

**A SURVEY READING HABIT OF STUDENTS' ENGLISH
STUDY PROGRAM IN IAIN CURUP**

THESIS

**This thesis is submitted to fulfill
the requirement for “Sarjana” degree
of English Study Program**



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Assalamu 'alaikum Wr. Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama Nabilla Gacika P. S. 17551040 mahasiswi IAIN Curup prodi Bahasa Inggris yang berjudul : "A Survey Reading Habit of Students' English Study Program in IAIN Curup" sudah dapat diajukan dalam sidang *munaqasyah* Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

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PREFACE

All praises to Allah SWT that writer had finally finished writing his thesis entitled “ **A Survey Reading Habit of Students' English Study Program in IAIN Curup**”

The thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, Januari 2022

Writer



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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NIM. 17551040

MOTTO AND DEDICATION

"Success needs a process but success is not a final and failure is not an initial"

"To get a success, your courage must be greater than your fear"

"The best pleasure in life is doing what people say you cannot do"

"Always be yourself no matter what they say and never be anyone else even if they look better than you"

"Jangan takut kesendirian ada Allah SWT disamping kita"

"beradab dulu baru berilmu karena kalau berilmu orang itu tidak akan memiliki adab kepada orang sekitarnya"

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21. All of the people around me who gave me the golden precept that I could not be mentioned one by one.

Abstract

Nabilla Gacika P. S : A Survey Reading Habit of Students' English Study Program in IAIN Curup

Advisor : Jumatul Hidayah, M. Pd

Co- Advisor : Sarwo Edy, M. Pd

The thesis was aimed to find out the reading habit of English Study Program in IAIN Curup. The subject of this study were students in 3rd, 5th, and 7th semesters that had passed a course reading. The purposes of this research were to know students in reading habit. The researcher used descriptive quantitative method. In collecting data, the research used questionnaire to obtain the required data. The instruments used questionnaire in the form of close-ended. In data analysis, steps carried out: scoring, analysis statistical, and average of the data. The findings found that 184 students had high reading habits with an overall percentage 76.70% in the category of students reading habits in the English Study Program is high.

Keywords : Reading Habit, Survey Study

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CHAPTER I

INTRODUCTION

A. Background of the research

Reading is a good thing in life because it is a factor of great importance in individual development and the most important activity in campus. It is needed in every level of the field of study. There are particularly in cases when students have to read English material for their own special subject with a limited vocabulary anyone will also have limited understanding in terms of listening, speaking, reading, and writing. Besides that, the students have skills in reading comprehension. So, reading habit is very important in English to support students' reading comprehension of the text.

Reading habit is very important for comprehension and quality skill every students, especially for students who becomes English as a foreign language learners. As it known that in Indonesian, English is not the first or the official language used. It becomes the foreign language in Indonesia.¹ Whereas these college students have to face everything in English, such as reading their books, learning subjects or material and this would be hard if the students to decrease their difficulties during the learning process, for example like the difficult meaning of new vocabularies or the difficulties about the meaning comprehension.

¹ Guntur Devy Angga, "*The Impact of English as an International language on English Language Teaching in Indonesia*", Language circle: Journal of Language and Literature, Volume X (1), April 2016

Meanwhile, reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It represents how well readers understand literal comprehension which concentrates on clear meaning and inferential comprehension which concentrates meaning in the reading text.² Therefore, as the students read, they have to understand what they have read as a part of their reading process because the aim of reading is comprehension. Reading habit is very important to make it easier for readers to understand a text.

Reading habit is the process and comprehension is the meaning. By accustoming a good reading habit as a daily activity, it will help the students to read and to comprehend English text fluently and absolutely. Pursuing reading as a habit will help the students to become better. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes not only need reading skills enough but also good and reading habits. Reading habits more clearly describes the direct and unconscious process that are involved in constructing meaning from text.³

² Al Odwan Hammed, T.A.A. "The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students Reading Comprehension in Jordan", International Journal of Humanities and Social Science, Vol. 2 No. 16 (2012)

³ Mu'awana,, "The Correlation Between Students' Reading Habit and Their Reading Comprehension of The Eleventh Grade Islamic Senior High School Al Jauharen Jambi." Thesis. (Jambi: Fac. Education and Teacher Training UIN Sultan Thaha Saifuddin Jambi, 2018)

So, Reading habits with reading comprehension are an important factor in the success of reading comprehension.⁴ Therefore, to expand English reading comprehension, students must improve their reading habits. The habit of reading text, students will be able to expand their vocabulary and ways of thinking to be more creative and perspective. Students can comprehend the test well, smoothly, and correctly if every time the students can get the habit of reading their English.

