang Kuning (UNILAK). They were being the representative of the university to participate in this research and the sample 25 students each university. The sample choose by using purposive sampling as tool for informant selection, According to (Patton, 1990; 169 Indrawan, 2014: 107) the standard that use to choose the participant is they are that know well about the information. The questionnaires of this research include the indicators of



reading habits; attitude toward reading, books read, reading frequency, time spent on reading and motivation in reading habits.

### 3.3 Data Collection Technique

The procedures of gathering data was the researcher went to university and the researcher distributed the samples to 25 students each university, 45 questions of the sample was given to the student for students to answer and give their reason. The researcher makes sure that the students answer the question and give the example to help the students answer the questions. After the samples finished to filled, the researcher collected the questionnaires and the analyzed it.

#### 3.3.1 Questionnaire

A questionnaires was a form use in survey design that participant in study complete and return to researcher (J. Creswell. 2012-2013). The researcher gave 45 questions and it was distributed 25 questionnaires each university.

**Table 3.3.1**

#### **The Indicators of Questionnaires of Reading Habits**

| No. | Indicators of Reading Habits | Sub indicators         | Description  | Number of Items       |
|-----|------------------------------|------------------------|--|-----------------------|
| 1.  | Attitude toward reading      | a. Activity in reading | a. It is about how the students act when they are reading books. | a. 1-5<br><br>b. 6-10 |

|    |                       |  |  |                               |
|----|-----------------------|--|--|-------------------------------|
|    |                       | <p>b. Enjoyment of reading</p> <p>c. Reading anxiety and difficulties in reading</p>         | <p>b. How students feel when they read the book and impact to their attitude</p> <p>c. Students worries feeling when they told to read the book.</p> | c. 11-15                      |
| 2. | Books read            | a. The number of book that students read in last three month.                                |  | a. 16-20                      |
| 3. | Reading frequency     | The frequency of students read in their spare time, for book in class or book for not class. |  | b. 21-25                      |
| 4. | Time spent on reading | <p>a. Time spent on academic reading</p> <p>b. Time spent on non-academic reading</p>        | <p>a. Times that students spent to read their book in their academic time.</p> <p>b. Times that, students spent to read their</p>                    | <p>a.26-30</p> <p>b.31-35</p> |

|    |                       |   |   |                        |
|----|-----------------------|---|---|------------------------|
|    |                       |   | book in their spare time.   |                        |
| 5. | Motivation in reading | a. Motivation in the family environment<br><br>b. Motivation in the academic motivation | a. How the family environment helps students to read the books, with motivation and action.<br><br>b. It is about how school environment support students to read more books. | a.36-40<br><br>b.41-45 |

### 3.4 Data Analysis Technique

This research was intended to find out students' reading habits in university students at Pekanbaru. The researcher collected the data through questionnaire that give to the students and categorize the answers based on the indicators and the researcher analyzed the data and described how is students' reading habits in Pekanbaru.

## **CHAPTER IV**

### **RESEARCH FINDINGS**

In this chapter, the researcher presents the findings and the analysis of students' reading habit of university students in Pekanbaru.

As stated the previous chapter, there are five indicators that the researcher wants to analyze which are attitude toward reading, books read, reading frequency, time spent on reading and motivation in reading habits. The researcher could found out the students reading habits by the indicators of reading habits from the answer of questionnaire that has given to students.

#### **4.1 Data Description**

In this chapter, the researcher explains the analysis the answer on the questionnaire of reading habits indicators of university students in Pekanbaru. Gaona and Gonzales (2011) stated there are five indicators of reading habits such as attitude toward reading, books read, reading frequency, time spent on reading and reading motivation. The researcher coding the sample as A, B, C and D. sample A for Islamic University of Riau (UIR), sample B for Universitas Riau (UR), sample C for Universitas Lancang Kuning (UNILAK) and sample D for Universitas Islam Negri Sultan Syarif Kasim (UIN SUSKA)



#### 4.1.1 Attitude Toward Reading

Attitude toward reading helps students to develop positive attitude toward the equivalent of reading and they approach reading instruction with a great possibility for success reading. Students' attitude toward reading is come after the students find a way for pleasure reading with a right attitude. Attitude toward reading also being measurements of success reading. There are three sub indicators of attitude toward reading such as activity in reading, enjoyment in reading and difficulty in reading.

**Table 4.1.1.1 Attitude Toward Reading**

| No.<br>Sample | Attitude Toward Reading |                      |                       |
|---------------|-------------------------|----------------------|-----------------------|
|               | Activity In Reading     | Enjoyment In Reading | Difficulty In Reading |
| A1            | √                       | √                    | -                     |
| A2            | √                       | √                    | -                     |
| A3            | √                       | √                    | -                     |
| A4            | -                       | √                    | -                     |
| A5            | √                       | √                    | √                     |
| A6            | √                       | √                    | -                     |
| A7            | √                       | √                    | -                     |
| A8            | √                       | √                    | √                     |
| A9            | √                       | √                    | -                     |
| A10           | √                       | √                    | √                     |
| A11           | -                       | -                    | √                     |
| A12           | -                       | -                    | -                     |
| A13           | √                       | √                    | √                     |
| A14           | √                       | -                    | -                     |
| A15           | √                       | √                    | -                     |
| A16           | √                       | √                    | -                     |
| A17           | √                       | -                    | -                     |
| A18           | √                       | √                    | √                     |
| A19           | √                       | √                    | -                     |
| A20           | √                       | √                    | √                     |
| A21           | -                       | -                    | -                     |
| A22           | √                       | √                    | -                     |
| A23           | √                       | √                    | √                     |
| A24           | √                       | √                    | √                     |
| A25           | √                       | √                    | -                     |

Table 4.1.1.1 shown that 21 students of sample A answered that they have activity in reading and 4 students did not have activity in reading. Furthermore, 20 students feels enjoy when they read books and 5 students did not enjoy when they read books. Then, 9 students feeling difficult and anxiety when they reading and 16 students did not feeling difficult.

**Table 4.1.1.2 Attitude Toward Reading**

| No.<br>Sample | Attitude Toward Reading |                      |                       |
|---------------|-------------------------|----------------------|-----------------------|
|               | Activity In Reading     | Enjoyment In Reading | Difficulty In Reading |
| B1            | √                       | √                    | -                     |
| B2            | √                       | √                    | -                     |
| B3            | √                       | √                    | -                     |
| B4            | √                       | √                    | -                     |
| B5            | √                       | √                    | √                     |
| B6            | √                       | √                    | -                     |
| B7            | √                       | √                    | √                     |
| B8            | √                       | √                    | -                     |
| B9            | √                       | √                    | -                     |
| B10           | √                       | √                    | -                     |
| B11           | √                       | √                    | -                     |
| B12           | √                       | √                    | -                     |
| B13           | √                       | √                    | -                     |
| B14           | √                       | √                    | -                     |
| B15           | √                       | √                    | -                     |
| B16           | √                       | √                    | -                     |
| B17           | √                       | √                    | √                     |
| B18           | √                       | √                    | -                     |
| B19           | √                       | √                    | -                     |
| B20           | √                       | √                    | -                     |
| B21           | √                       | √                    | -                     |
| B22           | -                       | -                    | -                     |
| B23           | √                       | √                    | √                     |
| B24           | -                       | -                    | √                     |
| B25           | -                       | √                    | -                     |

Table 4.1.1.2 shown that there 22 students answered they have activity in reading and 3 students answered they did not have activity in reading. Furthermore, there are 23 students answered they feel enjoy when they reading and 2 students not enjoy when reading a book.

