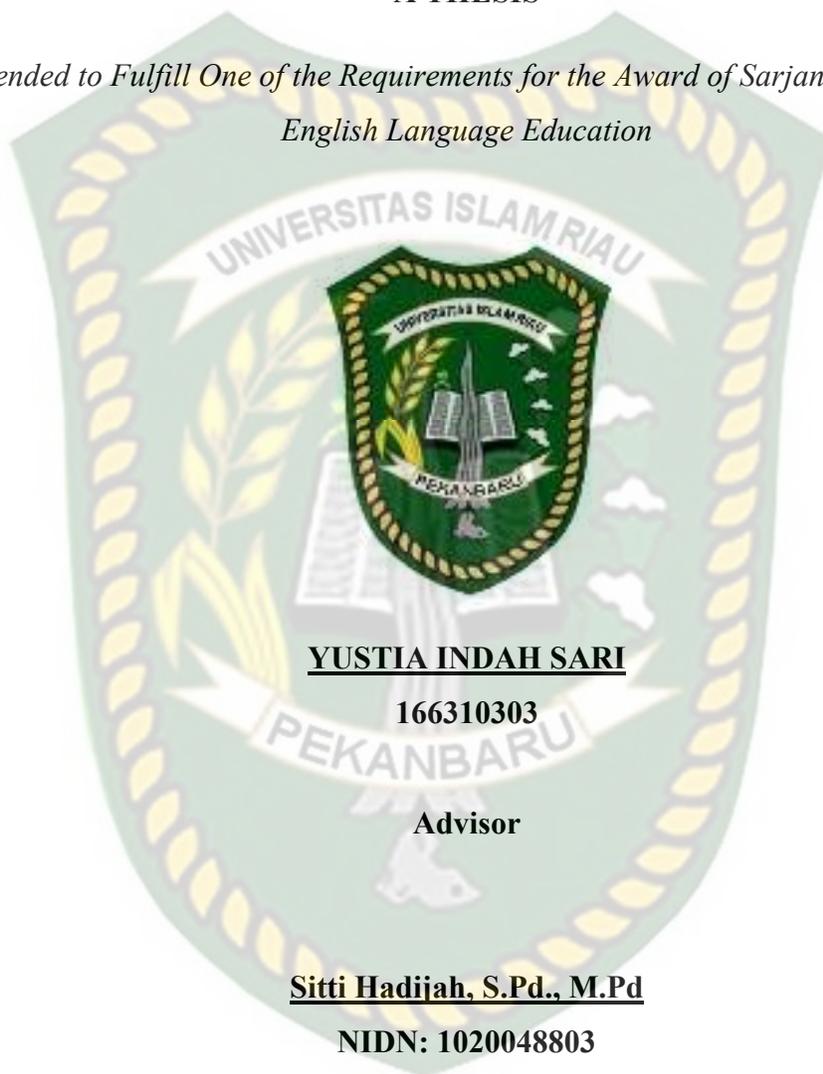# AN ANALYSIS OF READING HABITS OF ENGLISH LANGUAGE EDUCATION STUDENTS AT UNIVERSITAS ISLAM RIAU

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Education

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ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

PEKANBARU

2020

THESIS APPROVAL

TITTLE

"AN ANALYSIS OF READING HABITS OF ENGLISH LANGUAGE EDUCATION STUDENTS AT UNIVERSITAS ISLAM RIAU"

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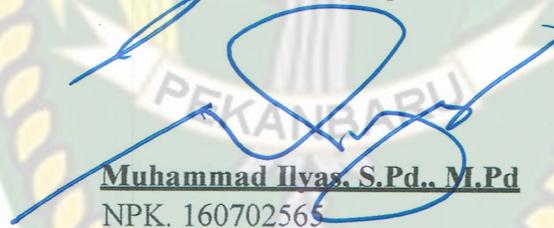Study Program : Teacher Training and Education

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i

THESIS

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EDUCATION STUDENTS AT UNIVERSITAS ISLAM RIAU**

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ii

LETTER OF NOTICE

We, that the Advisor hereby notice that:

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It has been examined. This letter is made to be used as it is needeed.

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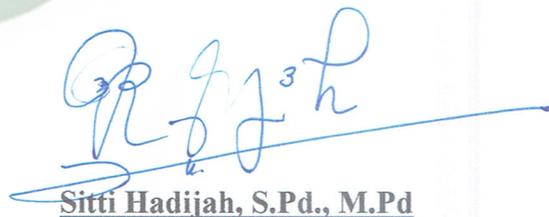
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Judul Tugas Akhir (Bahasa Inggris)	: An Analysis of Reading Habits of English Language Education Students at Universitas Islam Riau		
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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

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The researcher realizes that this thesis still far from the perfection. Remaining errors are the researcher's own. The researcher is pleased to accept more suggestion, comments, and supportive feedback for the improvement of this thesis.

Pekanbaru, 27th January 2021

The Researcher

YUSTIA INDAH SARI
166310303

TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURES

ABSTRACK

Yustia Indah Sari. 2020. *An Analysis of Reading Habits of English Language Education Students at Universitas Islam Riau.* Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Keywords: Reading habits

Reading habits are activities that help you better understand your own experiences and can be an exciting journey to self-discovery. This research aims to describe the reading habits fifth year students' of English Language Education at Universitas Islam Riau.

This research used quantitative approach. The population of this study was the fifth semester students of English Department at Universitas Islam Riau, $n=(147)$ while the sample was whole sampling technique selected that of 110 participants. The data were collected from the questionnaire that distributed online through Google form. The questionnaire adapted from Aliye Erdem (2015).

The results showed that 89% of the participants' who are read social media posting for the most preferred items for reading. While, there are 66% of the participants who read a book genres entertainment humor and there are 92.7% of the participants browsing from internet for their means of obtaining books for reading. As for status of enjoying reading books/ periodicals, 52.7% of the participants considered partially. In term of time of last book purchase, 67.3% of the participants choose can't remember and 41.8% of the participants choose less frequently for book reading frequency. Then, majority of the participants with 71.8% of them are feel the purpose of reading is being informed. Meanwhile, 66.4% of the participants feel improved for status of change in reading habits after coming to university. In addition, majority of the participants with 57.3% of them are often spending time on the computer/ internet for the reasons for not being able to spare enough time for reading.

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Reading is a process of combining information from text to make meaning and also as an activity of absorbing information from all readable sources. As a benefit, reading can help people to perceive information that develops and changes day by day for personal growth and development. Reading is also one of the essential tools in learning and a source of pleasure and satisfaction for increasing the quality of life. People can entertain themselves through reading, such as reading novels or comics.

In educational context, reading should be the students' habit because it could increase good comprehension in acquiring knowledge based on self-experience. In terms of reading scientific article or essay, the readers are needed to have an appointment with critical reading because digging essay's information could not be executed instantly. The readers had to read the whole text not the piece of paragraph. However, not all the students are interested in understanding long texts and also focusing on the texts. Commonly, the long text makes the students getting difficulties in determining main ideas, making inferences, and locating references. Sometimes, the students do not know the meaning of the words contained in the text that they are reading because of lack of reading habits or reluctance to find out the meaning of the

1

information in the text. So, generally the students feel that reading is not an interesting activity. Even though reading activities have been introduced in Indonesia at very early stage of learning, unfortunately the students tend to avoid reading. The problem in reading habits is not about the lacking of interest in reading by the students, but environment that forces them to have little interest in reading. Moreover, the environment also provides them very little access to books.