The advantage of reading habits in the learning process determines students' reading comprehension. From there we get a more effective text. Reading more books will improve our skills in understanding the text we read. A good reader who reads a lot of books will have a better understanding of the text than a bad reader. Reading habits can help students to achieve broad academic achievement. In terms of obtaining this reading habit; they must practice this habit. Reading habits will help students obtaining and gaining meaningful knowledge and good academic achievement in the campus.

According to Simanjuntak, reading habit is the number of repetitions in a given time to read English text.⁵ Students' reading frequency can influence reading comprehension with students' reading habits. One way that can be applied in reading habits is to provide

⁴ Ribqotul Aliyah, "A *CORRELATIONAL STUDY BETWEEN READING HABIT AND VOCABULARY MASTERY WITH READING COMPREHENSION (A Correlation Study at the Second Grade of MTS NU 1 Kramat Tegal in the Academic Year 2019/2020)*." Thesis (Klaten: Fac. Language Education Programme University Widya Dharma, 2020), p.6

⁵ Ayu Lestari, "The Correlations among Undergraduate EFL Students' Reading Habit, Multiple Intelligences, and Writing Mastery", *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, Vol. 2(2), 2018

sufficient time for students to read. The frequency of reading can affect, for example, students who read books with comprehension at least 2 hours a day will have better reading skills than not. In addition, reading habit very important role to support reading because reading habit would help students' reading comprehension depending on how long students study English.

However, the students need more time to comprehend text slowly. students can more easily understand every English lesson. It will be problem, when the students should comprehend text in a limited time. Besides that, students who have a good interest in reading usually have broader knowledge. On the other hand, students who rarely read will have narrow knowledge. The researcher conducted interviews with lecturers of reading subjects. According to lecture, she said that this habit comes from personal preferences who know about a person's reading habits, namely students from each individual.⁶

In addition, each individual has different reading habits, not all students have the same reading habits. So, good reading habits are very influential on the self-development of the basic abilities of each individual. This means that reading habits can increase interest in reading and develop the quality of everyone in obtaining information, knowledge, and reading comprehension.

⁶ Interview with Desfitranita, Date 18 January 2021 via whatsapp

In Siswanti journal, She stated that reading interest is different from the students in the past. She said that many references and book publishers did not affect students' reading interests. In the past, when facilities were still limited, students had high enthusiasm and motivation to read.⁷ In IAIN Curup, especially at English Study Program, there is also a reading corner related to facilities for reading and several books for learning English. In addition, students now have their own smartphones to access several sources of books on the internet such as e-books. In IAIN Curup, there is an adequate library and several types of reference books for students. And, especially at English Study program, there is a Reading corner where the reading corner usually contains books about English that are useful for supporting students' English. And, nowadays books are easy to access and there are books like e-books that can be downloaded via their respective smartphones.

Therefore, the researcher focuses on the reading habits of students at the English Study Program in IAIN Curup. Reading habits greatly affect their reading comprehension because they can improve reading skills, understand the meaning of texts, get new vocabulary, get information, and increase insight. At English Study Program, one of lecturer teaching reading subjects. In this study, researchers focused on reading habits with reading comprehension on academic achievement in the learning of students. Based on the students' scores in the reading course, it turns out

⁷ Siswanti, "Minat Membaca Pada Mahasiswa (Studi Deskriptif pada Mahasiswa Fakultas Psikologi UNDIP Semester 1)", Jurnal Psikologi Undip, Vol. 08, No. 02, 2010

that there are some students who get good grades. From this value, the researcher wants to know the results while studying the reading course and basically what their reading habits are like in their daily activities. Interest in reading with students' reading habits may be influenced by advanced information technology, various kinds of references on the internet such as searching google, electronic books, and so on.

Based on the description above about all the facilities at English Study Program and technology now. This researcher wants to know that there are many facilities with now easily accessible technology and books that can be downloaded such as e-books. So, this researcher wants to know all about how the reading habits of students, especially students of the English Study Program, how about all the facilities that support it.

In this study, based on observations of this reading course, this researcher has a reason to take semesters 3rd, 5th, and 7th because they have taken all reading courses and got results or grades in those subjects. Based on the explanation above, this researchers is interested in asking questions about how their reading habits are with six aspects of reading habits in reading subjects , namely. First, how is the attitude toward students' reading as a system of feelings related to reading situations. Second, reading frequency has an effect on their reading time. Third, students read several books for a long time and several types of books they read. Fourth, how on academic reading students by reading textbooks and non-academic reading students reading books outside of class hours. The fifth,

Motivation family environment by suggesting them to read books. The last is motivation in the academic environment with activities to support students reading in class. So, this researcher is wondering about how students' reading habit of English Study Program.

Based on the above background, the researcher is interested in the title is **“A Survey Reading Habit of Students' English Study Program in IAIN Curup”**.