Then, there are 8 students that they feel difficult and anxiety when reading a book and 17 students did not feeling difficult.

**Table 4.1.1.3 Attitude Toward Reading**

| No.<br>Sample | Attitude Toward Reading |                      |                       |
|---------------|-------------------------|----------------------|-----------------------|
|               | Activity In Reading     | Enjoyment In Reading | Difficulty In Reading |
| C1            | √                       | √                    | -                     |
| C2            | √                       | √                    | -                     |
| C3            | √                       | √                    | -                     |
| C4            | -                       | -                    | √                     |
| C5            | √                       | √                    | -                     |
| C6            | √                       | √                    | -                     |
| C7            | √                       | √                    | -                     |
| C8            | √                       | -                    | -                     |
| C9            | √                       | √                    | √                     |
| C10           | √                       | √                    | -                     |
| C11           | √                       | √                    | -                     |
| C12           | √                       | √                    | -                     |
| C13           | √                       | -                    | -                     |
| C14           | -                       | -                    | -                     |
| C15           | √                       | √                    | -                     |
| C16           | √                       | √                    | -                     |
| C17           | √                       | √                    | -                     |
| C18           | √                       | √                    | √                     |
| C19           | √                       | -                    | √                     |
| C20           | √                       | √                    | -                     |
| C21           | √                       | -                    | -                     |
| C22           | √                       | √                    | -                     |
| C23           | √                       | √                    | -                     |
| C24           | √                       | √                    | -                     |
| C25           | √                       | -                    | √                     |

Table 4.1.1.3 shown that there are 23 students that have activity in reading while 2 students did not have activity in reading. Furthermore, 18 students feel enjoy when they read a book and 7 students did not feeling the enjoyment. Then, 5 students answered that they feel difficult and anxiety when they read books and 20 students did not feeling difficult.

**Table 4.1.1.4 Attitude Toward Reading**

| Attitude Toward Reading |  |
|-------------------------|--|
|-------------------------|--|

| No. Sample | Activity In Reading | Enjoyment In Reading | Difficulty In Reading |
|------------|---------------------|----------------------|-----------------------|
| D1         | -                   | √                    | √                     |
| D2         | √                   | √                    | -                     |
| D3         | -                   | √                    | -                     |
| D4         | √                   | -                    | -                     |
| D5         | √                   | √                    | √                     |
| D6         | √                   | -                    | -                     |
| D7         | √                   | √                    | -                     |
| D8         | -                   | √                    | -                     |
| D9         | √                   | √                    | -                     |
| D10        | √                   | √                    | -                     |
| D11        | √                   | √                    | -                     |
| D12        | √                   | -                    | √                     |
| D13        | √                   | √                    | -                     |
| D14        | √                   | √                    | -                     |
| D15        | √                   | √                    | -                     |
| D16        | √                   | -                    | √                     |
| D17        | √                   | √                    | -                     |
| D18        | √                   | √                    | √                     |
| D19        | -                   | √                    | -                     |
| D20        | -                   | -                    | -                     |
| D21        | √                   | √                    | √                     |
| D22        | -                   | -                    | √                     |
| D23        | √                   | √                    | -                     |
| D24        | -                   | √                    | -                     |
| D25        | √                   | √                    | √                     |

Table 4.1.1.4 shown that 18 students answered they have activity in reading and 7 students did not have activity in reading. Furthermore, 19 students feeling enjoy in reading and 6 students did not feeling the enjoyment. Then, 8 students answered that they have difficulties and feeling anxiety when they read a book while 17 students did not feeling the difficulties.

#### 4.1.2 Books read.

There are some types of books that being students' favorite and make them want to read day by day. The books can be recommended by teacher, friends, or the author. Usually, teacher recommends text book to the students to read that related to subject in the school and friends recommends a fiction, romance or magazine to read.

**Table 4.1.2.1 Books Read**



| No. Sample | Books Read |
|------------|------------|
| A1         | -          |
| A2         | √          |
| A3         | -          |
| A4         | √          |
| A5         | √          |
| A6         | √          |
| A7         | √          |
| A8         | √          |
| A9         | √          |
| A10        | √          |
| A11        | -          |
| A12        | -          |
| A13        | √          |
| A14        | √          |
| A15        | -          |
| A16        | -          |
| A17        | √          |
| A18        | √          |
| A19        | √          |
| A20        | -          |
| A21        | -          |
| A22        | √          |
| A23        | √          |
| A24        | √          |
| A25        | √          |

Table 4.1.2.1 shown that there are 17 students has high amount of books read and just 8 students has low amount of books read.

**Table 4.1.2.2 Books Read**

| No. Sample | Books Read |
|------------|------------|
| B1         | √          |
| B2         | √          |
| B3         | √          |
| B4         | √          |
| B5         | √          |
| B6         | √          |
| B7         | √          |
| B8         | √          |
| B9         | √          |
| B10        | -          |
| B11        | √          |
| B12        | √          |

|     |   |
|-----|---|
| B13 | √ |
| B14 | √ |
| B15 | √ |
| B16 | √ |
| B17 | - |
| B18 | - |
| B19 | √ |
| B20 | √ |
| B21 | √ |
| B22 | √ |
| B23 | √ |
| B24 | - |
| B25 | √ |

This table ( 4.1.2.2) shown there are 21 students that has high amount of books read and only 4 students that has low amount of books read.

**Table 4.1.2.3 Books Read**

| No. Sample | Books Read |
|------------|------------|
| C1         | √          |
| C2         | √          |
| C3         | -          |
| C4         | -          |
| C5         | √          |
| C6         | √          |
| C7         | √          |
| C8         | √          |
| C9         | √          |
| C10        | -          |
| C11        | √          |
| C12        | √          |
| C13        | √          |
| C14        | -          |
| C15        | √          |
| C16        | √          |
| C17        | √          |
| C18        | √          |
| C19        | √          |
| C20        | √          |
| C21        | √          |
| C22        | -          |
| C23        | √          |
| C24        | -          |
| C25        | -          |

This table above (4.1.2.3) shown that 18 students has high amount of books read and 7 students has low amount of books read.

**Table 4.1.2.4 Books Read**

| No. Sample | Books Read |
|------------|------------|
| D1         | √          |
| D2         | √          |
| D3         | √          |
| D4         | √          |
| D5         | -          |
| D6         | √          |
| D7         | √          |
| D8         | -          |
| D9         | -          |
| D10        | √          |
| D11        | √          |
| D12        | √          |
| D13        | √          |
| D14        | √          |
| D15        | √          |
| D16        | -          |
| D17        | √          |
| D18        | √          |
| D19        | -          |
| D20        | √          |
| D21        | √          |
| D22        | √          |
| D23        | √          |
| D24        | -          |
| D25        | -          |

Table above (4.1.2.4) shown that there are 18 students has high amount of books read and 7 students has low amount of books read.

### 4.1.3 Reading Frequency

Reading Frequency of students can be measure by how much the students read in a day and how frequent the students read in their spare time. Reading frequency also helps students to enlarge their knowledge, widen their vocabularies and have a good habit in daily life. There are so much positivity in reading.