Teaching and learning activities in the college institution are also faced with endless problems of the students due to their incapability in comprehending reading texts. One of the causes for the reading problem is affected by the students' reading habits. Reading purposes tend to be ignored by the students. However, in technology era nowadays, there is a new reading trend among the people, particularly the students. The existences of the social media influence the students to read more information from the social media platforms. Unfortunately, the information in the social media platforms is mostly written in short caption. So, this phenomenon also influences the students' reading habits.

According to Suhana & Haryudin (2017), habit cannot come instantly since it needs a long process to be built and factors influencing habit such as: interest, motivation and environment. To build reading habits, start with reading by choosing interesting and knowledgeable resources such as book, article, journal, or newspaper to spend time to read. If this activity is done regularly automatically reading habits

can be achieved because if there is no interest, motivation, and environment the habit will never exist.

Reading habits refer to behaviors that express the reading match of each reading type and taste of reading. Reading habits is an activity which builds up for a better understanding of one's own experience and it can be an exciting journey to self-discovery, (Yuliani & Barokah, 2017). In addition, the students who read more tend to comprehend the text well. The more they read, the more they get insight from a text.

In English language teaching and learning context, reading is one of the skills that the students have to master. To be skillful in this skill requires the students to have reading habits because it also needs the students' willingness to read English resources in their daily life. It is importance for the students to perform their reading habits because it will support them to master the other English skill (reading, writing, listening, and speaking) and the English components (vocabulary, grammar, and pronunciation). Hence, it is necessary for the students to have reading habits.

Based on the description above, the researcher is interested in analyzing the students' reading habits. How the students perform the reading activities are going to be found in the study. The researcher is interested in conducting a research entitled: **"An Analysis of Reading Habits of English Language Education Students at Universitas Islam Riau".**

1.2 Identification of the Problem

Based on the background of the problems, there are some problems experienced by the students in reading:

Firstly, some of the students are not interested in reading because they consider it as a boring activity. Some of them commonly feel uninterested in complex and very long sentences. The process of reading involves not only taking the meaning from the text but also interacting with the text. Complex sentences contain many clauses or reduced clauses and abstract concepts so that texts with longer sentences will be more difficult to understand than shorter sentences. Limited vocabulary also makes the students to feel boring in reading activity because they reluctant to find out the meaning in the dictionary.

Secondly, book access is one of the problems in reading activity. The price of the book is quiet expensive for some of the students so they rarely to buy and affect for their reading activity. Usually students are interested in reading when they think that the reading will be useful for them. Some of students are can't remember when

their last book purchase or book reading frequency because they think partially of enjoying reading a book.

Thirdly, reading atmosphere is rarely to be found for some of the students. Reading is not a habit of some students and it can be caused from less motivation. The students think reading is a difficult subject to learn. Some of the students rarely to find out the reading English resources while in their leisure time and peoples' habit in reading is a repeated form of reading practice which means the activity needs to be done regularly and it can affect their English fluency.

1.3 Focus of the Problem

Based on the identification of the problems above, there are some problems experienced by English language learners at Universitas Islam Riau. One of them is in habits of practicing the four language skills (writing, speaking, reading, and listening). However, this study only focused on analyzing the students' reading habits since reading is one of the essential skills that can influence the students' mastery of the other skills. This study investigated the students' reading habits at English language education program on 2020/2021 academic year.

1.4 Research Questions

Based on focus of the problem above, researcher formulated the research problem as follows:

1.4.1 What are the reading habits of English Language Education students at Universitas Islam Riau?

1.4.2 What kinds of reading sources are used by the English Language Education students at Universitas Islam Riau in their reading activities?

1.5 Objective of the Research

Based on the research questions above, the researcher decides the objective of the research as follows:

1.5.1 To figure out the reading habits of English Language Education students at Universitas Islam Riau.

1.5.2 To know the reading sources are used by the English Language Education students at Universitas Islam Riau.

1.6 Significance of the Research

The main of this research can be presented as follows:

1.6.1 For the students

The result of this research can help the students especially the English language education students to enhance their English skills especially

reading and let they know the quality of themselves in reading printed or online books to improve their reading habits.

1.6.2 For the researcher

It is expected that the result of this research can persuade the students to increase their interest and motivation in reading habits. Particularly, this research can be advantageous for the researcher to learn how reading habits can benefit students in enhancing their English skill.

1.7 Definition of the Key Terms

The definition of the key terms of this research described as follows:

1.7.1 Reading Habits. According to Septiarini et al., (2018), reading habits is the act of making meaning. It is an important thing to encourage readers to start a conversation with text and the function of reading habits is to deliver a meaning, to integrate information visually and non-visually, and to express an idea.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concept of Reading

Reading is a passive skill that requires an interactive process in understanding a meaning to get various information or ideas from written texts, (Nur & Ahmad, 2017). Reading as the process of making meaning from written texts and the reading activity needs a process by which people comprehend what they read. The nature of reading is not merely read the text through line, a reader has to bring his mind into the text to comprehend what is read.

Reading is an interactive process whereby the reader creates meaningful textual representations using effective reading strategies that represent important skills, (Pourhosein Gilakjani & Sabouri, 2016). It other words reading is an active process in which the readers and writer engage in switch the ideas with an author via the text. It is the process to extract the meaning and acceptance of meaning as the main goal of both processes.

Reading is about understanding the written text, but understanding is not simple. It is a complex activity that involves perception and thought. It consists of two interrelated processes; word recognition and understanding. Word recognition refers to the process of understanding how written symbols correspond to spoken language. Comprehension is the process of understanding related words, phrases and texts, (Yang, 2014).

Therefore, the reader to comprehend the written words the reader must be able to understand what must be possessed by an author in compiling the ideas and information presented in a text. Then, the process of reading may be broadly divided into three stages, (Patel & Jain, 2008) there are:

a. Recognition stage

At this stage, the learners simply recognize the corresponding graph of the phonological element. For example, it recognizes words spoken in written form. The difficulty at this stage depends on the differences between the student's native language and English and between the bilingual spelling conventions.

b. Structuring stage

The learners seeing the syntactic relationship of the items and understand the structural meaning of the syntactical units.

c. Interpretation stage

At this stage, this is the highest level in process of reading. The learners comprehend the significance of a word, a phrase, or a sentence in the overall context of the discard. At this stage, someone actually reads a text to get information or for pleasure.

2.1.1 The Purposes of Reading

The purpose of reading is to understand the information from the text, to be entertained and to use the information for a particular purpose. According to Grabe & Stoller (2011) there are four purposes of reading:

a. Reading to search for simple information

   Reading to search for simple information is a common in reading ability, through some researcher think it as an independent cognitive process. Reading to search information in academic typically scan the text for a specific word or a specific piece information.

b. Reading to learn from texts

   Reading to learn from texts usually remembers main ideas and typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from the text.

c. Reading to integrate information, write and critique texts

   Reading to integrate information requires additional decisions about the relative importance of complementary, both of reading to write and reading to critique texts may be tasks variants of reading to integrate information. Both require abilities to select critique and compose information from a text and both purposes represent common academic tasks that call upon the reading abilities needed to integrate information.

d. Reading for general comprehension

Reading for general comprehension commonly used to describe the activity of reading skills and strategies. Skills represent linguistic processing abilities that are relatively automatic in their use. Strategies are often defined as a set of abilities under conscious control of the reader.

