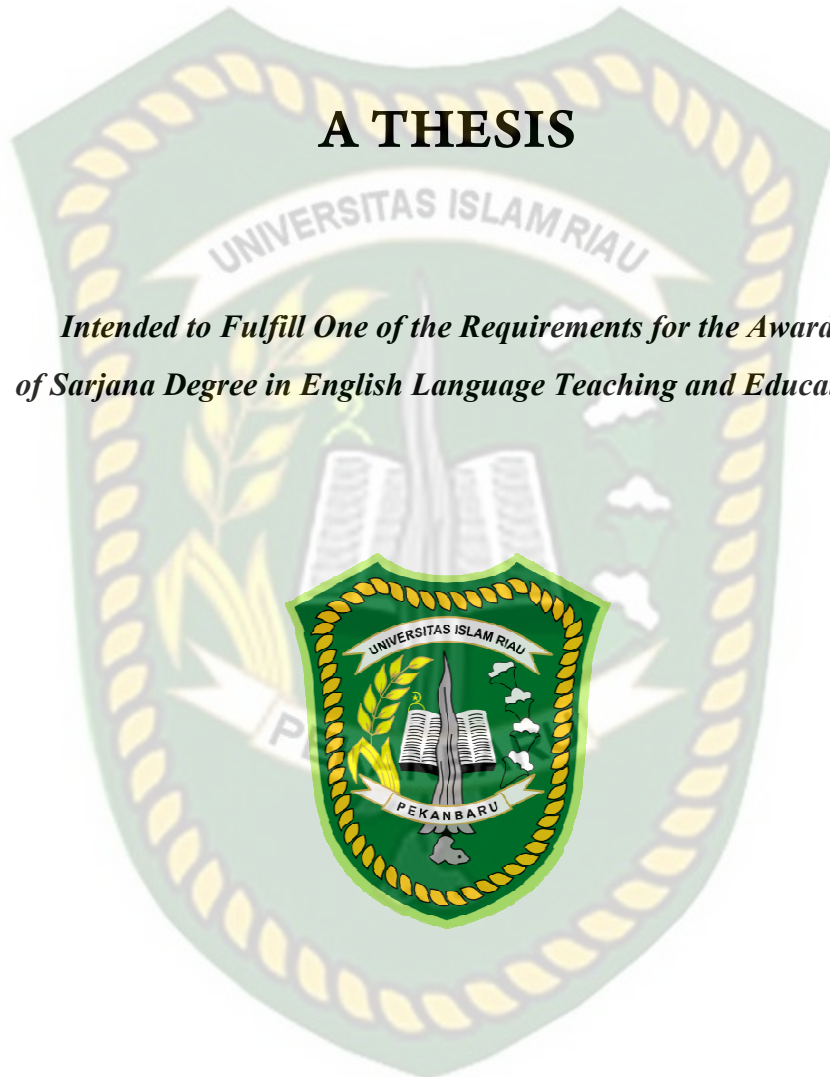


**AN ANALYSIS OF STUDENTS' READING HABIT AT THE
FOURTH SEMESTER OF ENGLISH LANGUAGE
EDUCATION, FKIP-UIR**

A THESIS

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



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**ENGLISH LANGUAGE EDUCATION
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PEKANBARU
2021**

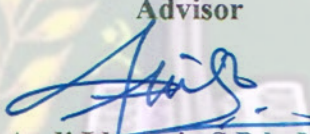
THESIS APPROVAL

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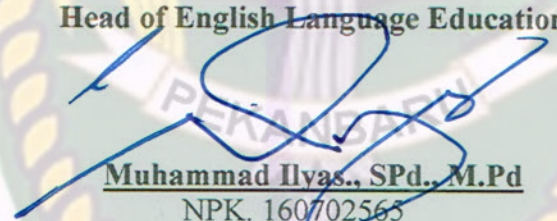
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THESIS

AN ANALYSIS OF STUDENTS' READING HABIT AT THE FOURTH SEMESTER OF ENGLISH LANGUAGE EDUCATION, FKIP-UIR

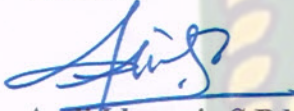
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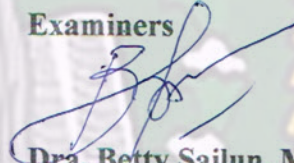
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LETTER OF NOTICE

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It has been to be examined.

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THESIS GUIDANCE AGENDA

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No.	Date	Guidance Agenda	Signature
1	14/12/2020	ACC Title	
2	17/01/2021	Revised Chapter I	
3	17/02/2021	Revised Chapter I	
4	23/02/2021	Revised Chapter I,II	
5	24/02/2021	Revised Chapter I,II,III	
6	01/04/2021	Approved to Join Proposal Seminar	
7	19/04/2021	Revised Proposal	
8	31/05/2021	Take the Data	
9	02/07/2021	Revised Chapter IV	
10	13/07/2021	Revised Chapter IV & V	
11	15/06/2021	Checking Chapter I,II,III,IV,V	
12	15/06/2021	Approped to Join Thesis Examination	

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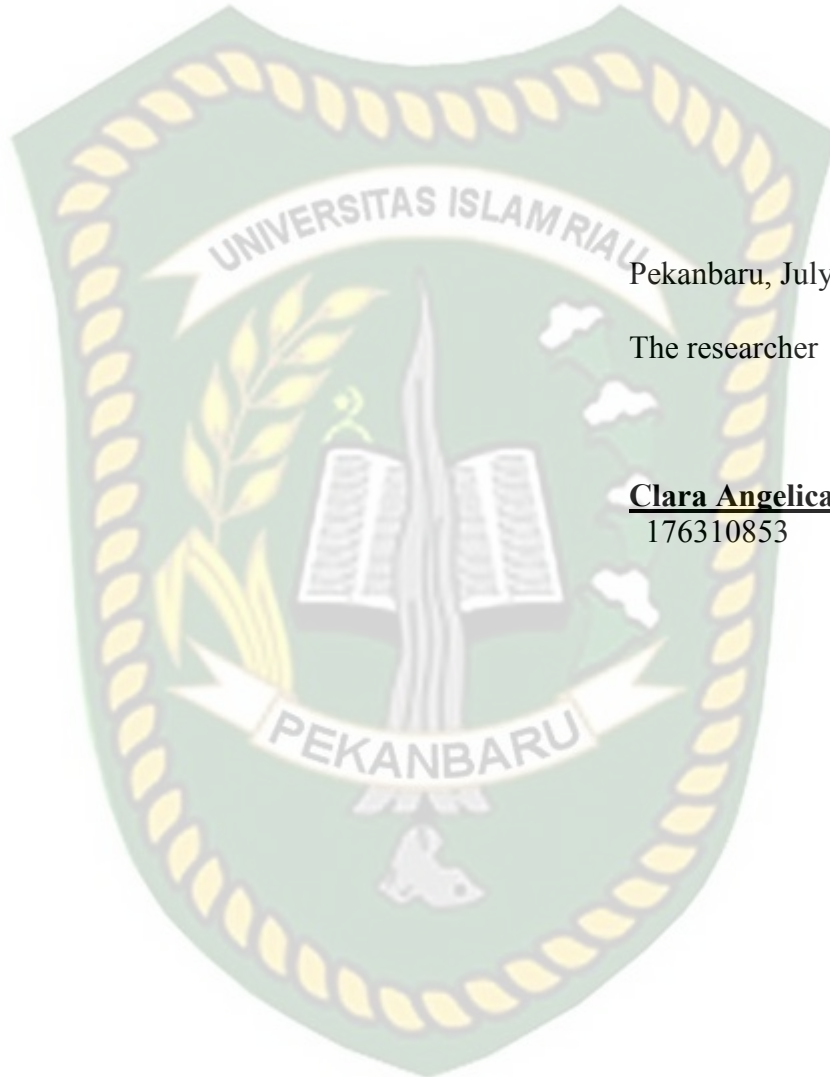
Bismillahirrohmanirrohim,

First of all, the author praises Allah SWT, who has given the author grace and provided ease, health, strength, and ability to the author in completing this thesis so that the author can complete this thesis entitled "An Analysis of Student Reading Habit at the Fourth Semester of English Language Education, FKIP-UIR. Furthermore, in completing this thesis, the researcher also realized that many get support, advice, motivation, and help from many people. Therefore the researcher would like to thank you as much and the highest appreciation to my loved ones below:

1. Dr. Miranti Eka Putri., S.Pd., M.Ed as the dean and all staff members of Faculty Teacher Training and Education Universitas Islam Riau who have given the assistance for the completing of this thesis.
2. Muhammad Ilyas., S.Pd., M.Pd as Head of English Language Education and Sri Wahyuni., S.Pd., M.Pd as Secretary of English Language Education who gave support permission to write the thesis.
3. I would like to express my deepest gratitude to my supervisor Andi Idayani S.Pd., M.Pd. Thank you for giving me a lot of support and attention to complete this thesis. Besides, thank you for the time and place that you gave during the guidance. I really thank you for your patience while guiding me, and thank you for the advice you gave me. The advice is precious for me in completing this thesis.

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Pekanbaru, July 15th 2021

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ABSTRACT

CLARA ANGELICA, 2021. An Analysis of Students' Reading Habit at the Fourth Semester of English Language Education, FKIP-UIR.