**Table 4.1.3.1 Reading Frequency**

| No. Sample | Reading Frequency |
|------------|-------------------|
| A1         | -                 |
| A2         | -                 |
| A3         | √                 |
| A4         | -                 |
| A5         | -                 |
| A6         | √                 |
| A7         | √                 |
| A8         | √                 |
| A9         | √                 |
| A10        | √                 |
| A11        | -                 |
| A12        | -                 |
| A13        | √                 |
| A14        | √                 |
| A15        | √                 |
| A16        | √                 |
| A17        | -                 |
| A18        | √                 |
| A19        | √                 |
| A20        | √                 |
| A21        | √                 |
| A22        | √                 |
| A23        | √                 |
| A24        | -                 |
| A25        | √                 |

Table 4.1.3.1 shown there are 17 students that have high frequency in reading books, meanwhile 8 students has low frequency of reading books.

**Table 4.1.3.2 Reading Frequency**

| No. Sample | Reading Frequency |
|------------|-------------------|
| B1         | -                 |
| B2         | -                 |
| B3         | √                 |
| B4         | √                 |
| B5         | √                 |
| B6         | √                 |
| B7         | -                 |
| B8         | √                 |
| B9         | √                 |
| B10        | -                 |
| B11        | √                 |



|     |   |
|-----|---|
| B12 | √ |
| B13 | √ |
| B14 | √ |
| B15 | √ |
| B16 | √ |
| B17 | - |
| B18 | - |
| B19 | - |
| B20 | √ |
| B21 | - |
| B22 | - |
| B23 | - |
| B24 | √ |
| B25 | √ |

Table 4.1.3.2 shown there are 15 students has high reading frequency and 10 students has low reading frequency

**Table 4.1.3.3 Reading Frequency**

| No. Sample | Reading Frequency |
|------------|-------------------|
| C1         | √                 |
| C2         | √                 |
| C3         | -                 |
| C4         | -                 |
| C5         | √                 |
| C6         | -                 |
| C7         | √                 |
| C8         | -                 |
| C9         | -                 |
| C10        | -                 |
| C11        | √                 |
| C12        | √                 |
| C13        | √                 |
| C14        | -                 |
| C15        | √                 |
| C16        | √                 |
| C17        | √                 |
| C18        | √                 |
| C19        | √                 |
| C20        | √                 |

|     |   |
|-----|---|
| C21 | √ |
| C22 | √ |
| C23 | √ |
| C24 | √ |
| C25 | √ |

Table 4.1.3.3 shown that there are 18 students has high frequency of reading books, meanwhile 7 students has low frequency of reading books.

**Table 4.1.3.4 Reading Frequency**

| No. Sample | Reading Frequency |
|------------|-------------------|
| D1         | √                 |
| D2         | -                 |
| D3         | √                 |
| D4         | √                 |
| D5         | √                 |
| D6         | -                 |
| D7         | √                 |
| D8         | -                 |
| D9         | √                 |
| D10        | -                 |
| D11        | -                 |
| D12        | -                 |
| D13        | -                 |
| D14        | √                 |
| D15        | √                 |
| D16        | √                 |
| D17        | √                 |
| D18        | √                 |
| D19        | -                 |
| D20        | -                 |
| D21        | √                 |
| D22        | -                 |
| D23        | -                 |
| D24        | -                 |
| D25        | √                 |

This table above (4.1.3.4) shown that 13 students has high reading frequency and 12 students has low reading frequency.

#### **4.1.4 Time Spent On Reading**

Two types of time spent on reading which are time spent on academic reading and time spent on non-academic reading. Time spent on reading is the time that students reading books for study of for enjoyment. It is for their mediate time for them in academic achievement.

**Table 4.1.4.1 Time Spent On Reading**

| No. Sample | Time Spent On Reading |              |
|------------|-----------------------|--------------|
|            | Academic              | Non-Academic |
| A1         | √                     | √            |
| A2         | √                     | √            |
| A3         | √                     | √            |
| A4         | √                     | √            |
| A5         | √                     | √            |
| A6         | √                     | √            |
| A7         | √                     | √            |
| A8         | √                     | √            |
| A9         | √                     | √            |
| A10        | √                     | √            |
| A11        | √                     | √            |
| A12        | -                     | -            |
| A13        | √                     | √            |
| A14        | √                     | √            |
| A15        | √                     | √            |
| A16        | √                     | -            |
| A17        | √                     | √            |
| A18        | √                     | √            |
| A19        | √                     | √            |
| A20        | -                     | √            |
| A21        | √                     | -            |
| A22        | √                     | -            |
| A23        | √                     | √            |
| A24        | √                     | √            |
| A25        | √                     | √            |

Table 4.1.4.1 shown that there are 23 students are spent their time to read books at school, and only 2 students that they are not really read their book at campus. Furthermore, there are 21 students that spent their time to read a book at home or outside the campus in spare time and 4 students are not spending their time to read books.

**Table .4.1.4.2 Time Spent On Reading**

| No. Sample | Time Spent On Reading |              |
|------------|-----------------------|--------------|
|            | Academic              | Non-Academic |
| B1         | √                     | √            |
| B2         | √                     | √            |
| B3         | √                     | √            |
| B4         | √                     | √            |
| B5         | √                     | √            |
| B6         | √                     | √            |
| B7         | √                     | √            |
| B8         | √                     | √            |
| B9         | √                     | √            |
| B10        | √                     | -            |
| B11        | √                     | √            |
| B12        | -                     | √            |
| B13        | √                     | √            |
| B14        | √                     | √            |
| B15        | √                     | √            |
| B16        | √                     | √            |
| B17        | √                     | √            |
| B18        | √                     | √            |
| B19        | √                     | √            |
| B20        | √                     | √            |
| B21        | √                     | √            |
| B22        | -                     | √            |
| B23        | √                     | √            |
| B24        | -                     | √            |
| B25        | √                     | -            |

Table 4.1.4.2 shown that there are 22 students are spent their time to read books at school, and 3 students answered that they are not really read their book at campus. Furthermore, there are 23 students that spent their time to read a book at home or outside the campus in spare time and 2 students are not spending their time to read books.

**Table 4.1.4.3 Time Spent On Reading**

| No.Sample | Time Spent On Reading |              |
|-----------|-----------------------|--------------|
|           | Academic              | Non-Academic |
| C1        | √                     | -            |
| C2        | √                     | √            |
| C3        | √                     | -            |
| C4        | -                     | -            |
| C5        | √                     | √            |
| C6        | √                     | √            |



|     |   |   |
|-----|---|---|
| C7  | √ | √ |
| C8  | √ | √ |
| C9  | √ | √ |
| C10 | √ | √ |
| C11 | √ | √ |
| C12 | √ | √ |
| C13 | √ | - |
| C14 | - | - |
| C15 | √ | √ |
| C16 | √ | √ |
| C17 | √ | √ |
| C18 | √ | √ |
| C19 | √ | √ |
| C20 | √ | √ |
| C21 | √ | √ |
| C22 | √ | √ |
| C23 | √ | √ |
| C24 | √ | √ |
| C25 | √ | - |

Table 4.1.4.3 shown that there are 23 students are spent their time to read books at school, and only 2 students that they are not really read their book at campus. Furthermore, there are 19 students that spent their time to read a book at home or outside the campus in spare time and 6 students are not spending their time to read books in their spare time.