2.2 Influential Factors in Reading

Reading is one of the most important steps in understanding and learning. Reading is the area of learning that makes the greatest contribution to mind development and a process which consists of a combination of different factors that require special education. The influential factors in reading such as; motivation, interest, and habits could be beneficial for the students.

2.2.1 Motivation

In students learning, motivation is one of the important factors which impact greatly on language learning because motivation is an emotional response in which students receive benefit, rewards, or possible positive rewards for a task. The motivation to learn increases when the students find relevance to the material or feel they need to know the certain content. The students find incentives to learn with which they relate and which they apply to their own lives and experiences.

Motivation consists of intrinsic and extrinsic. The intrinsic motivation is defined as doing an activity because of the satisfaction to be gained by doing it and including the engagement, enjoyment, and even interest or challenge to the activity itself, (Salikin et al., 2017). Some of people intrinsically motivated will definitely

participate in an activity without any external and internal pressure or even when there is no reward behind. The extrinsic motivation is the actions that are carried out to obtain some instrumental objectives such as getting a reward or preventing a punishment. Extrinsic motivation refers to motivation that comes from external rewards such as money or value. Motivation comes from the pleasure you get from the task itself or from the sense of satisfaction in getting or even getting a task done.

2.2.2 Interest

Interest is one of the psychological factors that help and encourage someone in providing a stimulus to an activity carried out to achieve the goals to be achieved. As long as the students become interested in learning, they will show enthusiasm to the activities to participate in, and be active to learn and explore, improve the efficiency, and develop new abilities. Moreover, Saswandi (2014) explained interest can be cause on activity and the result of participation in the activity.

Interest is often separated and labeled as one thing interest, individual interest and topic interest. Situational interest is the emotion elicited by the selection of environmental or textual stimuli, and this property appears to be stimulating in relation to what is happening around someone or something that is attractive. Individual interest is carefully though believed to be a stable and lasting through a desire to engage with any kind of activities. Topic interest refers to reminded by a certain topic or theme. The students who are more interested in topic of reading, process the reading information in a deeper thinking-related process, and this deeper

processing help them to understand the text better than students who are less interested in the reading topic.

2.2.3 Habits

A habit is a routine of behavior that is repeated regularly and tends to occur subconsciously. Habits have been demonstrated empirically to strongly determine the behavior of people in relative stable situations as example modality choice in transportation. Habits have benefits for our performance in daily life: instead of thinking about routine decision problems we keep our minds free to think about issues that are not routine like. Hence, habits are mechanism that allows us to efficiently allocate our limited cognitive capabilities and the use of habits can be listed under the heading of procedural rationality to substantive rationality that is exclusively outcome oriented.

Habits provide a significant advantage in terms of savings on cognitive effort and habits functional in contexts where the decision situations hardly change, and thorough elaboration would always come up with the same decision, (Jager, 2003). In fact, the use of habits results in the behavior not taking into account new information or actively seeking new information. If the habit arises from a process of finding optimal behavior under the given circumstances, the circumstances may have changed since then and alternative behaviors would yield better results.

2.3 Habits in Reading

Reading perhaps in one of the most widely employed skills in existing literature. Reading is a construction of new meanings through manipulation of concepts already possessed by the reader with resulting meaning, (Varita, 2017). Reading has come to hold the most significant place in education as one of a means of communication in a highly literate society and makes way for a better understanding of one's own experiences and it can be exciting journey to self discovery. It is the art of interpreting printed and written words, the most effective process of conscious learning which influences the extent and accuracy of information, as well as the attitudes, morals, beliefs, judgment and action of readers.

Reading is an important form of entertainment and a life that does not just happen. These are skills that must be developed early on in children. Like any habit, the reading habit is formed in the individual over time. Habit is a product of learning, while reading is the art of interpreting written discourse. As a long-term habit, reading is the primary portal to the knowledge space. With this in mind, reading habits are an important tool for developing a person's personality and intellectual skills.

Reading habits is more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. While, reading habits refers to the automatic process as the readers read the textual material and deriving meaning unconsciously. Then, by building reading habits will constantly help the readers construct meaning actively. Reading habits not only help the students to get

knowledge and policy from the cultural of heritage, but are also very helpful in passing for leisure period, (Grabe & Stoller, 2011).

The habit of reading is more permanent than a passive quality that implies a command to act indicating the experience of desire; that's why they are designed that way. With repeated actions, the habit grows, but the habit can also be reduced by stopping the action. Habits are patterns of behavior that develop a constant, regular, often unconscious tendency, through frequent repetition, to perform an action applied to any activity identified over time as part of the individual's personality.

Since the habit of reading is built by repeating the desired behavior, reading is practiced regularly every day until it becomes a habit for the learners. Therefore, repetition of reading activities is the key of the establishment of reading habits. Good reading habits in English refers to behaviors of reading various kinds of English reading materials which are regularly, permanently and intentionally conducted so it becomes a part of the EFL students' daily activities.

A habit of reading is not only constructed in an individual but also influences by some external factors such as environment, education, social background, and facilities, (Iftanti, 2015). A term factor refers to facts, circumstances or particular situations that actively provide to an accomplishment, result or process. In other words, reading habits is individually, socially and culturally constructed. There are certain facts or circumstances which actively contribute to an accomplishment of reading habits. Accessibility to electronic facilities such as social media and home video influence the students' reading habits. Moreover, the environmental influence,

15

parental influence, and pair pressure are other factors militating against better reading habits.

According to Tanjung et al., (2017), the major trends of students' reading habits are frequency of items read and content first clicked when online. The available result, the least frequent number of items was reading emails and the most frequent one was reading online information. The respondents who read newspapers, magazines, novels, and emails were included into the level of sometimes. Meanwhile, textbooks and online information were frequently read. The most frequent content first clicked when the respondents were online being about computer and internet. The respondents can be encouraged to access not only computer and internet or entertainment but they can be encouraged to access education as it is connected directly to their daily life as students. According to Shen (2006) as cited in (Noorizah Mohd Noor, 2011) identifies reading habits, as how often, how much, and what students read. Reading frequency is an imperative aspect related to reading. The measure of reading frequency in many studies focused on the amount of time spent on reading; less than one hour, one until two hours, two until four hours, and more than 4 hours. Types of reading materials preferred by EFL learners is internet materials, e-mails, text books, dictionary, novels/story books, journals, newspaper, magazines, report, and instructional material. Reading these types of materials can benefit the readers in many ways; learn about other place or times, stimulate their imagination, and gain insight into human nature. The reason for reading is to pleasure and study. The type of material used for study includes dictionary, textbook, journal,

and internet material. Whereas those cited for pleasure reading include magazines, emails, newspaper, and novels. According to Shen (2006) as cited in Sakinah (2008) reading habits can be seen from some points by reading materials that students read, frequency of reading, time spent in reading and the purpose of reading.