Department of English Education, Faculty of Teacher Training and Education, Universitas Islam Riau

Keyword: Analysis, Reading, Reading Habit

During the COVID-19 pandemic, the learning process is carried out online and students spend a lot of time at home with the phone. Therefore, there are so many types of e-books that you can look for to read in your spare time. This research aims to find out the students' reading habit at the fourth semester of English Language Education, FKIP-UIR.

This research used the descriptive qualitative method. The sample of this research was used purposive sampling. The research sample was 43 of class 4B at English Language Education of FKIP UIR. The research instrument is questionnaires, and there are 27 questions. In this research, the researcher analyzed by categorized the data based on indicators, described the data, and concluded.

This study found that students' reading habits were categorized as positive. Almost all students have a good attitude toward reading. Then, most students enjoy reading ebooks and do not feel annoyed when asked to read e books. Meanwhile, students also have positive book reading. Students have favourite types of e-books to read and read e-books quite often. Furthermore, students also have positive time spent on reading both in academic and non-academic. Finally, students also get positive motivation in reading, and students get motivation from their families and lecturers in the academic field to read e-books because reading can improve achievement. on the other hand, the researcher found one indicator of reading habits to get negative results. The indicator is reading frequency. Most students said they did not often visit the web for online reading resources as well as students did not often read e-books because they did not like reading and preferred listening to reading.

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Perpustakaan Universitas Islam Riau

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DECLARATION

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I truly confess that this paper writing is derived from my own ideas, except some questions (directly and indirectly) which were adopted or taken from various sources included in the references. Scientifically, I take responsibility for the truthfulness of the data presented in this paper.

Pekanbaru, July 15th 2021

The researcher

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Education is a very important part of human life. Education is an obligation, because human education can develop abilities and personalities for the better. Education is the right way to form quality and useful human resources to support the achievement of national development goals. Education aims to develop one's potential to become a human being who believes and is obedient to god almighty, has a noble character, is healthy, knowledgeable, creative, independent and a democratic and responsible citizen. Through education, students can create a better future and become the successor of a useful and beneficial nation.

Schools as educational institutions are an effective and efficient means of educating people to become better and more knowledgeable individuals. Knowledge is obtained from the educational process through learning activities. One of them is learning English, in Indonesia English is a foreign language studied in elementary, junior high school, senior high school and college. English is an international language which is very useful to learn to make it easier to communicate with other countries.

Learning English includes four skills just like language learning in general, these four skills are very closely related to everyday life. The four English learning skills are listening, speaking, reading and writing skills. For example in a baby, at first he could only hear and listen to what people around

him said. Then because he often listens and listens to he will imitate the sounds and words he hears and start learning to speak, after entering school age, he will learn to read starting from recognizing letters until he arranges the letters into a true word even into a sentence, then he will start learning to write letters, words and sentences.

Reading skills are one of the important factors that determine the success of a student in mastering English. By reading we can see the world, because through reading it means that someone will get various information needed both locally, nationally and globally. By reading, someone will more easily interpret messages and obtain information. Even reading activities can also improve student learning achievement more optimally.

Reading skills are very important in education and learning. By reading someone can increase a lot of insight and knowledge of a person and the more often read the more knowledge gained and we become aware of the good and bad things in our environment. Each person's reading skills are different and can add to different knowledge and insights depending on the reading material being read, for example, such as knowledge, information, recreation and relaxation. A person's reading ability is greatly influenced by their reading habits (Samrotul, 2014) cited in (Sahriana & Anas, 2017). Therefore, to strengthen one's reading ability, it is necessary to apply reading habits.

Futhermore, reading as an important form of entertainment and life skill doesn't just happen. It is a skill that must be developed from an early age in a child. Like any habit, the habit of reading is formed in the individual over the

course of time. Habit is the result of learning, while reading is the art of interpreting written discourse (Iftanti, 2015). Besides, (Sadiku, 2015) said reading is one of the prominent skills that can be useful to help students improve their language skills. Therefore, from this perspective, we know that reading should be made a habit because we can understand information by reading, and reading habits cannot just happen but must be used from an early age.

In reading habits, there are 2 aspects that must be considered, namely reading interest and skills. If children's interest in reading books is lacking, then the habit of reading books will not develop (Tampubolon, 2015) cited in (Rahmawati, 2017). From this view, we can see that the formation of reading habits is influenced by a person's reading interest and skills, most students today do not like to read books but like to play social media, and read books only when there are assignments from school. With the lack of student interest in reading books, their reading habits will not develop.

At this time there are many types of reading books that can motivate students' reading habits to be better which can be accessed digitally or not. Such as knowledge books, novels, fairy tales, motivation, traveling and others. Each type of book has different contents and benefits. Not only printed books are useful to read, but online books are also very useful to read and are more accessible nowadays, in fact nowadays students use the phone more often, therefore it is very good for students to make good use of it. telephone to search for online reading resources to increase knowledge. There are so many factors that cause the current lack of reading habits, such as students who are not used to reading books but like

to hang out with friends, play games, watch drama dramas and so on. Students are less able to develop reading habits due to lack of encouragement from parents from an early age so that there is no motivation for students to read. The habit of reading does not grow by itself. The family environment and facilities greatly affect the growth of interest in reading and it becomes a habit for students to read.

In addition, based on researcher observations of English students at the Universitas Islam Riau, it was found that students' low reading habits resulted in a lack of understanding and knowledge. And during the current pandemic, students spent more time playing on the phone than reading. Then, before the pandemic, students preferred to tell stories with their friends in class rather than reading books and playing on the phone. Therefore, many factors influence the students' low reading habits.

Based on the description above, the researcher conclude that it is very important to know about students' reading habits because by reading students can increase knowledge and find good and clear information that is useful for life. and researchers know that fourth-semester students have completed reading subjects from semester one to semester three, therefore students must be more accustomed to reading so that it can add knowledge and benefit life. Therefore, the researcher is interested in doing research about analyze students' reading habits based on indicators of reading habits according to (Gaona & Villuendas, 2011), among others, attitude toward reading, reading frequency, books read, time spent on reading (academic and non-academic reading) and the last motivation in reading (motivation in the family environment and motivation in academic. The research

entitled "AN ANALYSIS OF STUDENTS' READING HABIT AT THE FOURTH SEMESTER OF ENGLISH LANGUAGE EDUCATION, FKIP UIR"

1.2 Identification of the Problem

Based on the background, the researcher is very interested in conducted research on the reading habits of English Language Education students' at the Universitas Islam Riau. Researcher identified the students' problem as a lack of reading habits because students were not accustomed to reading from an early age so that students had difficulty understanding the text in a lesson because students lacked reading skills. Lack of reading ability of these students due to lack of reading habits and attitudes towards reading. Students are not used to reading. Students prefer to spend time on sports or playing with their friends, and students do not know how to build their habits because of a lack of motivation to read. Students should read more and get used to reading from an early age, so that when they grow up they are more accustomed to reading and can add to good knowledge, know information and can improve achievement.

In reading habits, there are several indicators that might influence students to become good readers and support their reading habits, such as attitude toward reading, reading frequency, books read, time spent on reading (academic and non academic reading) and finally motivation in reading (motivation in the family environment and motivation in academic (Gaona & Villuendas, 2011).

1.3 Focus of the Problem

The focus of this study is to analyze the reading habits of students' at the fourth semester of English Language Education, FKIP-UIR based on (Gaona &

Villuendas, 2011) namely attitude toward reading, reading frequency, books read, time spent on reading (academic and non academic reading) and motivation in reading (motivation in the family environment and motivation in academic.

1.4 Research Question

Based on the focus of the problem stated above, thus the problem of this research can be formulated in the following research questions: What are the students' reading habits at the fourth semester of English Language Education, FKIP-UIR?

1.5 Objective of the Research

In accordance with the problems of this research, the purpose of this study is To find out the students' reading habit at the fourth semester of English Language Education, FKIP-UIR.

1.6 Significance of the Research

- 1.6.1 Theoretically, these finding can be used to develop futher research on the student's reading habits of English Language Education, FKIP-UIR.
- 1.6.2 Practically, this research can provide benefits for students and other researcher, as follows:

1. For Students: The results of this study are expected to contribute not only to English learners but also to readers in knowing the importance of reading habits in real life.by this way, the students are expected to increase their reading habit so they can develop personalities and mental capacities.

2. For other researchers. As a resource for other English students, who wish to continue their research related to reading habits. They can use this research as a relevant reference study.

1.7 Definition of Key Terms

To avoid misunderstanding in the interpretation of the words used in this study. The author provides the definition of words in the sense of this study as follows:

1.7.1 Analysis

Analysis is in unseparated part in a research, because the activity of dividing the data into smallest unit in an entity by identifying, comparing, finding the relationship based on the parameter is a way to exam the fact (Siswantoro, 2010) cited in (Handayani, 2019). In this research, the researcher will analyze the students' reading habit at the fourth semester of English Language Education, FKIP-UIR.

1.7.2 Reading

Reading is the act of deriving meaning from the printed or written word, which is the foundation for learning and one of the most important skills in everyday life (Guthrie et al, 2007) cited in (Issa et al., 2012). In this research, reading is one of the language skills in English Language Education at the Universitas Islam Riau, FKIP-UIR.