**Table 4.1.4.4 Time Spent On Reading**

| No. Sample | Time Spent On Reading |              |
|------------|-----------------------|--------------|
|            | Academic              | Non-Academic |
| D1         | √                     | √            |
| D2         | √                     | √            |
| D3         | -                     | √            |
| D4         | √                     | √            |
| D5         | √                     | √            |
| D6         | √                     | √            |
| D7         | √                     | √            |
| D8         | -                     | -            |
| D9         | √                     | √            |
| D10        | √                     | √            |
| D11        | √                     | √            |
| D12        | √                     | √            |
| D13        | √                     | √            |
| D14        | -                     | √            |
| D15        | √                     | √            |

|     |   |   |
|-----|---|---|
| D16 | √ | √ |
| D17 | √ | √ |
| D18 | √ | √ |
| D19 | √ | √ |
| D20 | √ | - |
| D21 | √ | √ |
| D22 | - | √ |
| D23 | √ | - |
| D24 | - | √ |
| D25 | √ | - |

Table 4.14.4 shown that there are 20 students are spent their time to read books at school, and only 5 students that they are not really read their book at campus. Then, there are 21 students that spent their time to read a book at home or outside the campus in spare time and 3 students are not spending their time to read books.

#### 4.1.5 Motivation In Reading

Motivation in reading is the aspect that being an important indicator for helping students to face their fear in inability in reading. Motivation in reading enabling students to find a way in reading such as choosing books, have interest in reading and the students feel the enjoyment when they reading.

**Table 4.1.5.1 Motivasion In Reading**

| No. Sample | Motivation In Reading |        |
|------------|-----------------------|--------|
|            | School/Academic       | Family |
| A1         | √                     | √      |
| A2         | √                     | -      |
| A3         | √                     | √      |
| A4         | √                     | -      |
| A5         | √                     | √      |
| A6         | √                     | √      |
| A7         | √                     | -      |
| A8         | √                     | √      |
| A9         | √                     | √      |
| A10        | √                     | -      |
| A11        | √                     | -      |

|     |   |   |
|-----|---|---|
| A12 | √ | - |
| A13 | √ | - |
| A14 | √ | √ |
| A15 | √ | √ |
| A16 | √ | √ |
| A17 | √ | - |
| A18 | √ | √ |
| A19 | √ | √ |
| A20 | √ | √ |
| A21 | √ | √ |
| A22 | √ | √ |
| A23 | - | √ |
| A24 | √ | - |
| A25 | √ | √ |

The table above (4.1.5.1) shown that 24 students get motivation to read a book from academic learning and they are motivated by teacher to read a book and only 1 students that answered that he is not motivated by the teacher to read a book. Meanwhile, 16 students answered that they got motivated from their family to read books and 9 samples answered that they are not motivated from their family to read a book.

**Table 4.1.5.2 Motivation In Reading**

| No. Sample | Motivation In Reading |        |
|------------|-----------------------|--------|
|            | School/Academic       | Family |
| B1         | -                     | -      |
| B2         | √                     | √      |
| B3         | √                     | √      |
| B4         | √                     | √      |
| B5         | √                     | √      |
| B6         | √                     | -      |
| B7         | √                     | √      |
| B8         | √                     | √      |
| B9         | √                     | √      |
| B10        | √                     | √      |
| B11        | √                     | -      |
| B12        | √                     | √      |
| B13        | √                     | √      |
| B14        | √                     | √      |
| B15        | √                     | √      |
| B16        | √                     | √      |
| B17        | √                     | √      |
| B18        | √                     | -      |

|     |   |   |
|-----|---|---|
| B19 | √ | √ |
| B20 | √ | √ |
| B21 | √ | √ |
| B22 | - | - |
| B23 | √ | - |
| B24 | √ | - |
| B25 | √ | - |

Table 4.1.5.2 shown that 23 students got motivation to read a book from academic learning and they are motivated by teacher to read a book and 2 students answered that they are not motivated by the teacher to read a book. Meanwhile, 17 students answered that they got motivated from their family to read books and 8 samples answered that they are not motivated from their family to read a book.

**Table 4.1.5.3 Motivation In Reading**

| No. Sample | Motivation In Reading |        |
|------------|-----------------------|--------|
|            | School/Academic       | Family |
| C1         | √                     | -      |
| C2         | √                     | √      |
| C3         | √                     | √      |
| C4         | -                     | -      |
| C5         | √                     | √      |
| C6         | √                     | √      |
| C7         | √                     | √      |
| C8         | √                     | -      |
| C9         | √                     | -      |
| C10        | √                     | √      |
| C11        | √                     | √      |
| C12        | √                     | √      |
| C13        | √                     | √      |
| C14        | -                     | -      |
| C15        | √                     | √      |
| C16        | √                     | √      |
| C17        | √                     | √      |
| C18        | √                     | √      |
| C19        | √                     | -      |
| C20        | √                     | √      |
| C21        | √                     | -      |
| C22        | √                     | √      |
| C23        | √                     | √      |
| C24        | √                     | √      |
| C25        | √                     | √      |



Table 4.1.5.3 shown that 23 students get motivation to read a book from academic learning and they are motivated by teacher to read a book and 2 students that answered that they are not motivated by the teacher to read a book. Meanwhile, 18 students answered that they got motivated from their family to read books and 7 samples answered that they are not motivated from their family to read a book.

**Table 4.1.5.4 Motivation In Reading**

| No. Sample | Motivation In Reading |        |
|------------|-----------------------|--------|
|            | School/Academic       | Family |
| D1         | √                     | √      |
| D2         | √                     | √      |
| D3         | √                     | -      |
| D4         | √                     | √      |
| D5         | √                     | -      |
| D6         | √                     | √      |
| D7         | √                     | √      |
| D8         | -                     | -      |
| D9         | √                     | √      |
| D10        | √                     | √      |
| D11        | √                     | -      |
| D12        | √                     | -      |
| D13        | √                     | -      |
| D14        | √                     | -      |
| D15        | √                     | √      |
| D16        | √                     | √      |
| D17        | -                     | √      |
| D18        | √                     | √      |
| D19        | √                     | √      |
| D20        | √                     | √      |
| D21        | √                     | √      |
| D22        | √                     | -      |
| D23        | √                     | -      |
| D24        | √                     | √      |
| D25        | √                     | -      |

The table above (4.1.5.4) shown that 23 students get motivation to read a book from academic learning and they are motivated by teacher to read a book and 2 students that answered that they are not motivated by the teacher to read a book. Meanwhile, 15 students

answered that they got motivated from their family to read books and 10 samples answered that they are not motivated from their family to read a book.

## **4.2 Data Analysis**

The researcher analyzed the data based on five indicators of reading habits from Gaona and Gonzales (2011). There are 5 indicators : attitude toward reading, reading frequency, books read, time spent on reading and motivation on reading habits.

### **4.2.1 Attitude Toward Reading.**

Attitude is an act of people behavior in reading that has influence to their reading performance. Attitude toward reading helps students to develop positive attitude toward the equivalent of reading and they will approach reading instruction with a great possibility for success reading.

Students' attitude toward reading is come after the students find a way for pleasure reading with a right attitude. Attitude toward reading also being measurements of success reading. There are three sub indicators of attitude toward reading such as activity in reading, enjoyment in reading and difficulty in reading.