2.4 How to Develop Reading Habits

In order to streamline the educational process, there is a substantial need to improve reading habits to increase learning. There is a high correlation between reading satisfaction and readiness to read, that is, if someone is forced to read something that he or she doesn't want to read, it won't build up. Hence, it is important to observe a person's reading preferences in order to develop their reading habits for future learning. The reading habit of teens is declining today and the reason for this is television, cell phones, videos, computer games and other negative entertainment that have contributed to the worsening of the situation. Individual reading habits are influenced by personal, social, educational, economic and occupational backgrounds.

In college institution, effective study has become critical. Useful study is essential and to support promote reading. It turned out that the students differ in their study habits. Boys and girls have an unusual attitude towards reading habits. Everyone learns something every day, but learning requires hard work. According to Siebert (2008) as cited in (Adnan et al., 2016) there are three considerations may be useful in developing good reading habits:

17

a. Set up a study planning

Students who regularly use his time better turns out to be a successful reader than another student who does not filter his time to read. When someone is waiting for a college exam, their views are not as clear as those of students who read regularly on a timetable. It is important to set specific times, durations and breaks during your studies. This process returns your focus to relearn. Try to break down your main tasks into smaller tasks so that you can plan your study time.

b. Find a place to study

A suitable place is one of the things you need to read better. Find a place without excessive noise, distractions, and disruption. Some people have a habit of reading while watching TV or listening to music, but most people like to read in a quiet environment. Finding a quiet place to study will be helpful, and it all depends on the reader receiving the knowledge.

c. Rewards your study result

It is difficult to set up a learning routine. Getting used to reading is a long-term process. In the beginning, someone must be motivated to receive a reward after reading a book. This will help you to keep learning. After you are motivated, set your reading and reading goals until it becomes a strong habit. In general, we learn when we want to get information such as test, exams, etc. Some students deceive themselves to show that they are reading but they are doing nothing more than looking busy.

2.5 Review of Related Findings

There are some studies which are related with this they proposed research (Fatiloro et al., 2017), (Erlina et al., 2019) and (Erdem, 2015).

The first study was done by (Fatiloro et al., 2017) that entitled as "A Survey on the Reading Habits among Colleges of Education Students in the Information Age". The researchers intended to carry out a survey on the reading habits among Colleges of Education in the information age. The study was a descriptive survey with a validated questionnaire. A total number of 200 students were used from the two colleges of education in Oyo town, with gender and age as the moderating variables. The findings showed of specialization on a daily basis while 25.0% love reading from their fields of specialization every week. The study confirmed that good reading habits enhance academic performance.

The second study was done by (Erlina et al., 2019) her research is about "The Correlation between reading Habit and Academic Achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang". In this study, to know if there was a significant correlation between reading habit and academic achievement and explored the influence of reading habit and academic achievement. This research used descriptive statistic, person product moment correlation, and regression analysis were employed to analyze the data and the participants of this research was 482 active students and 101 students in sixth semester were taken as the sample. The findings of this research indicate that students' reading habit gave dominant effect on their academic achievement.

19

The third study was done by (Erdem, 2015) that entitled "A research on reading habits of university students: (Sample of Ankara University and Erciyes University)". This study has the objective of determining the reading habits of students are considered important in both areas they need and in their self developments throughout their lives. Data of questionnaires applied to a total of 326 students consisting of 225 students from Ankara University and 101 students from Erciyes University have been analyzed with the SPSS 16.0 statistic program. The findings of the research the students read novels, newspaper and magazines in their spare time, they enjoy reading literary works, and they could not spare much time for reading books due to the intensify of lessons, busy social life, preparation for examinations and spending time on the computer/internet.

Based on the previous studies, the researcher found the effectiveness reading habits on academic achievement and the students usually playing social media in their spare time to increase their reading habits. So, in this study the researcher analyzed reading habits of English language education students at Universitas Islam Riau.

2.6 Conceptual Framework

```
┌─────────────────────────────────────────────┐
│   An Analysis of Reading Habits of English   │
│ Language Education Students at Universitas    │
│                  Islam                        │
└─────────────────────────────────────────────┘
                      │
                      ▼
              ┌───────────────┐
              │    Reading    │
              └───────────────┘
         ┌────────────┼────────────┐
         ▼            ▼            ▼
   ┌──────────┐ ┌──────────┐ ┌──────────┐
   │Motivation│ │ Interest │ │  Habits  │
   └──────────┘ └──────────┘ └──────────┘
                      │
                      ▼
           ┌──────────────────────┐
           │ Quantitative Research│
           └──────────────────────┘
                      │
                      ▼
           ┌──────────────────────┐
           │    Questionnaire     │
           └──────────────────────┘
                      │
                      ▼
       ┌────────────────────────────────┐
       │ Finding the students' reading  │
       │            habits              │
       └────────────────────────────────┘
```

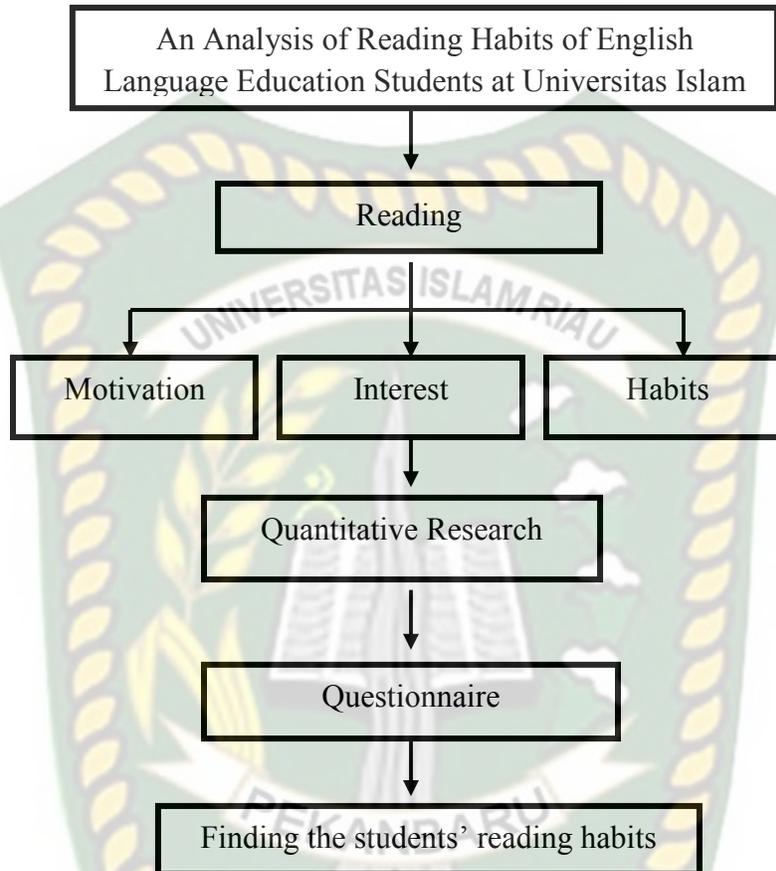**Figure 2.1 Conceptual Framework**

Based on conceptual framework above, the researcher focused on students'

reading habits because it also needs the students' willingness to read English

resources in their daily life. The researcher used quantitative research and then gives

the questionnaire to find the students' reading habits of English language education

students at Universitas Islam Riau.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design is a plan on how to collect and process data so that it can be implemented to achieve the research objectives. In this research, the researcher uses quantitative research. According to (Creswell, 2014) said that quantitative research involves the process of collecting, analyzing, interpreting, and writing results of a study. In other words, quantitative research is a study, where data is obtained from a sample of informants, and the object must be calculated through statistics, (Putra, 2014).