1.7.3 Reading Habit

Reading habit refers to behavior that expresses individual reading likeness and reading taste of reading (Sangkaeo, 1999). In this research, reading

habits mean students' reading habits while at English Language Education at Universitas Islam Riau, FKIP-UIR.



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Perpustakaan Universitas Islam Riau

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Reading Habits

According to (Muchlishon, 2016) Reading habit is to practice reading books regularly and repeatedly, because by doing this behavior students can get a lot of information and knowledge and can help students to achieve good achievement, especially in reading subjects. And according to Meriam Webster Dictionary, a habit is an ordinary way of behaving something that people regularly and repeatedly. Another word for this view is that the habit of reading repeatedly will increase one's knowledge and achievement.

According to (Noor, 2011) Stated good reading habits are necessary for healthy intellectual growth and play a very important role in enabling a person to achieve practical efficiency. In addition, a person's interest is mostly measured by the amount he will read and the seriousness he will do in reading practice. Meanwhile, (Shen, 2006) cited in (Noor, 2011) said identified reading habits, how often, how much, and what students read. Another word from that viewpoint is that the habit of reading can occur because several people often and a lot of people read so it is very good for healthy intellectual growth so that someone can achieve practical efficiency.

According to (Bana, 2020) reading habits are pattern with which an individual organizes his or her reading in terms of the type, content, and quantity of materials read, the reading frequency and the average time spent on reading. A person with a good reading habit makes reading a regular activity. In short,

reading habit is the activity of deriving meaning from the text which is conducted frequently.

Reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading (Sangkaeo, 1999). It is a way of organizing what readers read and how often and what readers read. Indeed, (Wagner, 2002) cited in (Abeyrathna & Zainab, 2004) said the activity of reading is regarded as a habit when it is repeatedly carried out. An activity that someone does frequently and repetitions will become a habit. Therefore, reading repeatedly based on one's interests will become a reading habit.

Based on the explanation above, it can be concluded that the reading habit is a reading process that is done repeatedly and regularly and tends to happen unconsciously. Reading habits are very important so that someone can find out information and meaning. One must practice and get used to reading in everyday life.

2.2 The Purpose of Reading Habit

According to (Ogbodo, 2010) there are several goals of reading habits that have positive and negative impacts. The goals are grouped as follows:

1. Hobbial

Hobbies are activities that cause joy and satisfaction in doing so. The purpose of reading as a hobby is to provide readers with broad insights, such as in the fields of education, politics, religion and economics. The purpose of this reading habit is not only to make a person feel satisfied but also to be positive and

to make a person versatile in knowledge in many fields and that person can have extensive discussions with others.

2. Recreation

Reading habits that are good for recreation or relaxation allow readers to gain more knowledge in class. Reading for relaxation aims to cool the reader's brain and avoid mental fatigue; Examples of reading activities for relaxation are reading newspapers and magazines.

3. Concentration

One of the goals of the reading habit is concentration. Concentration means that readers know their process of understanding the meaning of a reading. Reading for concentration is recommended for use in school. the goal with a person's concentration can understand the meaning of getting the desired results.

4. Deviate

The last goal is deviation. This is the only reading habit that has a negative norm. Readers sometimes pretend to read and deviate from the actual reading. This should be avoided by students. If students acquire this reading habit, it can result in a loss of interest in the acquisition of knowledge. deviant study habits by students are a defense mechanism to satisfy both parents and teachers. Deviating learning in all its forms results in learning malpractices, failure on exams, learning frustration, loss of self-concept, dropping out of school, etc. School teachers and counselors should watch out for these types of negative study habits.

According to the explanation above, it can be concluded that habitual goals have positive and negative impacts on daily life. The purpose of reading

habit can be a hobby which is meant by making reading a hobby this activity can create joy and satisfaction in doing it. And with a hobby of reading broad insights and making a person versatile in various fields and can add good knowledge in life. And furthermore the purpose of reading habit as recreation or relaxation is to make a person calm the mind or cool the brain. And then the goal is to concentrate on reading, meaning reading constraints can get good results and can get the desired achievement with reading habits. And the last negative goal of habit is deviate here the reader does reading activities only as self-defense only to satisfy parents or teachers here the reader only pretends to read correctly.

2.3 Reading Habits Indicators

To foster an effective reading habit, there are indicators of reading habits by (Gaona & Villuendas, 2011), namely attitude toward reading, Reading frequency, Books Read, Time Spent on Reading (academic and non academic reading) and the last motivation in reading (motivation in the family environment and motivation in academic).

2.3.1 Attitude Toward Reading

Their attitudes and interests in reading can be linked to their feelings and willingness to read. Reading attitudes are defined as a feeling system related to reading that causes students to approach or avoid reading situations (McKenna et al. 1996) cited in (Annamalai & Muniandy, 2013). In other words, reading attitude can be defined as someone's feeling to read that someone can adopt or avoid.

According to (McKenna et al.1996) in (Annamalai & Muniandy, 2013) stated Reading Attitude Acquisition shows that an individual's reading attitude

develops over time as a result of three factors: (i) normative beliefs (how one's friends view reading); (ii) beliefs about reading results (whether reading is likely to be fun, useful, frustrating or boring) and beliefs about the results of competitive activities; and (iii) specific reading experiences. The degree of positive or negative attitudes towards reading varies according to the type of reading to be done and the purpose of reading.

Walberg & Tsai (1985) cited in (Annamalai & Muniandy, 2013) argued that a positive attitude toward reading was the one most correlated with reading achievement. (Walberg & Tsai, 1985) stated that factors that contribute to positive attitudes among adolescents include: i) believing that reading is important; ii) enjoy reading; iii) have a high self-concept as a reader; and iv) have a home environment where verbal interactions take place regularly.

There are several factors that influence reading attitudes. Braden (2012) in (Baba & Affendi, 2020) states that one of these factors is how the child is raised. The macro system and culture that the child raises influence his reading attitude. Before a child experiences going to school, the source of his belief, attitude and knowledge towards the world comes from the family. Furthermore, the media and his experiences with the community around him are another major source of attitudes that have a lifelong impact on what a child values. Students' reading attitudes are partly a socially constructed concept. From previous experience and knowledge about books and literacy, a child transfers everything to his current experience at school. That is, it is really important for teachers to prepare the class as a learning community that serves students with a cultural identity.

Based on the explanation above, it can be concluded that improving reading habits is very important requires an attitude towards reading, with a good attitude towards reading can create the possibility to encourage higher academic achievement. Attitude towards reading is a person's feelings towards reading whether that person likes reading or not. Person's should enjoy reading which makes this attitude very useful.

2.3.2 Reading Frequency

According to (Gaona & Villuendas, 2011), reading frequency is the frequency of someone reporting to read a book in their spare time. Reading habit refers to the frequency of reading, and the average time spent on reading material. A person's interest can be determined in large part by the amount of reading material he will read which he will use to pursue his reading activity.

Reading frequency is an important aspect related to reading. When students read frequently, they expand their vocabulary and world knowledge while simultaneously improving their reading skills and strategies. On the other hand, if they do not practice reading, the ability to perfect their skills and strategies will be lost (Brown, 2008) cited in (Noor, 2011). Furthermore, reading frequency and reading attitudes are closely related because students who have a positive attitude towards reading will read more often and vice versa.

The main purpose of understanding reading frequency is to find out the frequency of reading someone who is the source of one's reading interest so far or less frequently, and knowing what reading material someone likes and how much time is spent reading reading frequency greatly affects other learning practices. In

addition, knowing a person's reading frequency can provide clarity on how reading frequency can affect good human resources.

Based on the description above, it can be concluded that the frequency of reading is a very important aspect and is related to reading, with frequent reading of someone will broaden their knowledge, otherwise not often reading will reduce their knowledge.

2.3.3 Books Read

We know that there are a lot of books today, with the growing era of many books as readings that are liked or not liked, nowadays a lot of books are not only available but also we can see and look for books to read on the internet such as on google books. One person's reading from one another must be different. this can be influenced by gender, age, habits or hobbies, and motivation to read. The type of book that is read can be a reference to foster someone's interest in reading, both with reading that they like and that they don't like.

There are several types of books that are favorites of students and make them want to read in a day. These books can be in the form of teacher recommendations, friend recommendations, and authors. Based on (Gaona & Villuendas, 2011) students prefer teacher recommendations than others. Teacher recommendations are usually in the form of text books related to subjects such as physics, history, and other books. Friend recommendations are like fiction, romance, hype, and science fiction. Dawn of writers are usually the best-selling books in bookstores and are well known.

The purpose of the type of book that is read is very different depending on which person who reads it. As we all know, reading academic books is very useful, as in learning academic books, it is very useful for someone to know what is being learned and can increase the value and learning presentation. Meanwhile, non-academic books also have benefits, reading non-academic books such as short stories, fiction and so on can have benefits such as the good values found in these readings.

From the explanation above, it can be concluded that there are a lot of books at this time that can be accessed online or directly such as in libraries and so on. Every book read has different benefits depending on who is reading it, both academic and non-academic books. therefore it is very necessary to get used to reading books so as to increase good knowledge.

2.3.4 Time Spent on Reading

This is meant by the time students spend reading both academic and non-academic reading. When someone reads differently depending on their preferences. According to (Gaona & Villuendas, 2011) there are 2 types of time spent reading as follows:

1. Time spent reading academically. Time spent reading academically is the time the person devotes himself to reading books about the subject of his study.
2. Time spent reading non-academically. Time spent reading non-academically is the time the respondent reports devoting himself to reading books that are not directly related to the subject he is studying.