B. Research of questions

Based on background above, the writer formulates a research question as follow:

1. How is the students' reading habit of English Study Program at IAIN Curup?

C. The objective of the research

Referring to research problems above, the objective of the research are:

1. To find out students' reading habit of English Study Program at IAIN Curup.

D. Delimitation of research

In this study, based on the explanation above, this researcher is interested in questions about how their reading habits are in reading subjects, the average of students who took that major got B score. So, the researcher was wondering about their reading habit.

E. Significance of the research

The researcher will give some useful information about the students reading habits of English Study Program at IAIN Curup. The researcher will present the students reading habits of English Study Program at IAIN Curup. Expects, the result of this study is useful for students, researcher, and all of the reader. The result will be used as follows:

1. For the Students

It is hoped the students' increase their achievement through reading habit with reading comprehension and it can be motivated the students'.

2. For the Researcher

By undertaking this researcher, the researcher is able to study and get more information to identify students reading habit of English Study Program. In addition the writer will get new experience and knowledge for the future.

3. For the Lecturer

This research is to help the lecturer to be a professional in English teaching, in they can make the students to know about the material before giving the text to the students to avoid confusing happens to the them.

F. Definition of key terms

In order to clarify the key terms used this study, some definitions are put forward:

1. Reading habit

Reading habit is also important for comprehension and quality skill every how often, how much, and what students with the process that is involved in constructing meaning from text.⁸

G. The thesis of organization

The explanation of this research will be organized into chapter I is introduction consist of background, purpose of the research, the objective of the researcher, Delimitation of research, Significance of the research, definition of key terms, and the last is thesis of organization. Chapter II is review of related literature. Chapter III is methodology of the research. Chapter IV is finding and discussion. So, the last chapter is Conclusion and Suggestion.

⁸Bana Army,. *"Students' Perception of Using the Internet to Develop Reading Habit: A Case Study at the English Education Department of University Kristen Indonesia."* University Kristen Indonesian, Vol. 6(1), February 2020

CHAPTER II

LITERATURE REVIEW

A. Review Related Theory

1. Reading

a. Definition of Reading

Reading is considered the most important skill. Besides that, reading is essential for students in order to cope with new knowledge in a changing world. This is reasonable enough due to the fact that the fast growing information is recorded and issued through media, such as smartphone, journal, articles, magazine, searching google, and e-books. The source or information is easily accessible. Through reading students can access the latest information. The ability to read fast accurately will help them to increase their knowledge and perspective. By reading, enable students to enhance the current information and technology, enjoy literature, find ideas and so many things.

After that, there are some experts who defined reading. According to Linse, reading is a set of skills that include making sense and getting significance meaning from printed work.⁹ Besides that, Patel and Jain state that reading is purposed to comprehend the significance of printed words into writing

⁹ Linse, C. T, *Practical English language teaching: Young learner*. (Singapore: McGraw Hill, 2006).

symbols.¹⁰ It is an active process that consists of word recognition and comprehension skills. Moreover, Reading is generally accepted as a way of acquiring new information and new knowledge. It is not only to increase knowledge but also to build maturity and widen awareness of now issues.¹¹ Reading is one of the most important components of our language and it is an essential tool for lifelong learning for all learners.

Based on the explanation, reading is very important for developing new knowledge and can increase information. Such as journals, articles, smartphones, ebooks, and others.

b. The purposes of Reading

An expert said that the purpose of the efficient reader is she can extend the purposes of her reading. The reader's purpose actually plays an important role in determining how readers read a text.

According to Grabe, Stoller, and Nurfadhilah proposed the purposes for reading which consist of reading to find simple information, to skim quickly, to learn from text, to combine information, to write or search information needed for writing, to

¹⁰ Patel. M. F and Jain. P. M. *English language teaching*. (Jaipur: Sunrise Publishers and Distributors, 2008).

¹¹ Kim J. Y, and Anderson T. *Reading across the curriculum: A framework for improving the reading abilities and habits of college students*. (Journal of College Literacy & Learning, 37, 2011).

criticize text and reading for general comprehension.¹² Actually, most students read for several different purposes namely read for pleasure, for knowledge, for accomplishing specific purpose or all of them.

Another purpose of reading is proposed by Anderson in Tarigan, which consists of five purposes of reading. The following is the explanation¹³:

1) Reading for details and facts

Reading for details and facts is reading to get information that is done by figure or to solve the problems which made by figure.

2) Reading for main ideas

Reading for main ideas is to get the topic, the case of the story, the things that are learned or experienced, summarize something that has been done by the figure.

3) Reading for sequence or organization

Reading for sequence is reading to understand the parts of the story from the beginning until the end of the story.

4) Reading for inference

Reading for inference is to understand the figure do something or the writer's mean of the passage.

5) Reading for classifying

¹²Septika Dyah Mustika, Thesis: "A Survey of Students' Reading Habits and Prefencess (A Descriptive Study at 8 Grade Students of State Junior High School 2 of Purwokerto) 2017

¹³*Ibid.*

Reading for classifying is reading to understand something unusual, to find something that is fact or not.