#### **4.2.1.1 Activity In Reading Habits.**

Activity in reading is reading that doing by a person to get knowledge, including understanding, discussion and another activity that done by the person while reading.

According to the data, students' answers of reading habits questionnaire sample. FROM 25 SAMPLES, there are 21 samples of the students that have activity in reading such as A1, A2, A3, A5,A6, A7, A8, A9, A10, A,13, A15, A16, A17, A18, A19, A20, A22, A23, A24,

A25. Most of them said they understand what they read because they like reading and they feel happy when they read their favorite books and increase their knowledge.

A5: *“I’m happy because it can enhance my knowledge”*

4 samples; A4, A11, A12, A21 do not really do anything while reading because they are not a good reader and just reading depends on the mood, they are not discuss anything with their friends and they do not like reading.

A12: *“not really, I don’t really like reading”*

There are 22 samples from sample B that have some activity in reading such as discussion with their friends; B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B21, B23. Most of them said they understand what they read and sometimes they discuss about what they read with their friends and they feel happy and excited when they read a book.

B2: *“yes, sometimes if we have the same interest to the same book, or basically just talking about certain books”*

3 samples, B22, B24 and B25 said they do not discuss about what they read with their friends, and they do not think that they are a good reader but they are satisfy when they read something.

B22: *“I don’t think that I’m a good reader”*

There are 23 samples from 25 samples that answer they have some activity in reading such as C1, C2, C3, C5, C6, C6, C7, C8, C9, C10, C11, C12, C13, C15, C16, C17, C18, C19, C20, C21, C22, C23, C24, C25. Most of them said they understand about what they read, they



feel happy and excited when they read a book and sometimes they discuss what they read with their friends.

Meanwhile, C4 and C14 said that they are not really a good reader, they do not like reading because they do not feel anything and sleepy when they read a book.

C4: *“Big no. reading makes me sleepy”*

There are 18 samples of D that have some activity in reading such as D2, D4, D5, D6, D7, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, D19, D21, D23, D25. Most of them said they understand what they read and they are a good reader. They feel happy when they read a book.

D5; *“I feel I am smarter than before when I read a book. I think my knowledge improving”*

Meanwhile, there are 7 samples from sample D answered that they are not a good reader. They are D1, D3, D8, D19, D20, D22, and D24. Most of them said they are not a good reader and sometimes they are understand and sometimes not understand about what they read. They are not often read books and some of them said they never discuss about what they already read with their friends.

D20: *“yes, but sometimes any some words that makes me confuse to understand the meaning”*

#### **4.2.1.2 Enjoyment in Reading**

Enjoyment in reading is about how students feeling enjoy when they read a book. there are several question about enjoyment in reading and the researcher wants to know the answer what students' got from reading a book.



The researcher found that there are 20 students feeling enjoy when they read a book which are A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A13, A15, A16, A17, A19, A20, A22, A23, A24 A25. Most of them said they feel happy when they read their favorite books. They feel relax and good when they read a good story. There are so much lesson that they got from reading a good book.

A7: *“yeah, I feel enjoy if the book has an interesting story”*

Meanwhile, there are several samples that they were not feeling enjoy when they read a book such as A11, A12, A14, A18, A20. Most of them feeling not really like it because reading book is not their hobby and it is kind of boring for them. They prefer to play games and hang out with some friends.

A11: *“not at all. Membaca selalu terasa membosankan untuk saya”*

*“not at all, reading always makes me boring”*

There are 21 samples that the researcher got from sample B, which are B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B23 and B25. Most of them said they like reading so much. They interesting of romance and comedy book and the good story in the book. Some of them said they also download the e-book and read it from the smartphone.

B2: *“yes ( I like reading), especially if the story is good.”*

Meanwhile, only 2 samples that answer they do not feel the enjoyment when they reading. They are B22 and B25. They do not feel that reading helps them to learn new things and one of the thing that they do not like to do. They do not hobby reading books and they do not go to library for reading books.

B22: *“I don’t think that reading helps me to learn new things while reading is one of other things I don’t like to do”*

There are 18 samples that answer they enjoy while they reading, they are C1, C2, C3, C5, C6, C7, C9, C10, C11, C12, C13, C16, C17, C19, C20, C21, C22 and C24. Most of them said, they enjoy reading because they like it. Sometimes they read because the book is recommended by someone. Some of them said because reading is their hobby, that is why they like reading and enjoy when reading something interesting.

C1: *“yes, but sometimes I just want to read because its recommend”*

Meanwhile, there are some sample that answer they do not enjoy when they read a book such as C4, C8, C14, C15, C19, C22 and C25. Most of them said no with no specific reason why they do not feel the enjoyment while they reading.

In sample D, there are 19 sample that answer they enjoy reading a book which are D1, D2, D3, D4, D5, D7, D8, D9, D10, D11, D13, D14, D15, D17, D18, D19, D21, D23 and D25. Most of them said they feeling excited and enjoy when they read their favorite books, especially interesting topic. Some of they said the prefer read online than go to library and read a book. Reading makes them increasing their knowledge.

D7: *“yes, because reading is the process from unknown something to knowing something”*

Meanwhile there are 6 sample from sample D that answer they are not really enjoy when they read a book, they are D4, D6, D12, D16, D19 and D22. Most of the said they do not go to library and feel sleepy when they read book and they just want to read when they want to read, it means I depends on their mood. Some of them just said no with no specific reason.

D4: *“no, I am sleepy when read the book”*

#### 4.2.1.3 Difficulty in Reading

In reading, someone may feel the difficulties and anxiety when they read a book. Reading anxiety and difficulties in reading is about worries feeling while reading. The researcher choose a several question what they feel either worries or anxious when teacher asked them to read books.

Based on the data, sample A have several students that they have difficulties in reading, they are A5, A8, A10, A11, A14, A18, A20, A23 and A24. Most of them said they feel afraid and anxious when they read and they cannot understand, especially in academic subject. Some of them feeling the difficulties because sometimes they do not know the vocabularies and they feel anxious when teacher ask them to read books.

A23: *"I often feel anxious with my skills in reading especially in academic ones"*

A5: *"yes I admit it. Because my vocabulary is not good"*

Meanwhile, there are several students that they do not have difficulties in reading a book. A1, A2, A3, A4, A6, A7, A9, A12, A13, A15, A16, A17, A19, A21, A22, A25. Some of them said they are not worry about their quality in reading. They do not feel embarrassed when teacher ask them to read a book.

A1: *"no, I don't worry about my quality reading"*

According to the data, there are 8 students has difficulty and anxiety in reading English, they are B5, B7, B12, B13, B17, B23, and B24. Mostly, they said they feel worry about their quality of reading, and they feel anxious when teacher ask them to read. And some of them said, if they read English book or book with the other language, they really need help because they do not know what the meaning of what they read and some of them said they need help when they read non-fiction book.



B7: *“yes, karena sejauh ini saya masih belum tau seberapa kualitas membaca saya”*

*“yes, because, so far I still do not know how is my quality on reading”*

Meanwhile sample B1, B2, B3, B4, B6, B8, B9, 10, B11, B14, B15, B16, B18, B19, B20, B21, B22 and B25 are not feeling difficult and anxious in reading. Most of them said they do not really feel anxious when they read a book and when the teacher asks them to read and they are not embarrassing when their friends know their quality of reading and some of them said they are not really need help when they read books.