According to Nippold et al, (2005) in (Early, 2011) stated that teenagers read more than just books, and in fact prefer various types of literature. The most popular reading materials among teen readers are magazines, novels including series books, and comics.

At this time, we know that students spend more time watching television, playing games, playing social media and more than reading books. By spending a lot of time reading books, it is more useful and purposeful, by reading books both academically and non-academically, it will further broaden one's horizons and increase knowledge to be applied in life.

2.3.5 Motivation in Reading Habits

Generally, reading motivation is divided into two parts; there is intrinsic motivation reading and extrinsic motivation reading. Further, Guthrie et al (2006) cited in (Alhamdu, 2016) explained that intrinsic reading motivation referred to students' curiosity about new books and topics, immersion in reading for a long time, and a preference for challenging older texts. Conversely, extrinsic reading of motivation refers to value or competition as a reason for reading.

However, Ryan et al, (2001) in (Alhamdu, 2016) described that intrinsic reading motivation is guided by a need for self-determination and competence. Meanwhile, extrinsic reading motivation referred to something outside of the individual, such as rewards, deadlines, competitions, goals, or evaluations. According to Wikipedia, motivation to read is a motivational boost to read, an area of interest in education. Studying and applying the conditions in which

students are motivated to read is important in the teaching process and fostering learning.

Reading Habits According to (Gaona & Villuendas, 2011) there are two types of motivation in reading;

1. Motivation in the family environment, this is often reported by the person in purchasing books, recommending books and reading interest in the family.
2. Motivation in an academic setting, the frequency with which students report about teachers using activities to promote contact with the psychology literature.

Based on the explanation above, it can be concluded that motivation is the encouragement of someone to motivate or encourage someone to read because it is very important in the teaching and learning process and fostering learning both from outside and from within.

2.4 Relevance Studies

There are several studies of relevance conducted by previous researchers related to this research.

First, (Owusu-Acheaw & Larson, 2014) entitled “Reading Habits Among Students and its Effect on Academic Performance: A Study of Students ofKoforidua Polytechnic”. In this study, it was analyzed quantitatively using the statistical package for social sciences (SPSS) and the data collection of this study used a questionnaire. Figures and tables were used to present the findings. Of the total 1052 copies of the questionnaire distributed, 1000 copies representing 95.0%

have been filled in and returned. The results showed that the majority of respondents acknowledged the importance of reading, 81.9% of respondents did not read novels or fiction in the last two semesters while 62.0% of respondents only read for the purpose of graduation. These attempts to assess reading habits among students and their effect on academic performance.

The second is (Erdem, 2015), 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 studying at the Ankara University Department of Primary Education and Erciyes University History Department. This study used a questionnaire instrument, 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 and the results have been presented in the form of tables. According to the data obtained in this study, it has been determined that students at Ankara University and Erciyes University read novels, newspapers and magazines in their spare time, they enjoy reading literary works, historic, romantic, entertaining-humorous, and psychological genres the most, and they could not spare much time for reading books due to the intensity of lessons, busy social life, preparation for examinations and spending time on the computer/internet.

The third is (Sari rahma, 2018). This research is entitled, "The Influence of Reading Habits on Academic Achievement of Undergraduate Students of Library Science UIN Ar-Raniry Class of 2013". In this study, using a quantitative method with a simple linear regression approach. The purpose of this study was to

determine the effect of reading habits on academic achievement of students in Library Science Study Program Class of 2013. The data collection of this study used a questionnaire and documentation. The questionnaire was given to 45 samples from 83 populations with the technique of taking it using snowball sampling. Based on the research results obtained an R value of 0.304, which indicates that the relationship between reading habits (variable X) and student academic achievement (variable Y) seen from the interpretation table is low. The results of the F test prove that $F_{count} 4.385 > F_{table} 4.07$, then the alternative hypothesis (H_o) is accepted and the null hypothesis (H_a) is rejected. Thus it can be stated that reading habits have an influence on student academic achievement. While the results of the coefficient of determination (R^2) obtained a value of 0.093, indicating that the percentage of variable influence is 9.3%. This shows that 9.3% of reading habits affect academic achievement. Meanwhile, 90.7% is influenced by other factors which are not discussed in this study. 0.093, indicating that the percentage of variable influence is 9.3%. This shows that 9.3% of reading habits affect academic achievement. Meanwhile, 90.7% is influenced by other factors which are not discussed in this study. 0.093, indicating that the percentage of variable influence is 9.3%. This shows that 9.3% of reading habits affect academic achievement. Meanwhile, 90.7% is influenced by other factors which are not discussed in this study.

The last, (Rahmaningias & Kusumastuti, 2019), entitled "A Survey Of Efl Students 'Reading Habit'". This study aims to determine the extent to which EFL students' reading habits and the factors that actively contribute. The research

sample was 50 students of the 6th semester of English Department. The method used was descriptive-quantitative method. In data collection, the authors used questionnaires and interviews to determine the reading habits of EFL students and the factors that actively contribute. This study found that the highest frequency of EFL students' reading habits category was fair with the frequency 38 students. It is followed by bad category was 7 students. Then, in category good there were only 5 students. Whereas for the factors that actively contribute was students' motivation 48% students read only when it is assigned by their lecturers, the second one students' purpose 96% students read English to improve their English skills, and for students' preferences 68% read various kinds of reading texts (fiction and nonfiction).

From the relevance studies above, there are differences with the researcher research. Researcher conducted research with the aim of analyzing the reading habits of 4th semester students at the Universitas Islam Riau, which we now know that students do not like to read books and lack knowledge because there is no habit of reading but reading just for the needs of test scores. Many factors can influence students' lack of reading habits at this time. Therefore, the researcher interest to analyze students' reading habits. This study used an indicator of reading habits adopted from (Gaona & Villuendas, 2011) which is as follows attitude toward reading, reading frequency, books read, time spent on reading and motivation for reading.

2.5 Conceptual Framework

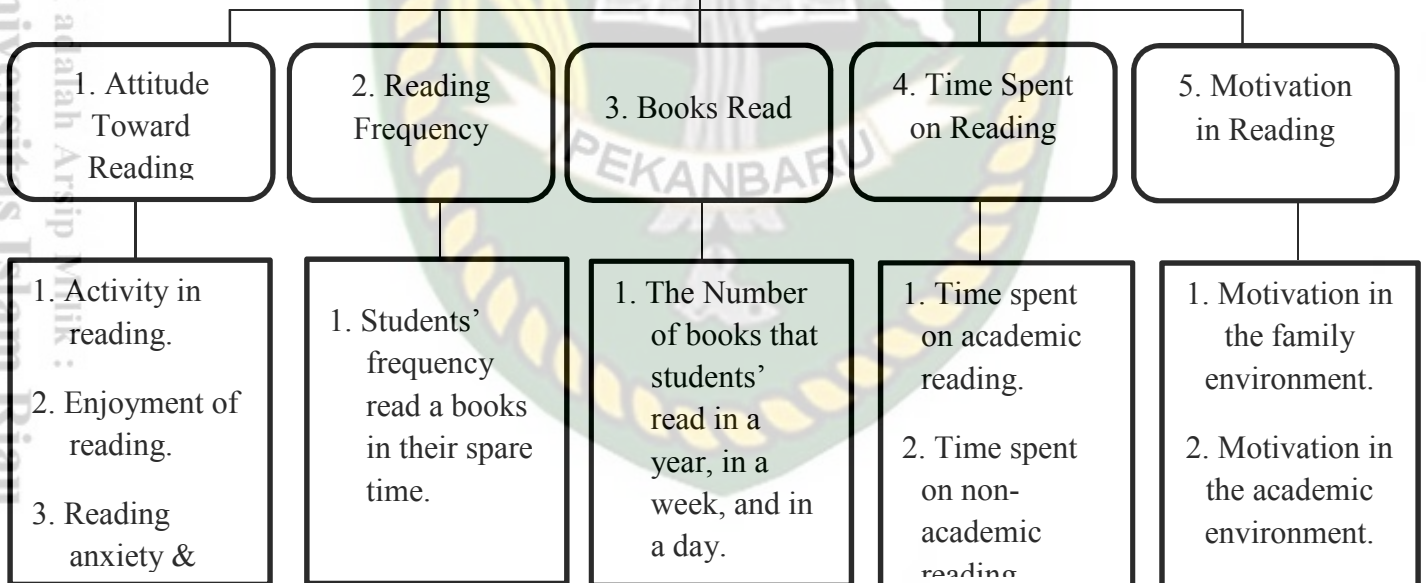
Conceptual framework is the systems of concepts, assumptions, expectations, belief, and theories that support and inform a study is a key part of your design. So, for this reserach the researcher uses the conceptual framework as gives insight and broadens our understanding.

