

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

by Tuti Alawiyah

Submission date: 19-May-2025 10:55AM (UTC+0700)

Submission ID: 2675490056

File name: THE_FOURTH_SEMESTER_OF_ENGLISH_LANGUAGE_EDUCATION,_FKIP-UIR.pdf (397.3K)

Word count: 5525

Character count: 30393

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

Clara Angelica¹, Andi Idayani², Betty Sailun³

¹²³Universitas Islam Riau

Email: Claraangelica191199@gmail.com¹, andiidayani@edu.uir.ac.id²,
bettrysailun@edu.uir.ac.id³

Abstract

Keywords:
*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. However, as students they need to organize their time to read e-books to support their academic studies and foster motivation to read diligently, and this reading habit can improve student literacy. Therefore, 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. 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 e-books 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. Then, the researcher gives advice to all students to use their phone wisely. students should be able to use their time to read e-books or material related to subjects instead of spending time playing social media on the phone because reading habits are very important for life.

Kata Kunci:

*Analisis, Membaca,
Kebiasaan
Membaca*

Abstrak

Selama pandemi COVID-19, proses pembelajaran dilakukan secara online dan kebanyakan siswa hanya menghabiskan waktu mereka di rumah dengan menggunakan ponsel. Berbagai jenis e-book yang bisa ditemukan agar bisa dibaca ketika memiliki waktu senggang. Oleh karena itu, penelitian ini bertujuan untuk mengetahui kebiasaan membaca mahasiswa semester IV Pendidikan Bahasa Inggris FKIP-UIR. Penelitian ini menggunakan metode deskriptif kualitatif. Sampel penelitian ini menggunakan purposive sampling. Sampel penelitian ini adalah 43 siswa kelas 4B Pendidikan Bahasa Inggris FKIP UIR. Penelitian ini menemukan bahwa kebiasaan membaca siswa tergolong positif. Hampir semua siswa memiliki sikap yang baik terhadap membaca. Kemudian, sebagian besar siswa senang membaca e-book dan tidak merasa terganggu saat diminta membaca e-book. Sementara itu, siswa juga memiliki kegiatan membaca buku yang positif. Siswa memiliki jenis e-book favorit untuk membaca dan membaca e-book cukup sering. Selain itu, siswa juga memiliki waktu positif yang dihabiskan untuk membaca baik di bidang akademik maupun non-akademik. Terakhir, mahasiswa juga mendapatkan motivasi positif dalam membaca, dan mahasiswa mendapatkan motivasi dari keluarga dan dosen di bidang akademik untuk membaca e-book karena membaca dapat meningkatkan prestasi. Di sisi lain, peneliti menemukan salah satu indikator kebiasaan membaca mendapatkan hasil negatif. Indikatornya adalah frekuensi membaca. Sebagian besar siswa mengatakan mereka tidak sering mengunjungi web untuk sumber bacaan online serta siswa tidak sering membaca e-book karena mereka tidak suka membaca dan lebih suka mendengarkan membaca.

INTRODUCTION

Education is an essential component of human life. Education is a requirement since it has the potential to improve human capacities and personalities. Education is the best means to generate high-quality, valuable human resources to help countries achieve their development goals. Education is to help people reach their full potential as human beings who believe in and obey God Almighty, have a noble character, are healthy, knowledgeable, creative, independent, democratic, and responsible citizens. Learning English entails four abilities, which, like language learning in general, are extremely

intimately linked to daily life. The four English learning skills are listening, speaking, reading and writing skills.

In education and learning, reading skills are crucial. Reading can provide a person with a lot of insight and knowledge, and the more we read, the more knowledge we get and the more conscious we become of the good and bad things in our world. Each person's reading abilities are unique, and depending on the reading material being read, such as knowledge, information, recreation, or relaxation, each person's reading abilities can contribute to varying levels of knowledge and insights. Reading habits have a significant impact on a person's reading abilities (Samrotul, 2014) cited in (Sahriana & Anas, 2017). As a result, reading habits must be practiced in order to improve one's reading skills.

Furthermore, 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 most important abilities that children may use to develop their language skills. As a result, we know that reading should be made a habit because reading allows us to grasp information, and reading habits cannot be formed overnight but must be practiced from an early age.

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 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.

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. Similarly with the opinion by (Sadiku, 2015) said reading habit is one of the most important abilities that children may use to develop their language skills. 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 analyse 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.

According to (Muchlishon, 2016) Reading habit is to practice reading books regularly and repeatedly, because by doing this behaviour students can get a lot of information and knowledge and can help students to achieve good achievement, especially in reading subjects. Meanwhile, according to (Shen, 2006) cited in (Noor, 2011), students' reading habits, including how often, how much, and what they read, were detected. Another statement from that perspective is that the habit of reading can develop as a result of multiple people reading frequently and a large number of people reading, and it is extremely excellent for healthy intellectual growth and practical efficiency. And aaccording to (Bana, 2020) reading habits are a pattern in which an individual organizes his or her reading in terms of the type, subject, and number of materials read, and the frequency with which they read and the average time spent 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. Therefore 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.