Based on the definition above, it can be concluded that the researcher uses quantitative research. This research uses a quantitative research because this research is presented with chart figure and appropriate to the objectives of the research. The researcher applied only one variable that is analysis on reading habits of English language education students at Universitas Islam Riau.

3.2 Population and Sample of the Research

3.2.1 Population

The population is homogeneous enough, for the population that is less than 100 person, the sample taken is 50%, but is more than 100 person. The population of this research is the fifth semester students of English education department of Universitas Islam Riau academic year 2020/2021. The total numbers of population are 147 students.

Table 3.1 Total Number of Population

Name of Class	Number of Students
5A Class	35
5B Class	37
5C Class	35
5D Class	40
Total	147

3.2.2 Sample

One of the most important steps in research is the selection of sample that will be observed or questioned. Technique of selecting the sample is whole sampling technique because the researcher used all of the responses from the sample. According to Arikunto (2013) sample is a portion or representative of population under study.

3.3 Data Collection Technique

In collecting the data, the researcher used the questionnaire and distribute to the students. According to Hariyadi (2011) states questionnaire is a list of question where each question has been provided for answers to be chosen, or is provided to fill in the answers. The questionnaire later considered as primary source of this research. The questionnaire distributed to support this research and get a valid result.

Table 3.2 The Blueprint of Questionnaire

1. Personal details					
a) Name:					
b) Age:					
c) Gender:					
2. Experience in learning English					
a) 1-5 Year					
b) 5-10 Year					
c) 11-15 Year					
Students Reading Habits					
The most preferred items for reading	**Always**	**Often**	**Sometimes**	**Rarely**	**Never**
Novel					
Newspaper					
Magazine					
Exam Preparation					

	Always	Often	Sometimes	Rarely	Never
Books					
Poems					
Articles					
Online Articles/Blog					
Social Media Posting					
Others					
Book genres that enjoyed most for reading	**Always**	**Often**	**Sometimes**	**Rarely**	**Never**
Historic					
Romantic					
Entertainment-humor					
Psychology					
Personal development					
Politics					
Adventure					
Religious					
Crime Novel					
Education					
Horror					
Essay					
Popular science					
Sociology					
Economy					
Other					
Means of obtaining books for Reading					
Purchasing					
Borrowing from friends					
Borrowing from libraries					
Browsing from internet					
Other					
Status of enjoying reading books/periodicals					
Yes					
No					
Partially					
Time of last book purchase					

Within the last month
Within the previous month
Within the last three months
Can not remember
Book reading frequency
Never read
One or less books Within 2 months
1 book a month
Two or more books a month
Every day
Once in a couple of days
Once a week
Once a month
Less frequently
Purpose of reading
Being informed
Personal development
Keeping up-to-date
Making the best of spare time
Professional development
Entertainment
Reinforcing lessons
Relaxation
Other
Status of change in reading habits after coming to university
Improved
Deteriorated
No change
Reasons for not being able to spare enough time for reading
Intensity of studies
Busy social life
Preparation for examinations
Spending time on the computer/internet

Chatting with friends
Watching television
Expensive prices of books

<div align="right">Adapted by (Aliye Erdem, 2015)</div>

3.4 Data Analysis Technique

After collecting the data, the researcher analyzed the data. Each items of the questionnaire is presented in the form of chart figure. The questionnaire analyzed by formula:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage of items
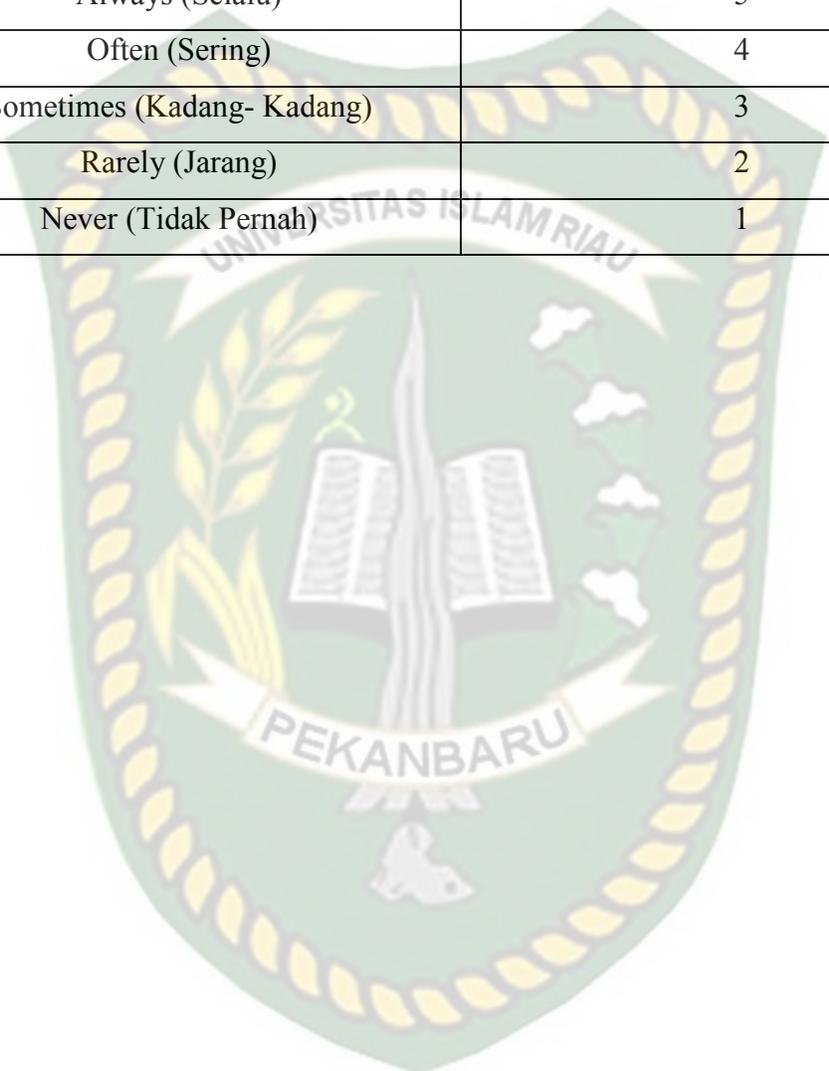
F= Number of Frequency

N= Total number of respondent

<div align="right">(Sudijono, 2009)</div>

The data from table above that is obtained for easy analyze the interpreted using a percentage of the data as follows:

Table 3.3 Indicators and Scores

Indicators	Scores
Always (Selalu)	5
Often (Sering)	4
Sometimes (Kadang- Kadang)	3
Rarely (Jarang)	2
Never (Tidak Pernah)	1

CHAPTER IV

RESEARCH FINDINGS

This part presents the participants' responses toward their reading habits which had been collected through questionnaire. The detail information about the responses can be seen in the following information.

4.1 Data Presentation

4.1.1 Personal Information

In personal information section, the samples consisted of 104 female, and 6 male students. All of them mostly at the age of 19 and 20 and mostly of them 11-15 years experience in learning English while the least is 1-5 years experience in learning English.