An Analysis of Students' Reading Habit at the Fourth Semester of English

Language Education, FKIP-UIR



Reading Habits Indicators



(Adopted from Gaona & Villuendas, 2011)

Figure 2.1 Conceptual Framework

From the indicators of reading habits above which were adopted from (Gaona & Villuendas, 2011), the researchers can explain as follows. There are 5

indicators of reading habits that are related to each other, the first attitude toward reading. Attitudes toward reading are the reasons the person reports attitudes and cognitive-affective attitudes toward reading such as pleasure, anxiety and reading problems. The second reading frequency is the frequency of someone reporting to read a book in their spare time such as how many books they read. Books read are what types of books are read such as short stories, novels, books of knowledge and so on, the number of books he reads in a day, a week and a months. The fourth time spent on reading is the time spent reading about academic books and books not related to academics. The last, motivation for reading habits is the motivation for reading habits of students both from the family environment such as parents introducing books to students from childhood and so on, and from academic circles such as teachers introducing books to students.

2.6 Assumption

Based on the formulation of the problem above, the researcher assumes that the fourth semester students' of English Language Education at the Universitas Islam Riau are categorized as still low in reading habits and they rarely spend their free time reading. Students prefer to do other activities and lack motivation to read.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research method is an important part of conducted research. The method that researchers use in this research is descriptive qualitative. (Sugiyono, 2016 :15) says that qualitative research methods are research methods based on the philosophy of positivism, used to examine the conditions of natural objects, (as opposed to experiments) where the researcher is the key instrument, the sampling of data sources is carried out purposely and snowball , the collection technique is by triangulation (combined), data analysis is inductive / qualitative, and the results of qualitative research emphasize meaning rather than generalization. This research was intended to analyze student' reading habits at the fourth semester, English Language Education, FKIP-UIR.

3.2 Location and Time of the Research

This research was conducted in English Language Education, FKIP-UIR. It is located on Jalan Kaharuddin Nasution No. 133 Pemberhentian Marpoyan, Pekanbaru-Riau. The researcher interest to analyze students' reading habits at the fourth semester English Language Education, FKIP-UIR.

3.3 Population and Sample of the Research

3.3 1 Population

The researcher must determine the population in order to collect the sample. According to (Sugiyono, 2016: 117) population is a generalization area

consisting of objects/ subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then draw conclusions.

The population in this research the fourth semester of English Language Education of FKIP UIR in academic year 2020/2021. There are two classes 4A and 4B. Total the population is 92 students.

Table 3.1 List of Population

No.	Class	Number of students
1	4A	49
2	4B	43
	Total	92

3.3.2 Sample

According to (Sugiyono, 2016:301) the determination of the sample in a qualitative research is used when the researcher starts to enter the field and during the research (emergent sampling design), the method is that the researcher chooses a particular person who is considered to provide the necessary data, then based on the data or information obtained from the previous sample, the researcher can determine other samples which are considered to provide more comprehensive data.

The sample of this research use the purposive sampling. According to (Sugiyono, 2016:300) purposive sampling purposive sampling is a data source sampling technique with certain considerations.e.g. the person who is considered to know the most about what we expect, or perhaps he is considered a ruler so as to make it easier for researcher to explore the objects/ social situations studied.

This technique is usually done because of some considerations, such as the reason for limited time, energy, and funds so as not take a large sample and far away. In this study, Researcher focus on one class is 4B, overall students in grade 4B are 43 people.

3.4 Instrument of the Research

Research instrument is the tools of facilities used by researcher in collecting the data. The researcher hopes the result of reserach is more accurate, complete, and systematic, so the process will be easier. In this study, the researcher take the data by using questionnaire as an instrument of the research.

3.4.1 Questionnaire

According to (Winarno, 2011:99) Questionnaires are a number of written questions that are used to obtain information from respondents about something to be studied. In general, a questionnaire or questionnaire is used to reveal data relating to the respondent's personal data, opinions or other information related to research issues.

And in this study researcher used an open-ended questionnaire. An open-ended questionnaire is a questionnaire in which the answering system does not use multiple choice or yes or no so that respondents (informants) can freely ask questions in the questionnaire with their own answers and opinions without providing alternative answers to the questionnaire. The questionnaire in this study the researcher adapted from previous research by (Ahmed, 2016) and (Balan et al., 2019) based on the theory of (Gaona & Villuendas, 2011) about reading habits, the questionnaire questions were adapted according to the needs of this study to

obtain qualitative results. In this study, there are 27 questions that will be answered by fourth semester students of English Education in Universitas Islam Riau. Questionnaire details will be displayed in table 3.2

Table 3.2 Blue Print of Questionnaires

No.	Indicators of reading habits	Sub indicators	Item number
1.	Attitude toward reading	a. Activity in reading.	1-3
		b. Enjoyment of reading.	4-6
		c. Reading anxiety and difficulties in reading.	7-9
2.	Reading Frequency	The frequency of students read in their spare time, for book in class on book for not class.	10-12
3.	Books read	The number of book that students read in a year, in a week, also in a day.	13-15
4.	Time spent on reading	a. Time spent on reading academic reading.	16-18
		b. Time spent on non-academic reading.	19-21
5.	Motivation in reading	a. Motivation in the family environment.	22-24
		b. Motivation in the academic.	25-27

3.5 Data Collection Technique

According to Sugiyono (2015: 308) data collection techniques are the most

important step in research, because the main purpose of research is to get data. Without knowing the collection technique, the researcher will not get data that meets the established data standards.

Data collection techniques that researcher can do to get data are:

1. The researcher creates a class group in whatsapp with the approval of the 4B class leader.
2. The reseracher inform to member of group about the aim of research study
3. The researcher tell to students' how to fill out the questionnaire in google form.
4. The researcher share a google form link with students' via group whatsapp
5. After distributing the link the researcher ask the students' to fill out the questionnaire that consists of 45 items.
6. After completing the questionnaire collection, the researcher begin to analyze all the data.

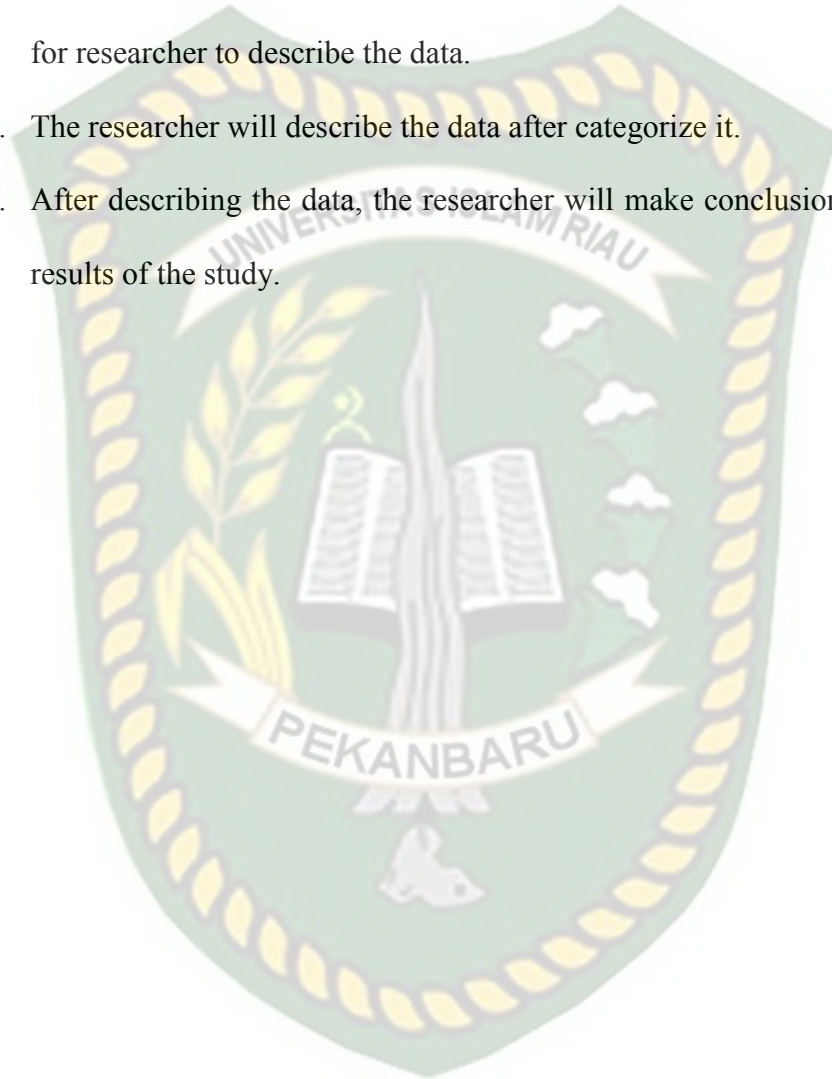
3.6 Data Analysis Technique

According to Bogdan in Sugiyono (2015: 334) data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other material, so that it can be easily understood and the findings can be shared with others. Data analysis will be do by organizing data, decomposing it into units, synthesizing it, arranging it into patterns, choosing which ones are important and what will be studied, and making conclusions that can be shared with others.

1. The researcher create questionnaire and distribute them using google

form to all participants. In this study, there are 49 students who will answer the questionnaire.

2. The researcher categorize the data based on indicators to make it easier for researcher to describe the data.
3. The researcher will describe the data after categorize it.
4. After describing the data, the researcher will make conclusions from the results of the study.



CHAPTER IV RESEARCH FINDINGS

4.1 Data Description

In this chapter, the researcher presents the result of data description and data analysis of the research based on the data “ An Analysis of Students’ Reading Habit at The Fourth Semester of English Language Education, FKIP-UIR”. The researcher took 43 students to be sampled for this research. The presented data were obtained through questionnaires which consist of 27 items. The questionnaire was distributed from 31 May until 16 June 2021.