Furthermore, 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).

Reading attitudes are defined as an emotional system associated with reading that encourages pupils 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 (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.

In addition, there are several types of books that students enjoy and desire to read in one day. These books may come from teacher or friend recommendations. Students prefer instructor recommendations over others, according to (Gaona & Villuendas, 2011). Teacher suggestions are frequently in the form of textbooks in disciplines like physics, history, and other subjects. Fiction, romance, hype, and science fiction are all examples of friend recommendations.

According to (Gaona & Villuendas, 2011) there are 2 types of time spent reading as follows: time spent reading academically is the time the person devotes himself to reading books about the subject of his study. And 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.

Reading Habits According to (Gaona & Villuendas, 2011) there are two types of motivation in reading; motivation in the family environment, this is often reported by the person in purchasing books, recommending books and reading interest in the family.

And motivation in an academic, the frequency with which students report about teachers using activities to promote contact with the psychology literature.

There are some previous researches related to this study that can be described as (Owusu-Acheaw & Larson, 2014) entitled "Reading Habits Among Students and its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic". 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.

The second is (Erdem, 2015), entitled "A research on reading habits of university students: (Sample of Ankara University and Erciyes University)". According to the findings of this study, students at Ankara University and Erciyes University read novels, newspapers, and magazines in their spare time; they prefer reading literary works in the historical, romantic, entertaining-humorous, and psychological genres; and they could not spare much time for reading books due to the intensity of classes, busy social lives, exam preparation, 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". A quantitative method employing a simple linear regression approach was used in this investigation. 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 R value derived from the research data is 0.304, indicating that the association between reading habits (variable X) and student academic accomplishment (variable Y) as seen in the interpretation table is weak. Because $F_{count} 4.385 > F_{table} 4.07$, the alternative hypothesis (H_o) is accepted and the null hypothesis (H_a) is rejected, according to the F test results. As a result, it is possible to conclude that reading habits have an impact on student academic progress. While the coefficient of determination (R^2) resulted in a value of 0.093, suggesting that the percentage of variable effect is 09.3%. This indicates that 09.3 percent of reading habits have an impact on academic performance. Meanwhile, other factors that are not covered in this study influence 90.7 %. The percentage of variable influence is 09.3 %, as indicated by the number 093. This indicates that 09.3 % of reading habits have an

impact on academic performance. Meanwhile, other factors that are not covered in this study influence 90.7 %. The percentage of variable influence is 09.3 %, as indicated by the number 093. This shows that 09.3% of reading habits affect academic achievement. Meanwhile, 90.7% is influenced by other factors which are not discussed in this study.

The last, (Rahmaningtias & Kusumastuti, 2019), entitled "A Survey Of Efl Students 'Reading Habit". The goal of this study is to find out how much EFL students read and what factors influence their reading habits. The descriptive-quantitative method was adopted in this investigation. The study discovered that the group with the highest frequency of EFL students' reading habits was fair, with 38 pupils. It was followed by 7 kids in the bad category. Then there were just 5 students in category good. Students' motivation was one of the variables that actively contributed, with 48% reading solely when it was required by their lecturers, students' purpose was 96 % reading English to enhance their English skills, and students' preferences was 68 % reading a variety of reading texts (fiction and nonfiction).

From the relevance studies above, there are differences with the researchers' research. Researchers conducted research with the aim of analysing the reading habits of 4th semester students at the Universitas Islam Riau, the researcher 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.

METHOD

The method that researchers use in this study is descriptive qualitative. According to, (Sugiyono, 2016 :15) 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, data sources are sampled purposefully and snowballed, data collection is by triangulation (combined), data

analysis is inductive / qualitative, and qualitative research results emphasize meaning rather than numbers.

The information was gathered through the use of questionnaires. Questionnaires, according to (Winarno, 2011), are a set of written questions intended to gather information from respondents regarding a subject under investigation. In general, a questionnaire or questionnaire is used to expose data about the respondent's personal information, opinions, or other information relevant to the study topic. 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.

This qualitative data analysis first the researcher create questionnaire and distribute them using Google form to all participants. In this study, there are 49 students who answered the questionnaire. And after that categorize the data based on indicators to make it easier for researcher to describe the data. After describing the data, the researchers make conclusions from the results of the study.

FINDINGS AND DISCUSSION

The results of the study 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.