B14: *“no, actually I feel glad when my teacher ask me to read something”*

From sample C, there are 5 students have difficulty in reading such as sample C4, C9, C18, C19 and C25. Most of them said they worry about their quality of reading. They avoid when teacher ask them to read. Some of them said they feel embarrassed when their friends know their quality of reading. And mostly they said they need help when they read book.

C4: *“yes, sometimes when I’m reading a book in front of my friend, I feel nervous”*

Meanwhile, sample C1, C2, C3, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16, C17, C20, C21, C22, C23 and C24 does not feel the same. Most of them said they do not need help when they read a book, they do not worry about their quality of reading, and they like when teacher ask them to read a book. they also not feel embarrassed when their friend knows their quality of reading and they can discuss about the book with their friends..

C1: *“no. (I do not feel embarrassed), we can discuss (about the book). I’d love too”*

According to the data, sample D has 8 students that have difficulty and anxiety in reading book. They are D1, D5, D12, D16, D18, D21, D22 and D25. Most of them said they worry



about their quality of reading, they need help when they reading a book, they feel anxious when they reading and sometimes they avoid when teacher ask them to read.

*D16: “yes, because the word very difficult to say”*

Meanwhile, there are 17 samples from D that answered they do not have difficulty in reading such as D2, D3, D4, D6, D7, D8, D9, D10, D11, D13, D14, D15, D17, D19, D20, D23, D24. Most of them said they do not need help when reading a book, they are not really worry about their quality of reading and one of them said reading is not something hard to do.

*D14: “no, reading is not something hard to do. Reading has a good impact too”*

#### **4.2.2 Books Read**

Books read is one of indicators of reading habit that how much students read a book in a day, week, months and year. The researcher also examined what kind of book that students often read or what is their favorite book and how often they read their favorite books in their spare time.

Based on the data, there are 17 students that have high amount of books read, they are A2, A4, A5, A6, A7, A8, A9, A10, A13, A14, A17, A18, A19, A22, A23, A24, A25. There is variant number of books that they read in a week, month and year. Some students said they read 10 books per month and some students said they read at least 30 books a year, a book in a week and several chapter in a day. Most of them said they like reading novel, comedy, romance and history book.

*A22: “at least one books (in a week)”*

Meanwhile, several samples do not know how much they read books they are: A1, A3, A11, A12, A15, A16, A20, A21. Most of them said they are not really spent their time to read books and they do not spend their time to read their favorite book.

A15: *“I don’t know, because I just read some pages or just interest pages (in a year)”*

Based on the data, there are 21 samples from sample B that answered they have high amount of books read such as B1, B2, B3, B4, B5, B6, B7, B8, B9, B11, B B12, B13, B14, B15, B16, B19, B20, B21, B22, B23 and B25. Most of them said they read so many books in a year and usually spend their time to read their favorite books. Mostly, their favorite book is novel and comic.

B14: *“so many books (I read in a year)”*

Meanwhile, only 4 samples for sample B that have low amount of books read such as B10, B16, B17 and B24. One of them said he is not sure how much books that he read in a year. All of them said they are not spent their time to read books. One of them said he just read when he is in a good mood.

B16: *“I’ll read a book when I’m in a good mood”*

According to the data, there are 18 students that have high amount of books read. They are C1, C2, C5, C6, C7, C8, C9, C11, C12, C13, C15, C16, C17, C18, C19, C20, C21 and C23. There is variant number of books that reads by students. Some students said they read at least 15-20 books a year, less than 2 books in a month and some pages in day.

C12: *“about 15 (books in a year)”*

Meanwhile there are 7 samples that have low amount of books read. They are C3, C4, C10, C14, C22, C24 and C25. Some of them they never read a book in a week or month and

they forget how much books that they read in a year. They do not spend their time to read books.

C25: *“only 2 (books in a year)”*

According to the data, there are 18 students that have high amount of books read D1, D2, D3, D4, D6, D7, D10, D11, D12, D13, D14, D15, D17, D18, D20, D21, D22 and D23. There is variant number of books that reads by students. Some students said they read more than 15 books a year, less than 2 books in a month and some pages in day. Most of them said comic and novel is favorite books.

D22: *“not sure for one book (in a day), I read the comic for one week”*

Meanwhile, there are 7 samples that have low amount of books read. They are D5, D8, D9, D16, D19, D24 and D25. Most of them said they do not spend their time to read and they do not know how much books that they read in a year, month, week and day. One of them said the read 3 books a year.

C16: *“3 books (a year)”*

#### **4.2.3 Reading Frequency**

Reading frequency is about how many times students spend their times to read, in their spare time, either it is once a month or twice a week. Reading frequency can be a measurement of students reading habits; how much the students read in a day and how are the routines of the students read in spare time. Reading frequency also helps students to enlarge they knowledge, widen their vocabularies and have a good habits in their daily life. It has positive purposes of students' frequency in reading.



According to the data, the researcher found there are 17 students from sample A that have high reading frequency such as A3, A6, A7, A8, A9, A10, A13, A14, A15, A16, A17, A18, A19, A20, A21, A22, A23 and A25. Most of them answer that they read book at least 2 books a week, they read book in their spare time and sometimes they read books every day.

A7: *“yeah, at the weekend as usual”*

Meanwhile, A1, A2, A4, A5, A11, A12, A17 and A23 answered they have low reading frequency. Mostly, they said they don't read book once or twice a week, they don't read books every day and sometimes they just read books once a month. One of them said they read a book less than an hour a day because reading is boring.

A12: *“yes, reading is boring”*

The researcher found several sample from sample B that answer they have high reading frequency such as B3, B4, B5, B6, B8, B9, B11, B12, B13, B14, B15, B16, B20, B24 and B25. Most of them said they read books in their spare time, they read book once or twice a week and one of them said she reads book as can as possible.

B12: *“ya, setiap malam sebisa saya, saya membaca buku”*

*“yes, I read books as can as possible every night”*

Meanwhile, several sample answered that they do not have high reading frequency such as B1, B2, B7, B10, B17, B18, B19, B21, B22 and B23. Some of them said if they want to read, they will read. Most of them said they do not read books once or twice a week, once a month or every day and sometimes they read books in their spare time but it is not often.

B10: *“tidak, saya jarang membaca buku, di luar pelajaran”*

*“no, I seldom reading books, beside academic book”*



There are 18 samples from Sample C that the researcher found such as C1, C2, C5, C6, C11, C12, C13, C15, C16, C17, C18, C19, C20, C21, C22, C23, C24, C25. These samples has high reading frequency. The data shows their answer, one of them said that is a must to read book at least once a month. And most of them, said they read at least once or twice a week.

C1: *“can be, if I was too excited, I do (read books every day)”*

Meanwhile, there are 7 samples that have low reading frequency, they are C3, C4, C6, C8, C9, C10, and C14. Most of them said they never read books at least once or twice a week. They never read books every month and they prefer to playing game rather than to read a book.

C4: *“no, better play the game”*

Almost a half students in sample D answered that they have a high frequency of reading, they are D1, D3, D4, D5, D7, D9, D11, D15, D16, D17, D18, D21, D25. Most of them said they read book at least once or twice e week and they usually read books every day and they read books in their spare time. There is no specific answer because they just answer with yes and no without adding any reason.