In this research, the researcher described 5 indicators of reading habit in this research., firstly attitude toward reading and there are 3 sub-indicator, secondly reading frequency, thirdly book read, fourthly time spent on reading, and there are 2 sub-indicator, and the last motivation in reading and there are 2 sub-indicator.

4.2 Data Analysis

4.2.1 Attitude towards Reading

Attitude towards reading is a person's behavioral actions related to one's actions in reading that affect reading performance such as someone approaching or avoiding reading situations. Attitude towards reading is one indicator of reading habits which is a measure of success in reading. Attitude towards reading consists of 3 sub-indicators, namely activity in reading, enjoyment of reading, and anxiety difficulty in reading.

1. Activity in reading

Activity in reading is the first sub-indicator of attitude towards reading, in reading activity, there are 3 questions about reading habits and get the following results:

The first question, how to understand what you read. All students have different ways of understanding what they read. like, they understand what they read by having to repeat what they read, because by repeating it they can get the gist of what they read. then, they understand what they read by understanding sentences, vocabulary in the text, and looking for meaning or important things in the text. And some students answered, by reading the contents of the text and understanding the contents of the text. So, it can be seen from all students' answers that they have positive reading activities.

The second question, how to make your reading better. Most of the English students answered how to make their reading better by continuing to practice reading texts or other readings, then understanding one by one the vocabulary contained in the reading. That way when interpreting the reading text it will be more fluent because it is not confused with foreign vocabulary. Then other ways that can make their reading better such as increasing vocabulary, focusing on reading, preparing many books, watching movies, listening to native speakers or listening to music to know how to read and intonation, and reading with a calm mood.

The third question, did you discuss the e-book you read with your friends. Almost all students answered that they discussed the e-books they read with friends consisting of 29 students. Several times they recommend e-books with

friends, if the e-books they read are related to learning English they will discuss it in class. But if it is not related to learning English, they discuss it with close friends who have the same hobby. While 14 students do not and rarely discuss e-books with their friends. Usually, they can handle what they read on their own.

In conclusion, all students have activities while reading, where all students have ways to understand reading habits and how to make better habits and some English students discuss what they read with friends so that students' reading activities can be fulfilled. Therefore, from the answers above, it can be concluded that student activity in reading is positive.

2. *Enjoyment of reading*

Enjoyment of reading is the second sub-indicator, Enjoyment of reading there are 3 questions and get the following results:

The fourth question is about attitudes towards reading, how they feel when reading e-books, 31 English students feel happy reading books because they feel they enjoy it. Reading e-books is more accessible and if they want to read they can use it right away. They can use the phone to find readings. They say that reading e-books can add broad insight and can clear the mind. Usually, they read in their spare time and do not feel rushed to finish reading. Meanwhile, 3 students feel relaxed when reading e-books, because they feel reading e-books is easy to read and sometimes it is fun, sometimes relaxing, because it depends on what book they are reading. On the other hand, some students feel bored reading e-books, 6 students who feel bored because they are not comfortable, reading from paper books is more fun and easy. Simply switch pages without scrubbing up and

down. They do not understand the vocabulary that is too difficult and feels that reading e-books for a long time will hurt their eyes.

The fifth question is about whether reading e-books helps them gain new things/knowledge. All English students feel that reading e-books helps them gain new things/knowledge because reading e-books can help them acquire new vocabulary knowledge and gain knowledge from what they read. One of the students said that reading English e-books can improve their English skills. They can find out more vocabulary and of course add a lot of insight.

The sixth question is reading the most interesting thing they do. Based on the results of these questions, 25 students stated that reading is interesting to do because it makes them get more things and new knowledge. they find reading very interesting because it has also become their hobby. They like to read like novels or romance stories and also students say that reading makes a good mood, peaceful, and adds insight either about education, science, health, domestic or world news, etc. However, the rest of the students said that reading was not an interesting thing to do. Since they don't like reading, there are other more interesting things to do like listening to music and watching TV.

To conclude, almost all English students enjoy reading, they like to read e-books because they can be easily accessed anywhere, and reading e-books can add new knowledge and insights. In addition reading is also an interesting thing for English students to do. Based on the answers above, it can be concluded that the students' enjoyment of reading is positive.

3. Anxiety in Reading Difficulty

Anxiety and reading difficulties are obstacles or difficulties for students when reading ebooks. whether students have reading difficulties and need help reading ebooks. Anxiety in difficulty of reading there are 3 questions and get the following results:

The seventh question, do they need help while reading the e-book. there are half of all students answered that they need help when reading e-books because they have difficulty in English so they need help such as English books, English translations, and other friends help. And there were students who answered that they needed help when reading e-books, it seemed that they only helped to set aside the right time and atmosphere when reading e-books. Meanwhile, on the other hand, students do not need help while reading e-books. Some students answered, So far they have no help because they try to handle every problem by themselves, so if they don't know something, then they try to find out using google. Futhermore, they don't need help reading because they don't like reading because reading is so boring.

The eighth question, do you feel annoyed being asked to read. Almost all students feel not annoyed when asked to read, because for them by reading they can express, participate, relieve stress and can hone skills and acquire new knowledge. Reading has also become a part of their life at school or in college. Meanwhile, some students felt annoyed when asked to read, because they did not like to read and some vocabulary was difficult to read so they were not confident and were afraid to read stuttering.

The ninth question, do they feel anxious when asked to read e-books. From 43 students consisting of 18 students felt anxious when asked to read, one student answered that he still lacked vocabulary so it was rather difficult to understand correctly because usually if he did not know the meaning of a word he tried to guess it with the help of the previous word. Then, anxious students were asked to read in front of many people for fear of being wrong, thus students less confident to read. And conversely, 25 students were not anxious and fine when asked to read because reading is a must that can increase knowledge.

To sum up, nearly half of students need help while reading e-books because they have difficulty reading e-books. Furthermore, almost all students are not annoyed when asked to read e-books. because reading can add new knowledge and insights. Similarly, students are not anxious when asked to read e-books. Therefore, it can be concluded that the students' anxiety in reading difficulty of reading is positive.

Based on the explanation above, it can be concluded that the attitude toward reading towards students' reading habits is positive, because students have positive reading activities. Meanwhile, students also enjoy reading e-books and students' anxiety in difficulty of reading gets positive results. Students are not annoyed and anxious when asked to read e-books.

4.2.2 Reading Frequency

Reading habits also refer to reading frequency. Reading frequency is about the average time spent reading, the average time spent visiting reading sources,

and when the time is spent reading. Reading frequency there are 3 questions and get the following answers:

The tenth question, when do you spend your time reading an e-book. Almost all English students spend time reading e-books in their spare time. And they can read e-books all day if they are in a good mood like on holidays and weekends, and some of them spend time reading when they have work to do and before starting online learning. While in contrast, some students do not know when to spend time reading because they rarely read, so there is no set time.

The next question, how often do you visit the web that contains reading sources. Most English students don't do it very often visit the web of reading resources, only occasionally. when they need something that requires them to read then they will visit that website. Then they can visit reading sources once a week, 2 times a week, and even 3 times a week. On the other hand, only a few students visit reading sources almost every day, because they have to look for additional material to do their assignments.

The last question, how often do you read e-books. There are 7 English students who often read e-books because to do assignments they have to find additional material and some students read e-books every night before going to bed. Therefore, 19 students sometimes read e-books because they don't really like them, they prefer books to e-books. Also sometimes they read the e-book once a week, two or three times a week, sometimes there are meeting classes, and sometimes only if they want to read. Then, there are 17 students who don't read e-books very often because they prefer listening to reading, some students only read

e-books when their mood is good. Some of the reasons are that students will usually read e-books when they need material to study or to fill out assignments from lecturers.

In summary, the results show that the reading frequency of students towards reading is negative. This can be seen from the three questions given. Student responses showed a negative response. Most of students do not often visit the web of reading resources and do not often read e-books.

4.2.3 Book Read

Book read is the third indicator of reading habits. Book read is about the types of e-books read and how many students read e-books in their spare time even in a week. And book read has 3 questions and gets the following answers:

The thirteenth question, what is your favorite type of e-book. almost all students have different types of favorite e-books. most of the types of e-books read are novels such as romance novels, harry potter, fiction, and others. While some other students chose the type of e-book they read, namely the encyclopedia, about learning English because it is used to increase their insight and knowledge. then, some students choose PDF, PDB, HTML, and Web for their e-book types, because they are easy to save e-book documents on their mobile phones and can take them wherever they want to read. Meanwhile, there are some students who are not interested in e-books and don't know much about e-books so they don't have a favorite type of e-book to read.

The next question, how many e-books have you read in your spare time. As a result of this question, there are 29 students reading e-books in their spare time because they have many books that they read about one e-book, three e-books, five e-books, ten e-books, even they can read about twelve e-books. In addition, 14 students who did not know much and did not even count read e-books because they rarely read readings from e-books, so they were not sure.

The last question, how much do you read an e-book in a week. almost all English students answered differently how many books they spent reading in a week. Like they read 1 e-book, 2 e-books, 3 e-books, 4 to 5 e-books, and at most read 7 e-books in a week. And some students rarely read e-books in a week, they only read them when they have free time. However, there are a few students who don't read an e-book in a week. They don't know how many e-books are read in a week because they don't like reading.