Therefore, the results of this study obtained the same results as the study (Owusu-Acheaw & Larson, 2014) entitled "Reading Habits Among Students and its Effect on

Academic Performance: A Study of Students of Koforidua Polytechnic". respondents acknowledged the importance of reading books. Similar to this study, it was obtained positive results that most of the respondents said they liked reading and acknowledged the importance of reading because it can increase knowledge. On the contrary, there is a difference that in this study (Owusu-Acheaw & Larson, 2014) it was analyzed quantitatively using (SPSS) while in this study it was analyzed descriptive qualitative using questionnaires. The questionnaire given is based on the theory of (Gaona & Villuendas, 2011) as follows: attitudes towards reading, reading frequency, books read, time spent on reading and motivation in reading.

CONCLUSION

From the description that has been produced, it can be concluded 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 favourite 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. Then, in this study students' reading habits at the fourth semester of English Language Education, FKIP-UIR, are categorized as positive.

From the findings of this study, the researchers would like to propose some suggestion. For lecturers, researcher suggest lecturers to invite and motivate student to diligently read e-books and even ask students to look for online reading sources, and discuss the reading with each other student. And lecturers must instruct students to use the telephone properly because they can easily find online reading sources. Then for the next researcher can use this research as a relevant study and as a reference or inspiration to conduct further research related to this field.

REFERENCES

- Ahmed, S. (2016). Reading habits and attitudes of UMSKAL undergraduates. *International Journal of Applied Linguistics and English Literature*, 5(2), 189–201.
- Annamalai, S., & Muniandy, B. (2013). Reading Habit and Attitude among Malaysian Polytechnic Students. *International Online Journal of Educational Sciences*, 5(1).
- Balan, S., Katenga, J. E., & Simon, A. (2019). Reading Habits and Their Influence on Academic Achievement Among Students at Asia Pacific International University. *Abstract Proceedings International Scholars Conference*, 7(1), 1490–1516.
- Bana, A. (2020). Students' Perception of Using the Internet to Develop Reading Habits. *JET (Journal of English Teaching)*, 6(1), 60–70.
- Erdem, A. (2015). A research on reading habits of university students:(Sample of Ankara University and Erciyes University). *Procedia-Social and Behavioral Sciences*, 174, 3983–3990.
- Gaona, J. C. G., & Villuendas, E. (2011). Relationship between reading habits, university library and academic performance in a sample of psychology students. *Revista de La Educación Superior*, 15(157), 55–73.
- Iftanti, E. (2015). What makes EFL students establish good reading habits in English. *International Journal of Education and Research*, 3(5), 365–374.
- Muchlishon, A. (n.d.). *The Relationship between students reading habit and their achievement in the class of reading for english international standardized test (A Correlational study on the third semester students of the English Education Department of Syarif Hidayatullah Stat.* Jakarta: Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah.
- Noor, N. M. (2011). Reading habits and preferences of EFL post graduates: A case study. *Indonesian Journal of Applied Linguistics*, 1(1), 1–9.

- Owusu-Acheaw, M., & Larson, A. G. (2014). Reading habits among students and its effect on academic performance: A study of students of Koforidua Polytechnic. *Library Philosophy and Practice*, 0_1.
- Rahmaningtias, P., & Kusumastuti, D. (2019). A SURVEY OF EFL STUDENTS' READING HABIT. *National Seminar of PBI (English Language Education)*, 417–421.
- Sadiku, L. M. (2015). The importance of four skills reading, speaking, writing, listening in a lesson hour. *European Journal of Language and Literature*, 1(1), 29–31.
- Sahriana, S., & Anas, I. (2017). HUBUNGAN ANTARA READING HABIT DAN READING COMPREHENSION MAHASISWA JURUSAN TEKNIK MESIN TAHUN AJARAN 2015/2016. *Seminar Nasional Hasil Penelitian & Pengabdian Kepada Masyarakat (SNP2M)*.
- Sari rahma, S. (2018). *Pengaruh Kebiasaan Membaca (Reading Habits) terhadap Prestasi Akademik Mahasiswa Prodi S1 Ilmu Perpustakaan Fakultas Adab dan Humaniora Uin Arraniry Angkatan 2013*. UIN Ar-Raniry Banda Aceh.
- Sugiyono. (2016). *METODE PENELITIAN PENDIDIKAN (pendekatan kuantitatif, kualitatif, dan R&D)*. Alfabeta.
- Winarno, M. E. (2011). *Metodologi Penelitian dalam Pendidikan Jasmani* (1st ed.). Universitas Negeri Malang (UM Press).

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

ORIGINALITY REPORT

16%
SIMILARITY INDEX

12%
INTERNET SOURCES

7%
PUBLICATIONS

12%
STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

3%
★ Submitted to UIN Sunan Gunung Djati Bandung
Student Paper

Exclude quotes On
Exclude bibliography On

Exclude matches < 10 words