The researcher found at least 12 students that answer they have low frequency of reading. The samples are D2, D6, D8, D10, D12, D13, D14, D19, D20, D22, D23 and D24. Most of them said they are not reading books every day. They are usually not spent their time to read books. One of them said he just read book at least twice a week and it is just comic. The others said just answer no without adding any reason.

D22: *“no, one week one comic book”*

#### **4.2.4 Time Spent On Reading**

Time spent on reading is the time that samples spent on reading material. There are to indicators that can measure from time spent on reading. They are time spent on academic reading and time spent on non-academic reading.

#### **4.2.4.1 Time Spent On Academic Reading**

Time spent on academic reading is the time that the person reports to devote to reading books on his or her study subjects. The students read on the purpose for their study achievement. It is talking about how much the students spent their time to read their book in academic time such as school, course, either lesson books or another books. The researcher asked about the books that they read in their spare time at school.

According to the data, 23 students from sample A answered they spent their time to read a book on academic such as A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, A13, A14, A15, A16, A17, A18, A19, A21, A22, A23, A24 and A25. Most of them said they spent their time in academic to read books and their read lesson book. Some of them said they spent their time to read lesson book about 15 minutes – 2 hours a day.

A5: *“yes almost every day (I read lesson book)”*

Meanwhile, only two samples that answer they do not spent their time on academic reading, they are A12, A21. They just answered no without any specific reason.

Based on the data, there are 22 students that answer they spent their time in academic reading, they are B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B13, B14, B15, B16, B17, B18, B19, B20, B21, B23, B25. Most of them said they read book at school and usually they read lesson book that recommend by teacher. Sometimes they read sains book and they spent their time at least 1 or 2 hours to read the book in their spare time.

B11: *“1-2 hours or maybe more than that until I finish my book”*

Meanwhile, only 3 students that answered they were not spending their time to read books such as B12, B22 and B24. Some of them said they do not read lesson books in spare time and they do not read lesson books at campus. One of them said he reads books less than 30 minutes in their spare time.

B22: *“less than 30 minutes”*

There are so many students the researcher found in Sample C, 23 students answered that they have read books in academic reading, they are C1, C2, C3, C5, C6, C7, C8, C9, C10, C11, C12, C13, C15, C16, C17, C18, C19, C20, C21, C22, C23, C24, C25. Most of them said they do read books at campus and they read lesson book as usual. Sometimes they spent their time to read books 1-3 hours a day. There are so much variant lesson books that they read.

C11: *“buku yang berkaitan dengan agama dan ilmu pengetahuan”*

*“Books that related to religion and sains”*

Meanwhile, only 2 students from sample C answered that they are not really spend their time to read academic book. They are C4 and C14. One of them said that he never read lesson book in their spare time or if they read lesson books, it can be just 1 hour a year.

C4: *“one hour in a year”*

The researcher found there are so many students in sample D that spent their time in academic reading, they are D1, D2, D4, D5, D6, D7, D9, D10, D11, D12, D13, D15, D16, D17, D18, D19, D20, D21, D23, D24. Most of the students said at least they spend their time 1 hour to read lesson books. Usually they read lesson books when they do the assignment and when they got homework. One of them said she likes reading lesson books because it is important.

D12: *“yes of course, because I need to learn everything”*



Meanwhile, sample D3, D8, D14, D22 and D25 answered that they do not spend their time to read books in their spare time. Most of them said they read lesson books less than 30 minutes a day. They are not really spent their time to read lesson books.

D14: *“not already (I spend my time to read lesson book*

#### **4.2.4.2 Time Spent On Non-Academic Reading**

Time spent on non-academic reading is the time that the students reports to devote to reading books that are not directly relate to the subjects of their studies. It is discussed about how much students spent their time to read a book such as at home or the other places beside school reading activities.

The researcher found that in sample A, there are 21 students reading book and spent their time in non-academic reading, they are A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, A13, A14, A15, A17, A18, A19, A20, A23, A24, A25. The data shows most of students spent their time to read books at the other place such as home. The type of book that they read is comic and novel mostly.

A25: *“i read book everywhere while I want to read”*

Meanwhile, only 4 samples that answered they are not spent their time in non-academic reading such as A12, A16, A21, A22. They just answer no without any specific reason.

The researcher found 23 students spend their time to read books in non-academic reading. They are B1, B2, B3, B4, B5, B6, B7, B8, B9, B11, B12, B13, B14, B15, B16, B17, B18, B19, B20, B21, B22, B23, B24. They usually read books at home or the other place that makes them comfortable when they feel bored reading book at home. Mostly, they read novel and comic.

B2: *“yes, I read whatever it is possible to read”*



Meanwhile, only 2 students from sample B that answered they are not really spent their time to read books, they are B10 and B25. They do not read books at home or the other place, they do not read books outside and they not read books at least less than 1 hour. There is no any specific reason because they just answered no.

According to data, 19 students answered that they spend their time in non-academic reading such as C2, C5, C6, C7, C8, C9, C10, C11, C12, C15, C16, C17, C18, C19, C20, C21, C22, C23, C24. Most of them said they do read books at home when their task is done. They read books more than 1 hour a day. One of them said they read books at home at work or break time. Most of them answered their favorite books is novel and comic.

C5: *“at home or at work when break time”*

Meanwhile, 6 students from sample C answered that they do not did that, the samples are C1, C3, C4, C13, C14 and C25. Most of them said they never read books at home or the other place. They read less an hour a day and one of them said he never read a book at least less an hour a day. One of them said he never finished the book that he reads.

C4: *“I never read the book completely”*

Based on the data, there are 21 students that spend their time to read books outside campus such as D1, D2, D3, D4, D5, D6, D7, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, D19, D21, D22, D23. They do read books at home and one of them said she reads book when she feels bored. Most of them said they read their favorite books which are romance novel and comic.

D11: *“yes, I do read books at home”*

Meanwhile, only 4 students said that they are not really spend their time to read books in non-academic reading and they are D8, D20, D22, D24. There is no specific answer because they just answer no.

#### **4.2.5 Motivation On Reading**

The Motivation in reading is the motivation that students get to support their reading interest. Motivation comes from the family environment and also academic environment such as the teachers.

##### **4.2.5.1 Motivation On Academic Environment**

Motivation in the academic environment is about how school supports the students to read books more. The researcher asked the students about the motivation that given by teacher, does their teacher motivate them to read, recommend them a book to read, suggest them to go to library and does their teacher discuss about the topic that has been read by the students.

The researcher found that there are 24 students answered that they got motivated by their teacher to read books. They are A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, A12, A13, A14, A15, A16, A17, A18, A19, A20, A21, A22, A24, A25. Most of them said their teacher suggests them to go to library and sometime their teacher suggests them to share a book to read with their friends. And their teacher usually recommends something to read for the students.

A13: *“yes but hard book specially for journal or lesson book (English language)”*

Meanwhile, only one from sample A just said no, he is A23. He just said no without any specific reason.

Almost from sample b answered that they got motivation to read from their teacher. Students with number of sample B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14,

B15, B16, B17, B18, B19, B20, B21, B23, B24, B25 answered they teacher always motivate them every day to read books. They got so much recommend books to read and their teacher suggest them to go to library.