From the explanation above, the researcher can conclude Students book read on reading habits is positive. Student responses indicate that most students have their favourite types of e-books to read, even students read quite a lot of e-books in their spare time or in a week.

4.2.4 Time Spent on Reading

Time spent on reading is the fourth indicator of reading habits. Time spent on reading is the time students spend reading both academic and non-academic. There are 2 sub-indicators of time spent on reading, namely academic time spent on reading and non-academic time spent on reading.

1. Time Spent on Reading Academic

Time Spent on reading Academic is the first sub-indicator. and there are 3 questions and the results are as follows:

The sixteenth question, Do you read academic books online at the campus. There were 27 students who answered that they read Academic books online on campus. When there is a class they read academic books online because of a need to learn to find out what they don't know. They answered that reading online academic books was also a reference for making assignments related to courses and studying the material given by the lecturer. while there are 16 students who do not read online academic books on campus because they do not have much time on campus. And some students do not know if they have ever read online academic books on campus.

The next question, On average, how many hours in a week do you spend read academic books online. All students have different average hours in a week to read academic books online. Some students read academic books online for 1 hour to 2 hours in a week. Then some students said they read academic books online for about 3 hours to 4 hours, 5 hours to 6 hours, even some students quite often read academic books online they spent 12 hours, 14 hours, and 48 hours per week reading academic books online. On the other hand, only a few students feel that they do not know how many hours on average they spend reading books in a week. They don't know because they don't often read books.

The last question, how often do you read the online academic book. Most English students answered not too often or rarely read online academic books.

They sometimes read on holidays or weekends or free time. And they don't read academic books online too often because they usually read academic books if they have things they don't understand and only read academic books when the lecturer gives them assignments. and some students say they don't read online academic books too often, only 2 or 3 times a week. On the other hand, only a few students said they read online academic books quite often, they said they read online academic books every day.

To sum up, Based on the three questions above, two questions show a positive response. Students show that almost all students read online academic books on campus as a necessity in the subject. Furthermore, students also spend quite a lot of time reading online academic books in a week. On the other hand, in the last question time spent on reading academic, the students' reading habits were negative because most students said they did not read online academic books often enough. Therefore, it can be concluded that time spent on academic reading is positive.

2. *Time Spent on Reading Non-Academic*

Time Spent on Reading Non-Academic is the second sub-indicator and there are also 3 questions and get the following results:

The nineteenth question, Do you read a non-academic book at the campus. Many students answered that they did not read non-academic books on campus. Because they can't focus too much on reading non-academic books on campus and haven't found an interesting book to read. And because now during the pandemic they can't go to campus and never even come to campus. Then some of the

students said they didn't read non-academic books on campus because they didn't have much time to read on campus. And some said they weren't too interested in reading e-books. while in contrast, only a few students answered reading non-academic books on campus, they say reading non-academic books in their spare time can refresh their minds and feel more relaxed when reading non-academic books on campus and not be too stressed with the learning process.

The next question, On average, how many hours per week do you spend reading non-academic books online. Similar to the question in the first sub-indicator, Of all students have an average of different hours per week to read non-academic books online. They said the average reading of non-academic books online was 1 hour to 2 hours per week. And some students also said reading non-academic books online 4 hours to 5 hours even 6 hours to 8 hours per week. Then there are some students who quite often read non-academic books online, the average time spent per week is 15 hours to 20 hours. On the other hand, there are few students who do not know and are unsure of the number of hours per week they spend reading non-academic books online.

The last question, how often do you read non-academic books online. Almost all of the students quite often read non-academic books online. They read non-academic books online once a week, twice a week, and 3 times a week. Sometimes they read non-academic books online during holidays or weekends or in their spare time, there are even some students who almost read non-academic books online every day. Meanwhile, there are some students who don't read non-academic books online very often, they read non-academic books depending on

their mood to read. And some students don't know how often they read non-academic books online.

Finally, it can be concluded time spent on reading non-academic is positive. Based on three questions, two questions show positive responses because students quite often read non-academic online and have a high average time reading e-books in a week. On the other hand, one question shows a negative response: most students do not read non-academic book online on campus because they are not too focused on reading on campus and have not found interesting books to read.

Based on the explanation above, it can be concluded that the time spent reading on students' reading habits is positive. This can be seen from student responses based on two indicators that show a positive response. Almost all students read academic books online on campus and often read academic books online in a week. Furthermore, students also quite often read non-academic books online, and students also have a high average time to read non-academic books in a week.

4.2.5 Motivation in Reading

Motivation in Reading is the last indicator of reading habits. Motivation is someone's encouragement to motivate or encourage someone to read because it is very important in the teaching and learning process and fostering learning both from outside and from within. Motivation in reading consists of 2 sub-indicators, namely Motivation in Family environment and Motivation in Academic.

1. Motivation in Family Environment

Motivation in family environment is the first sub-indicator and there are 3 questions that get the following results:

The twenty-second question, does your family motivate you to read an e-book. There are 24 English students in their family motivation to read e-books. they answered yes because until now they were still studying online so the family suggested they read e-books to improve their skills. And very motivating and very supportive because their family is very happy when they like to read. Then, almost half of all students answered of course motivated by their families to read e-books. On the other hand, 19 English students answered that they were not motivated by their families to read e-books. They are not motivated to read because their families do not like reading and do not know about e-books,

The next question, did you buy books by parents. Almost all of the English students were bought by their parents, which consisted of 28 students. They answered that of course they bought books from their parents like buying vocabulary books and they bought what books they needed. While in contrast, 15 students were not bought by their parents. Because they buy the books they need themselves and their parents give money to buy the books they need.

The last question, do you and your family discuss each other in reading. There were 12 English students who answered that they discussed reading together with their families. Students answered if they did not understand the sentence and the word then they asked their parents. Then they also exchanged opinions about what they read such as accident news, gossip and so on.

Meanwhile, there were 31 English students who answered that they did not discuss each other with their families while reading. Because some of their families don't like reading and it's a different genre from what they read, and their families are busy working so they can not discuss in reading.

And it can be concluded from all the answers to the questions above. Motivation in family environment in reading gets positive results. This can be seen from three questions getting positive results and one question getting negative results. Student responses show that almost all of the students answered that they got motivation from their families in reading e-books. In addition, almost all of the students answered that their parents bought books to read. but on the other hand, the last question students did not discuss with each other with their families.

2. *Motivation in Academic*

Motivation in Academic is the second sub-indicator which also has 3 questions that get the following results:

The twenty-fifth question does your lecturer motivate you to read the e-book. Almost all students answered that they were motivated by lecturers to read e-books. Furthermore, each lecturer advised them to read a lot of e-books outside of lectures. Usually, their motivation to read comes from themselves. But some lecturers also provide reading resources for lessons so that they automatically have to read those reading sources as well. And few students do not know whether they are motivated by the teacher to read e-books.

The next question, does your lecturer discuss the e-book that you have already read. Almost all of the students consisting of 26 students answered that they discussed the e-books they read with the lecturers. They said yes because there were courses related to reading, and they discussed it when the lecturer asked them to download the e-book. especially because of online learning nowadays, discussions in class usually always use e-books. and one of the students answered that e-book discussions with the lecturer could add insight. But not all lecturers discuss only a few lecturers. On the other hand, 17 students answered that they did not discuss with the lecturer. One of the students said that because the lecturers only often told students to be more independent.

The last question, is reading an e-book can improve your achievements in a study. Almost all English students answered that reading e-books could increase achievement in learning. They say reading can increase knowledge and insight depending on what they read. in additon, even reading can change their minds critically with new knowledge that is read. Reading can also improve grammar, vocabulary, and so on.

In conclusion, from all the answers to the questions, it can be concluded that motivation in Academic towards reading is positive because almost all students from each question answered that they were motivated by the lecturer while reading and also discussed with the lecturers about the readings they read, even most students answered that reading e-books can improve learning achievement. Reading can add new knowledge and insights.

Based on the explanation above, it can be concluded that the motivation in reading towards reading is positive. This can be seen from the two sub-indicators that showed positive results. Student responses indicate that all students get motivation from their families to read e-books and students buy books by their parents to read. Meanwhile, students are also motivated and discuss with their lecturers about what they read. Reading can add new knowledge and insight so that it can improve achievement in learning.

4.3 Discussions

From the result of the research, the researcher used a questionnaire based on indicators of reading habits adopted from (Gaona & Villuendas, 2011). There are 5 indicators of reading habits, namely attitude toward reading, reading frequency, book read, time spent on reading, and motivation in reading. Based on these 5 indicators, different results are obtained as follows:

Attitude toward reading is the first indicator. Attitude toward reading is a measure of success in reading because it relates to a person's actions in reading that affect a person's reading performance such as someone approaching or avoiding reading situations. And it can be concluded based on the results of the questions that students' attitudes toward reading towards reading habits are categorized as positive. This can be seen from the results of the attitude toward reading indicator questions which have 3 sub-indicators that almost all students have positive reading activities such as most students have a good way of understanding what they read. one of the students answered that they had to repeat

what they read by repeating it the student could understand the essence of what was read.