4.1.2 Students' Reading Habits (The most preferred items for reading)

In this case, the students are encouraged to show their responses in reading habits. There are nine items from the questionnaire related to the reading habits learners' items for reading.

The detail presentation of the students' responses towards the components above can be seen in the table below:

29

Table 4.1 The students' responses of the most preferred items for reading

Item	Always	Often	Sometimes	Rarely	Never
Novel	9	23	40	33	5
Newspaper	0	10	42	50	8
Magazine	4	11	39	44	12
Exam Preparation Books	8	35	47	20	0
Poems	5	14	43	29	19
Articles	13	42	37	16	2
Online article/Blog	22	52	26	8	2
Social Media Posting	57	41	8	4	0
Others	23	32	42	8	5

The table 4.1 above represents three categories of the students' responses which are high, average, and low. Those three categories are inferred from the questionnaire's response key that start from the score of 1 to 5. Responses for each statement are rated as follow: 5 = always; 4 = often; 3 = sometimes; 2 = rarely; 1 = never. The score 5 and 4 are considered to be high because it shows the students positive response towards the statement. The positive responses mean that the participants are they more doing with the statement and the score 3 is considered as average because it represents the students fair response towards the statement. Fair means the students somehow feel they can relate with the statement but they are not often doing it. The last, but no least, the score 2 and 1 are considered low because it shows the students negative response towards the statement.

In terms the most preferred items for reading, most of the participants give their average responses because it represent the students fair response toward statement (**1.1**) 36.4%. However, they have positive responses when they are often read newspaper (**1.2**) 45.5% and magazine (**1.3**) 40%. Furthermore, the participants also have average responses in reading exam preparation book (**1.4**) 42.7% and poem (**1.5**) 39.1%. Then, the participants also give positive responses for read articles (**1.6**) 38.2% and for read online articles/blog (**1.7**) 47.3%. But, they have positive responses 51.8% when they are reading in social media posting (**1.8**). The last, but not least, another average response also given by the students in the others 38.2% (**1.9**).

The elaborate presentation of the students' responses towards the components above can be seen in the chart below:
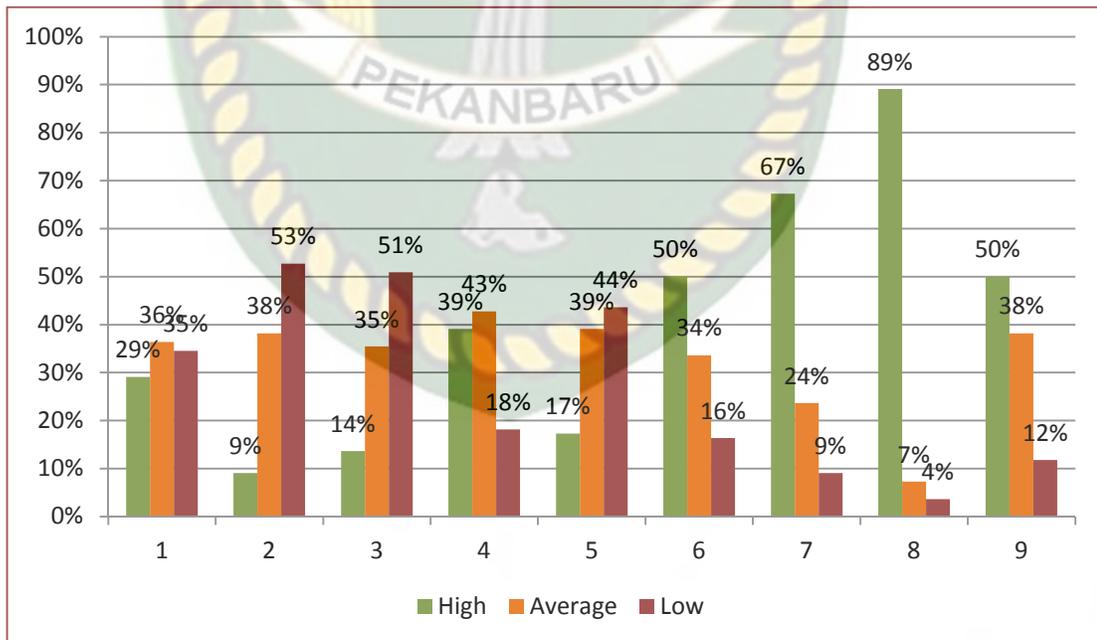

Figure 4.1 the percentage of the most preferred items for reading

4.1.3 Students' Reading Habits (Book genres that enjoyed most for reading)

The detailed presentation of the students' responses towards the components above can be seen in the table below:

Table 4.2 The students' responses of book genres

Item	Always	Often	Sometimes	Rarely	Never
Historic	12	15	43	37	3
Romantic	16	45	29	15	5
Entertainment -humor	38	35	31	6	0
Personal development	6	27	60	15	2
Politics	1	14	40	41	14
Adventure	16	32	44	16	2
Religious	19	33	42	13	3
Crime novel	14	15	40	30	11
Education	13	45	41	9	2
Horror	21	16	22	21	30
Essay	1	8	61	34	6
Popular science	4	10	56	33	7
Sociology	3	4	46	45	12
Economy	0	7	38	47	18
Others	12	19	46	23	10

The table 4.2 above represents three categories of the students' responses which are high, average, and low. Those three categories are inferred from the questionnaire's response key that start from the score of 1 to 5. Responses for each statement are rated as follow: 5 = always; 4 = often; 3 = sometimes; 2 = rarely; 1 =

never. The score 5 and 4 are considered to be high because it shows the students positive response towards the statement. The positive responses mean that the participants are they more doing with the statement and the score 3 is considered as average because it represents the students fair response towards the statement. Fair means the students somehow feel they can relate with the statement but they are not often doing it. The last, but no least, the score 2 and 1 are considered low because it shows the students negative response towards the statement.

Based on the finding in table **4.2** the researcher found most of the participants gave their average responses. The results show that the students have average responses in reading book genres historic 39.1% (**2.1**). They also have positive responses 40.9% when they are reading book genres romantic (**2.2**) and for reading entertainment humor 34.5% (**2.3**). Furthermore, the participants also gave the average responses in reading personal development 54.5% (**2.4**). But, in reading politics 37.3% the participants gave the positive responses (**2.5**). Then, the participants gave average responses in reading adventure (**2.6**) 40%, religious (**2.7**) 38.2%, and crime novel (**2.8**) 36.4%. But, the participants gave positive responses 40.9% in reading education book (**2.9**). For reading horror genres (**2.10**) the students gave low responses 27.3%. Generally, the participants gave average responses in reading essay (**2.11**) 55.5%, popular science (**2.12**) 50.9%, and sociology (**2.13**) 41.8%. The participants rarely read a economy and gave low responses for that 42.7% (**2.14**). The

33

last, but not least, another average responses given by the participants in others statement (**2.15**) 41.8%.