B10: *“ya, mereka sangat memotivasi kami untuk membaca. Mereka bilang kami harus sering menghabiskan waktu di library”*

*“yes, they motivate us so much to read books. They said we have to spend our time to go to library to read a lot”*

Meanwhile, only 2 samples that answered they got no motivation from their teacher, they are B1 and B22. The teacher not often to suggest them to share a books to read. the teacher also not discuss about what they already read.

B22: *“once in a while (teacher suggest to share books)”*

According to the data, 23 students answered that they got motivation from academic environment. They are C1, C2, C3, C5, C6, C7, C8, C9, C10, C11, C12, C13, C15, C16, C17, C18, C19, C20, C21, C22, C23, C24, C25. Most of them said their teacher always suggests them to read book, the teacher suggest them to go to the library and their teacher recommend them a book to read. Some of them said sometimes they discuss about what they read to the teacher.

C1: *“yes, I’m in literature major, so it does”*

Meanwhile, only 2 students answered they are not got motivate in academic reading they are C4 and C14. One of them said no one can motivate him to read a book and he never go to library. The two of them said they never discuss anything with their teacher and friends.

C14: *“no one can motivate me”*



Almost all students from sample D answered they got motivate to read books by the teacher. They are D1, D2, D3, D4, D5, D6, D7, D9, D10, D11, D12, D13, D14, D15, D16, D18, D19, D20, D21, D22, D23, D24, D25. They teacher always motivate them to read books, suggest them to go to library as always. The teacher also recommends them a book to read to the students. Some of them said they discuss about what they read with their teacher.

D11: *“yes, teacher usually recommend online book”*

Meanwhile, only 2 students answered they are not got motivated from their teacher. They are D8 and D16. There is no specifi reason because they just answered with no.

#### **4.2.5.2 Motivation On Family Environment**

Motivation in the family environment, it is often reported by the person on the purchase of books, recommending books and reading interest in the family. Motivation from the family is about how the family support the students to read books. The researcher asked some questions that are related to the family motivation, do their family motivate them to read books, are books is bought or borrow and do the family member recommend a book to read and is it discussed the book after read or not.

Based on the data, there are 16 students that got motivation from family environment to read books. They are A1, A3, A5, A6, A8, A9, A14, A15, A16, A18, A19, A20, A21, A22, A23, A25. Most of them said sometimes they bought the book to read at home in their spare time. some of them said the book is given by their family and they recommend books each other.

A15: *“given at home, but for interesting book, I will buy it”*

Meanwhile, sample A2, A4, A7, A10, A11, A12, A13, A17, A24 answered that some of them got motivate from their family and some of them answered they are not. Most of them



said they buy book for themselves while family never buy books. Mostly, they never discuss about what they read.

A11: *“no, they are not. They are not typical of people who love to read”*

According to the data, students with number of sample B2, B3, B4, B5, B7, B8, B9, B10, B12, B13, B14, B15, B16, B17, B19, B20, B21 answered they got motivate to read books from their family. Most of them said they often to buy books they share about what they read with their family. Sometime they recommend a good book and some of them their family not recommend the book.

Bb10: *“iya, ibu saya membeli saya banyak buku”*

*“yes, my mom bought me a lot of books”*

Meanwhile, sample B1, B6, B11, B18, B22, B23, B24, B25 answered some of them do not got motivate to read from their family. They do not discuss about the book with their family. sometime they shown interest about what they read. most of them said they buy books by their self.

B23: *“dibeli sesuai kebutuhan”*

*“buy as needed”*

Based on the data, there are 18 students that answered they are got motivate at home by their family, they are C2, C3, C5, C6, C7, C10, C11, C12, C13, C15, C16, C17, C18, C20, C22, C23, C24, C25. Some of them said their family motivate them to read book and there are books in their home. Sometime they buy the book to read but some of them never discuss about what they read to their family.

C7: *“(the book) bought and (there are books) at home”*

Meanwhile, C1, C4, C8, C9, C14, C18, C21 answered that they are do not got motivate from their family. Sometimes they just motivate theirselves to read books. Most of them said their family does not recommend any book and they never discuss about books.

C1: *“no, just me motivate myself”*

According to the datam sample D1, D2, D4, D6, D7, D9, D10, D15, D16, D17, D18, D19, B20, D21, D24 answered that they got motivated from their family environment. Sometimes the book is recommended to read. They usually buy the book to bread at home and some of them said their family buy the books too.

D1: *“some book is bought and some book is given”*

Meanwhile, sample D3, D5, D8, D11, D12, D13, D14, D22, D23, D25 answered that they are not really got motivate to read by their family. Most of them said they are not discussed about what they read to their family. The books is buy by themselves to read.

D12: *“no, never. Because my parent do not care, except my score”*

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

After conducting and analyze the data, the researcher found that 84 students have activity in reading while 16 students do not have activity in reading. 80 students feeling enjoy when reading a book and 20 students does not feel the enjoyment. 34 students find out feeling anxious and feeling difficult when reading books, especially when they read a book in the other language such as English and the others, 66 students does not feeling so difficult. While 74 74 students have variant amount of books read and 63 students have high amount of reading frequency. 88 students spent their time to read in academic which they read is lesson book and 83 students spent their time to read books in non-academic reading. Most of them said they like reading at their home and variant books that they like is novel and comic. 93 students got motivated from their teacher to read books and their teacher also recommend a good book to read. 66 from 100 students got motivated from their family which their family also buy a book to read at home. Some of them said they buy a book that interest to them.

The interpretation of students reading habits based on this research, for attitude toward reading, Universitas Lancang Kuning students has more activity in reading, which are 23 students answer yes on questionnaire and for enjoyment in reading, 23 students of Universitas Riau feels enjoy when reading books and for difficulty in reading, 20 students of Universitas lancang Kuning does not feeling difficult when they read books.

The comparison of each university for findings high amount of books read, students from Universitas Riau has the highest amount of books read which are 21 students answer that they have high amount of books read.



In reading frequency, the comparison between 4 universities can be measure by see the findings from the questionnaire, there are 18 students from Universitas Lancang Kuning that has the highest reading frequency.

Moving to times spent on reading, there are 2 universities students that answer they spend time to read books in academic reading which are students from Universitas Islam Riau and students from Universitas lancing Kuning. These universities has the same findings, 23 students answer yes. For time spent on non academic reading, only students from Universitas Riau that has the highest finding which is 23 students answer they read books in their home.

The last, the reasearcher found the highest result for motivation in reading, students from Universitas Islam Riau answer that they got motivation to read books from their lecturer and students from Universitas Lancang Kuning has the highest result for motivation on non academic reading which means 18 students answer they got motivation in reading from their family.

## **5.2 Suggestion**

Based on the result of the data, the researcher would like to give some suggestion dealing with the lecturer and the next researcher.

### **5.2.1 For Lecturer**

The lecturer could increase students ability in reading by helping students and motivate them to bread books. The lecturer could recommend a book to read to rebuild students' reading habit. Motivate students to read is important or maybe the lecturer can recommend the book that the students like such as novel or comic which the variant that most students favorite books. Habits in reading book can help students to increase their reading ability and make students more open minded.



### 5.2.2 For Further Researcher

For further researcher, there are several theories that discussed in the same case about reading habits. The researcher should recognize that there are several indicators that can be analyze to know students reading habits in the future. The researcher hopes the next researcher can find solution for helping and increasing students reading habits. The researcher considers how the students how the students reading habits are from analyzing several indicators of reading habits.



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