“I understand what I read by having to repeat what I read, because with me repeating it, then I can get the essence of what I read”(Student 12)

Then, almost all English students enjoy reading. They enjoy reading e-books because they can be accessed easily anywhere, and reading e-books can add new knowledge and insights, even reading is also an interesting thing for students to do.

“I enjoy reading e-books because they are easier to access and there are many choices that we can read.”(Student 10)

Lastly Almost half of students need help while reading e-books because they have difficulty reading e-books. Furthermore, most students are not upset and anxious when asked to read e-books. because reading can gain new knowledge and insight.

“I think I'm not annoyed when asked to read because for me by reading I can make my expression and participate” (Student 6)

Reading frequency is the second indicator. Reading frequency is about the average time spent reading, the average time spent visiting reading sources, and when the time is spent reading. It was found that the students' reading frequency was categorized as negative. It can be seen from the results of English student questions that almost most students do not often visit reading resource websites, and students only visit reading resource websites when students get assignments and something that requires students to read. Furthermore, students do not read e-

books too often because they prefer listening to reading. Some students only read e-books when their mood is good. Therefore, the reading frequency of students towards reading habits is negative.

“Not very often, just occasionally. when I need something that requires me to read then I will visit the website.”(Student 27)

Book read is the third indicator. Book read is about the types of e-books that are read and how many students read e-books in their spare time even in a week. Based on the results of student questions, book read was categorized as positive. Almost all English students have a favorite type of e-book to read. The types of e-books that are read include novels, motivational e-books, knowledge e-books and about things to learn English. Even PDF, PDB, HTML and Web types of e-books for their e-book types, because they are easy to store e-book documents on mobile phones and can take them wherever they want to read.

"fiction novels, history books, motivational books.”(student 1)

Furthermore, students also read quite a lot of e-books in their spare time and also read a lot of e-books in a week, such as reading one book, two books, three books and even more than twenty e-books at most in their spare time even in a week. Therefore, it can be concluded that students' book reading on reading habits is categorized as positive.

"I think ,more than twenty e-books.(I think, more than twenty e-books)” and “I read 4 e-books per 3 weeks.”(Student 3)

Time Spent on reading is the fourth indicator. The time spent on reading students towards this reading habit is categorized as positive because based on the results of the questions from the two sub-indicators, the results are positive. It was found that almost half of the students consisting of 27, spent time reading academic books online on campus. Reading online academic books on campus was useful for students as a reference for doing assignments related to campus subjects. Meanwhile, English students have an average of quite often in a week reading online academic books on campus. The average time spent is about 1 hour, 2 hours 3 hours even up to 48 hours per week on average, students read academic books online.

“Yes, because it adds to my study reference.” (Student 41)

“Usually I will read academic books before attending class. I read one course material I studied before class started, so I usually spend about an hour or 30 minutes per day. So per week maybe about 2 hours.”(Student 8)

The last indicator is motivation in reading. Based on the questions from the two motivation in reading indicators, it can be categorized as positive because 24 students are motivated to read e-books by their families. Families are very supportive and motivate students to read e-books to improve their abilities. Even families also buy students books to read more.

“Of course, if I need the book they'll buy it.”(student 12)

On the other hand, students in the academic field are also motivated to read. Most of the students said that the lecturer advised students to read e-books.

Then most of the students said to discuss what they read with the lecturer. They can exchange opinions with lecturers.

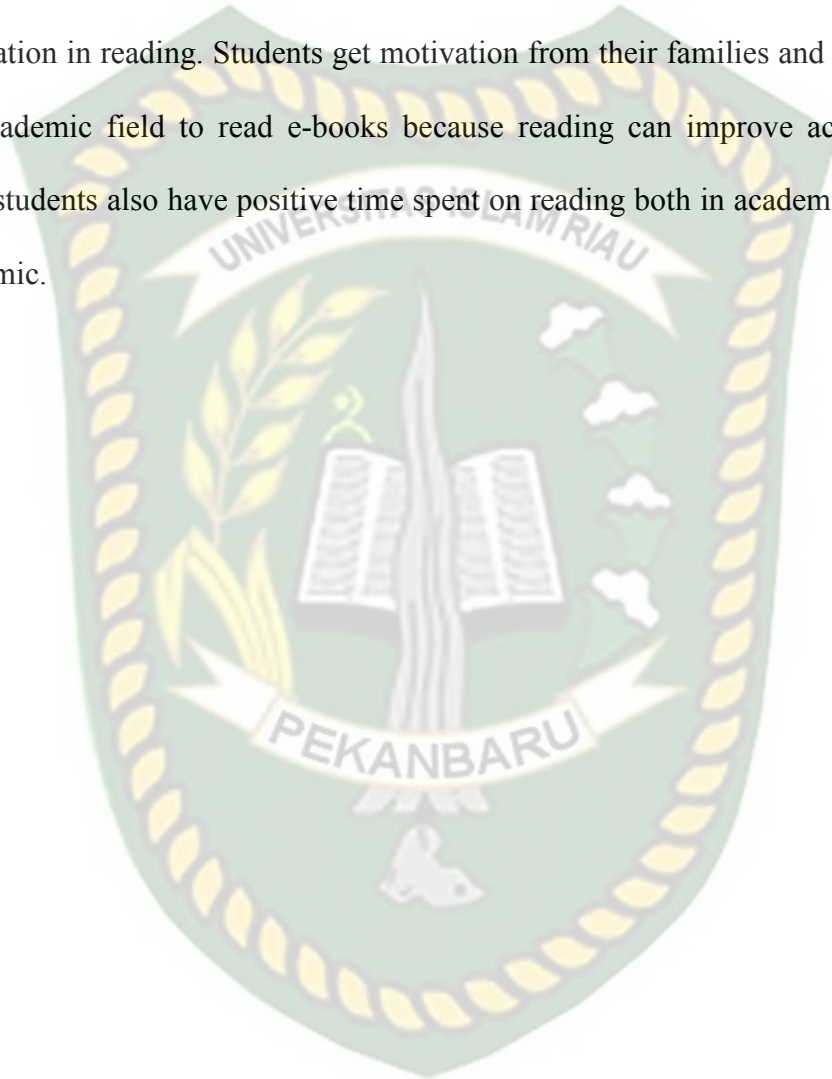
"Yes, every lecturer recommends reading a lot of e-books outside of lectures."(Student 5)

Whereupon, reading e-books can improve achievement in learning. Almost all students say that reading e-books can improve their learning achievement, and even students can add new knowledge and insights. Therefore, based on the answers above, students get motivation from family and the academic field, so that it can be concluded that motivation in reading is positive.

"in every thing we read in a book, there must be certain meanings that make us improve our learning skills and achievement."(Student 12)

Based on the explanation of the indicators above, the researcher can conclude that the reading habit of English students is categorized as positive. Because based on five indicators, four indicators get positive results, but only one indicator that gets negative results is the reading frequency of students on reading habits. Most students said they did not often visit the web for online reading resources as well as students did not often read e-books because they did not like reading and preferred to listen to reading. On the other hand, based on the other four indicators, the results were positive. Almost all English students have a good attitude toward reading. Students have positive reading activities. They can understand their reading better. Besides, English students enjoy reading e-books and do not feel anxious and annoyed when reading e-books. Meanwhile, students

also have positive book reading. Students have favourite types of e-books to read and read e-books quite often. Next, students also have positive time spent on reading both in academic and non-academic. therefore, students also get positive motivation in reading. Students get motivation from their families and lecturers in the academic field to read e-books because reading can improve achievement. Even students also have positive time spent on reading both in academic and non-academic.



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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Regarding the results of the research problem analysis and the discussion, the researcher can conclude that students' reading habits at the fourth semester of English Language Education, FKIP-UIR, are categorized as positive. It can be seen from the results of the questions, and the researchers found that from the five indicators of questions about reading habits, four indicators produced positive results. The researcher found that almost all English students had a good attitude toward reading, students had positive reading activities and they could understand their reading better. Furthermore, english students felt happy reading e-books and did not feel anxious and annoyed when reading e-books. In addition, students also have positive book read. Students have favorite types of e-books to read and read e-books quite often. Besides, students also have positive time spent on reading both in academic and non-academic. Therefore, students also get positive motivation in reading. Students get motivation from their families and lecturers in the academic field to read e-books because reading can improve achievement.

Meanwhile, the researcher found one indicator of reading habits to get negative results. The indicator is reading frequency. The researcher found that most students said they did not often visit the web for online reading resources as well as students did not often read e-books because they did not like reading and preferred listening to reading. Consequently, the reading frequency of students towards reading is negative.

5.2 Suggestion

Based on the result of analysis and conclusion above, the researcher would like to give suggestion as follow:

5.2.1 For the lecturer

Researcher suggest lecturers to invite and motivate students to diligently read e-books and even ask students to look for online reading sources, and discuss the reading with each other with students. Moreover, in today's online learning, lecturers must instruct students to use the telephone properly because they can easily find online reading sources. So that by reading a lot of e-books and looking for online reading sources, students can add insight and can improve student learning abilities.

5.2.2 For the student

The researcher gives advice to all students to use the telephone wisely. Students should be able to use their free time to read e-books or material related to subjects rather than spending time playing social media on the phone. Reading habits are very important for life. Therefore, by getting used to reading will get new knowledge and insights.

5.2.3 For the next researcher

The researcher hopes that next researcher can use this research as a relevant study and as a reference or inspiration to conduct further research related to this field

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