The specified presentation of the students' responses towards the components above can be seen in the chart below:
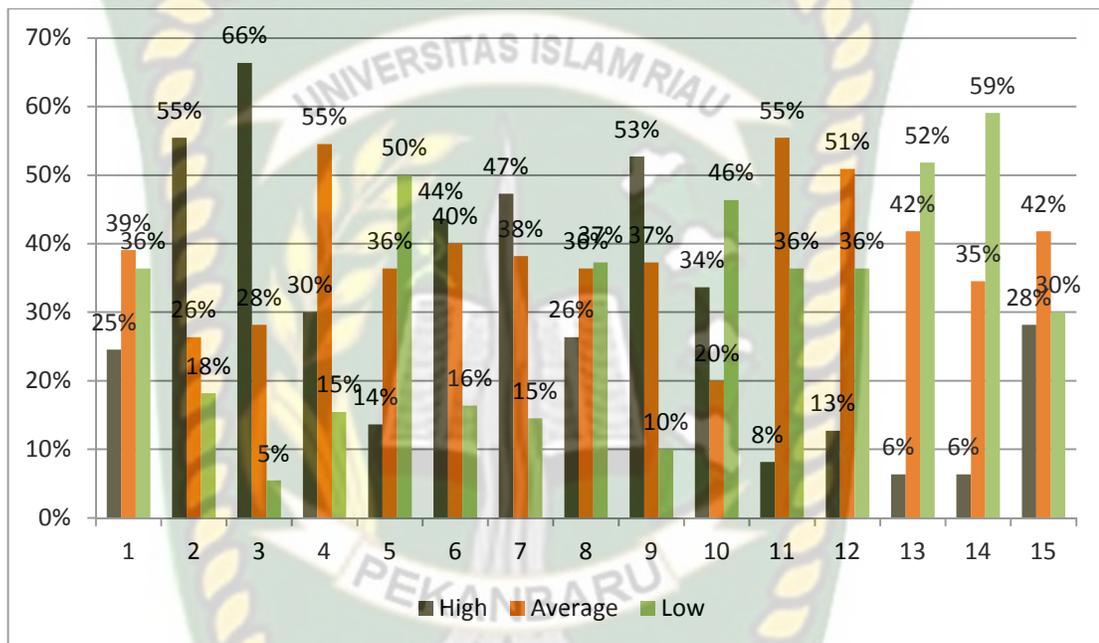

Figure 4.2 the percentage of book genres that enjoyed most for reading

4.1.4 Students' Reading Habits (Means of obtaining books for reading)

The detailed presentation of the students' responses towards the components above can be seen in the table below:

Table 4.3 The students' responses of means obtaining books

Item	Responses	Percentage
Purchasing	47	42.7%
Borrowing from friends	45	40.9%
Borrowing from libraries	39	35.5%
Browsing from internet	102	92.7%
Other	28	25.5%

Based on the finding in table 4.3, mostly of the samples choose browsing from internet for means of obtaining book of reading for getting their reading habits with 92.7% and the other half of the samples choose purchasing and borrowing from friends with 42.7% and 40.9%. Then, the rest of the samples with 35.5% and 25.5% choose borrowing from friends and others.

4.1.5 Students' Reading Habits (Status of enjoying reading books/periodicals)

The detailed presentation of the students' responses towards the components above can be seen in the table below:

Table 4.4 The students' responses of status enjoying reading books

Item	Responses	Percentage
Yes	55	50%
No	1	0.9%
Partially	58	52.7%

Based on the table 4.4 above, half of samples choose partially and yes for enjoying reading books/periodicals with 52.7% and 50%. While the least, choose no with 0.9% for their reading habits of enjoying reading books/periodicals.

4.1.6 Students' Reading Habits (Time of last book purchase)

The detailed presentation of the students' responses towards the components above can be seen in the table below:

Table 4.5 The students' responses of time of last book purchase

Item	Responses	Percentage
Within the last month	9	8.2%
Within the previous month	5	4.5%
Within the last three months	25	22.7%
Can't remember	74	67.3%

Based on the finding table 4.5, the responses of samples mostly can't remember when the time of last book purchase with 67.3%. While a quarter of the sample choose within the last three months with 22.7% and the smallest percent with 8.2% and 4.5% choose the rest of items.

4.1.7 Students' Reading Habits (Book reading frequency)

The detailed presentation of the students' responses towards the components above can be seen in the table below:

Table 4.6 The students' responses of book reading frequency

Item	Responses	Percentage
Never read	1	0.9%
One book a month	18	16.4%
Two or more books a month	9	8.2%
Everyday	5	4.5%

Once in a couple of days	24	21.8%
Once a week	8	7.3%
Once a month	13	11.8%
Less frequently	46	41.8%

The results from table 4.6 above it can be concluded that the sample read books less frequently for their reading habits with a rate of 41.8%. However, a quarter of the sample reads only one book for a few days at a rate of 21.8%and some samples read only one book per month at rates of 16.4% and 11.8%. While, the smallest percentage is 0.9% for a sample who has never read a book.

4.1.8   Students' Reading Habits (Purpose of reading)

The detailed presentation of the students' responses towards the components above can be seen in the table below:

Table 4.7 The students' responses of purpose of reading

Item	Responses	Percentage
Being informed	79	71.8%
Personal development	51	46.4%
Keeping up-to-date	52	47.3%
Making the best of spare time	46	41.8%
Professional development	18	16.4%
Entertainment	64	58.2%
Reinforcing lessons	37	33.6%
Relaxation	50	45.5%
Other	19	17.3%

Based on Table 4.7 above, the researcher found different types of responses from the sample for reading purposes.Most of them felt informed about their reading

habits at a rate of 71.8%, while the sixty-four samples being entertainment for reading at a rate of 58.2%. Half of the sample believed that the goal of reading was personal development, keeping up-to-date, and for relaxation with rates of 47.3%, 46.4% and 45.5% respectively. However, a quarter of the sample chose to make the most of their free time and improve their reading habits for purpose of reading. The last but not least, a rate of the others is 17.3%.

4.1.9 Students' Reading Habits (Status of change in reading habits after coming to university)

The detailed presentation of the students' responses towards the components above can be seen in the table below:

Table 4.8 The students' responses of status of change

Item	Responses	Percentage
Improved	73	66.4%
Deteriorated	10	9.1%
No change	29	26.4%

Based on the findings in Table 4.8, most of the samples improved their reading habits after entering university, as we can see by 66.4% as new vocabulary was trained and practiced every day at the universities and the lowest level 9.1 % of the sample had their habit deteriorated after coming to university.

4.1.10 Students' Reading Habits (Reasons for not being able to spare enough time for reading)

The detailed presentation of the students' responses towards the components above can be seen in the table below:

Table 4.9 The students' responses of reason for not being able to spare enough time for reading

Item	Responses	Percentage
Intensity of studies	43	39.1%
Busy social life	42	38.2%
Preparation for examinations	16	14.5%
Spending time on the computer/internet	63	57.3%
Chatting with friends	35	31.8%
Watching television	22	20%
Expensive prices of books	48	43.6%

Based on Table 4.9 above, half of the 110 samples spend so much time on the computer / internet that they cannot spend enough time for reading, as we can see at 57.3%. A quarter of the samples choose expensive books, study intensity and a busy social life, so that are resulting in a lack of their reading habitwith percentages of 43.6%, 39.1% and 38.2% respectively. Chatting with friends and watching TV is one of the reasons that the samples don't have enough time to read so their habit doesn't improve as we can see at 31.8% and 20%. The last but not least, the sample choose preparation for examinations with 14.5%.

4.2 Data Interpretation

4.2.1 The most preferred items for reading

Most of the participants showed that they read more on social media posting, accounted for 98 of students. This finding is line with the previous study that found many students prefer to read their social media posting than other sources of reading, (Rafiq et al., 2019). Then, the next item most chosen by the participants, with a total of 74 students, was that they often read articles / blogs online for they read frequently. The previous study that found using blogas an independent learning tool to develop students' reading skills, (El Said Abdul Fattah, 2016).

4.2.2 Book genres that enjoyed most for reading

Majority of the participants with total of 73 participants more often read a book genres entertainment-humor. The next items that mostly chosen by the participants with number of 61 participants is read a book genres romantic. Another item that is also chosen by majority of the participants with total of 58 students is they read a book genres education. The last items that mostly chosen by the participants with number of 52 participants choose read a book genres religious.

4.2.3 Means of obtaining books for reading

Majority of the participants with total of 102 participants consider that they are able to use browsing internet for obtaining books for reading, related with the items above, the internet surfing has a great impact on the traditional reading practices. The reading practices are in transition: sequential reading to non-sequential, passive reading to interactive reading, concentrated reading to superficial reading and in-depth reading to extensive reading, (Loan, 2012).

4.2.4 Status of enjoying reading books/periodicals

Majority of the participants with total of 58 agree that status of enjoying reading books/periodicals is partially. As for the lowest point in this section with total of 1 participant choose no. It can be concluded that the participants feel the change in status of enjoying reading books/periodicals is partially change.

4.2.5 Time of last book purchase

The highest point with number of 74 participants cannot remember when they last time book purchase. Due to lack of reading habits, participants rarely bought books, so they couldn't remember the last time they bought a book. As for the lowest point in this section with total of 5 and 9 students choose within the last month and within the previous month of the last time book purchase.

4.2.6 Book reading frequency

The highest point in this section with number of 46 participants less frequently read a book. The next item most chosen by the participants, with a total of 24 participants, was that they reading in once in a couple of days. Another high point in this section with number of 18 participants read a book in one month. There is also another point that has minor population because it is only chosen by 1 participant that never read and it just 5 participants reading a book every day.

4.2.7 Purpose of reading

Majority of the participants with total of 79 participants feel the purpose of reading is being informed. They feel that if they read a lot, the more things they will get. Another highest point with number of 64 participants feel entertainment is one of the purposes of their reading. Professional development is one of the purposes of reading and only 18 of participants choose that items.

4.2.8 Status of change in reading habits after coming to university

Status of change in reading habits after coming to university is increased and has the most population with 73 participants agree on this matter. Many changes are found in the daily reading of learning materials or reading habits in the library on university. The lowest point with number 10 participants they feel deteriorated in their reading habits.

4.2.9 Reason for not being able to spare enough time for reading

The majority of participants, with a total of 63 participants are much spending time on the computer/internet that cause not spare enough time for reading. The next item most chosen by the participants, with a total of 48 participants, was that they choose expensive prices of books. The lowest points with number of 16 participants choose preparation for examinations that cause not enough time for reading.
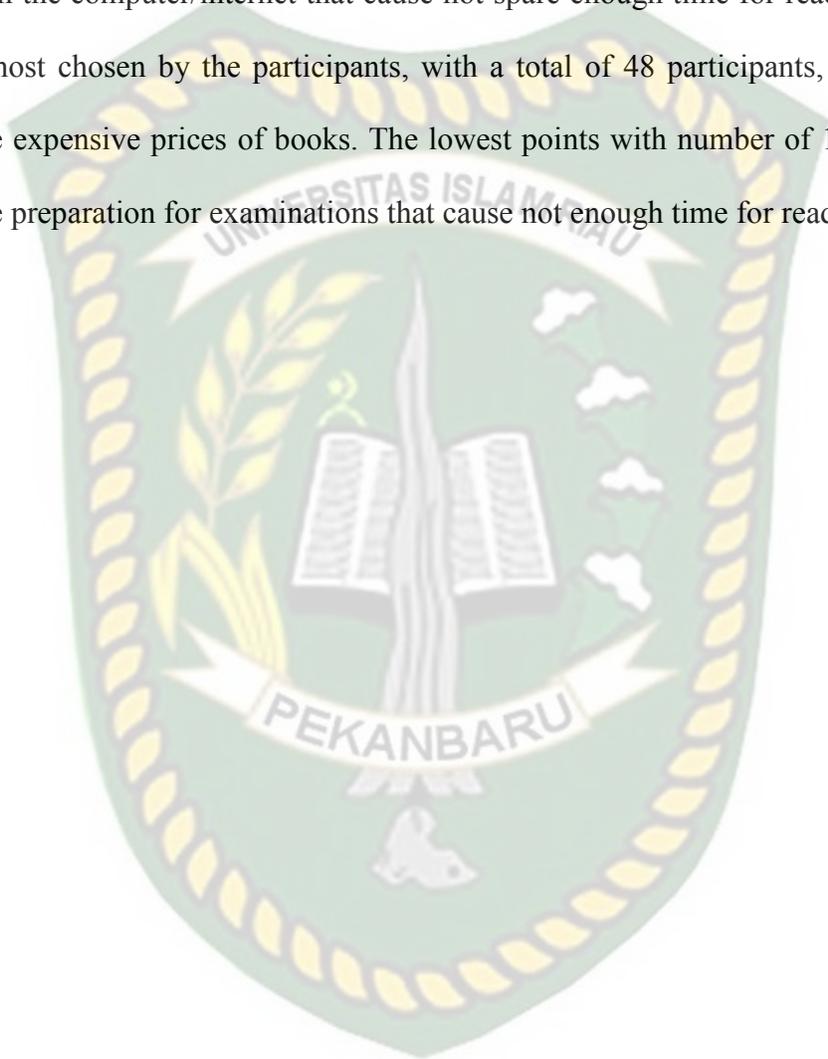
CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw conclusion from what has been discussed in the preceding chapter and to recommend some suggestion concerning with the students' reading habits of English Language Education Students at Universitas Islam Riau.

5.1 Conclusion

Based on the result of students' answer the questionnaires, there are 89% of the participants' who are read social media posting for the most preferred items for reading. While, there are 66% of the participants who read a book genres entertainment humor and there are 92.7% of the participants browsing from internet for their means of obtaining books for reading. As for status of enjoying reading books/ periodicals, 52.7% of the participants considered partially. In term of time of last book purchase, 67.3% of the participants choose can't remember and 41.8% of the participants choose less frequently for book reading frequency. Then, majority of the participants with 71.8% of them are feel the purpose of reading is being informed. Meanwhile, 66.4% of the participants feel improved for status of change in reading habits after coming to university. In addition, majority of the participants with 57.3% of them are often spending time on the computer/ internet for the reasons for not being able to spare enough time for reading.

5.2 Suggestion

The researcher would like to give some suggestions which described as follow:

5.2.1 For the English lecturers, it is known that teaching cannot be separated from learning activities. The researcher gives suggestion for the lecturers to give the students more chance to be more habits in their reading. The lecturers still can provide the instructions needed to the students in learning process.

5.2.2 For the students, based on the finding above, the researcher would like to suggest especially for the students of English Language Education at FKIP UIR that become a reading habits is important. Furthermore, the students also become independence, responsible, and initiative for their own learning and make their learning process enjoyable.

5.2.3 For the next researcher, who intends to do the same research, the researcher hopes this research can be used as reference, and can investigate more than this research has achieved, such as in term of quantitative research design.

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