Based on the explanation above, the purpose of reading is to find information that is needed for writing and to criticize the text for reading for general comprehension. So, reading and reading comprehension both are interrelated. Because reading is a collection of skills that involves making sense and deriving meaning from text. It means that reading is a process to sets up the reader's comprehension of deriving meanings from texts for any purpose such as students' level of comprehension.

2. Reading Comprehension

a. Definition of Reading Comprehension

There are some experts who have shared their own definitions of the definition of reading. According to Klingner, reading is an activity that has a purpose.¹⁴ Someone may read in order to get information or increase their knowledge of the language being read. Besides that, Nation stated that reading is a source of learning and a source of enjoyment.¹⁵ Getting this consideration, the purposes of reading guide the reader to select better text to read.

Reading is the main reason why students learn language.

Without reading, the students never know about anything.

¹⁴ Klingner, Jannete K, Sharon Vaughan, Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press, 2007. P. 104

¹⁵ Nation, I.S.P. *Teaching ESL/EFL Reading and Writing*. New York: Routledge, 2009. P.49

Therefore, Stone said that reading is fundamental goal that students must master in order to be successful in campus and in life.¹⁶ Furthermore, reading is not passive but rather than active process because reading cannot be separated from thinking.

In learning English as a second language, reading is an active cognitive process of interacting with print to build up meaning. According to Smith, reading is a direct relationship between print and meaning.¹⁷ Besides that, Nunan interprets reading as, a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹⁸ Furthermore, Tankersley simplifies reading as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁹

Based on the definitions above, the writer concludes that reading is the active process of grasp meaning from the content of the writer's idea about the topic in a text.

Reading cannot be separated with comprehension. Comprehension has the same meaning as understanding. When the readers read a text, they need to comprehend what the writer tells

¹⁶ Stone, Randi. *Best Practices for Teaching Reading: What Award-Winning Classroom Teachers Do*. California: Corwin Press, 2009. P. 39

¹⁷ Smith, Frank, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read-6th ed*. New York: Lawrence Erlbaum Associates, 2004. P.172

¹⁸ Nunan, David. *Practical English Teaching*. Singapore: McGraw-Hill, 2003. P.68

¹⁹ Tankersly, Karen. *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. Alexandria: Association for Supervision and Curriculum Development, 2003. P. 108

about. Comprehension here is the capacity to grasp meaning from the writer's idea in a text.

There are some experts that have shared their own definition about reading comprehension. Gardner and McIntyre defined, reading comprehension as the ability to convert written language into forms near those used in either inner thought or dialogue.²⁰ Harris and Graham interpret, reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text or previous knowledge, strategy use as well as variables related to the text itself or interest in text, understanding of text types.²¹ Furthermore, Harris and Graham stated that reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences.²²

Based on the description above, it can be concluded that reading comprehension is an active process of grasp meaning from the content of the writer's idea about the topic in a text by coordinating a number of skills related to decoding, word reading,

²⁰ Gardner and Maclntyre. *An Instrumental Motivation in Language Study: Who Says It Isn't Effective? In Second Language Acquisition*. Cambridge University Press, 1978. P. 68

²¹Op.cit. P.8

²² Op.cit. P. 12

and fluency and the integration of background knowledge, vocabulary, and previous experiences.

b. Levels of Reading Comprehension

Reading comprehension is an ability that can be differentiated into levels. The level of reading comprehension involves more of an active role on the part of the reader,²³ namely.

1) Literal comprehension

This level of comprehension represents the minimum of involvement on the part of the reader. It is the simple understanding of the words and ideas of the author. The author's message is received but not examined, evaluated, or utilized in any way.

2) Interpretive comprehension

At this level, the reader not only knows what the author said but goes beyond that simple knowledge. It involves an effort to grasp relationships, compare facts with personal experiences, understand sequences .see cause and effect relationships, and generally interpret the message. It requires more active participation on the part of the reader.

3) Applied comprehension

²³ Heilman, A, et.al. 1988. *The Principles and The Practices of Teaching Reading*. Ohio. Charles E. Merrill Publishing Co. P.246

At this level reader does more than merely receiving and interpreting the message. The reader evaluates the author's ideas, either accepting or rejecting them or applying them to some new situation.

4) Critical comprehension

At this level reader analyzing, evaluating, and personally reacting to information presented in a passage.

Generally, the emphasis at this level of comprehension is on actively bringing the reader's general understanding to bear on the ideas and concepts contained in the reading passage. The synthesis is necessary for higher comprehension, especially on difficult material.

Besides that, Reading habit and reading comprehension both are interrelated. Habits for reading are viewed as a significant effect on the success of students' reading comprehension, while comprehension itself is the result of a good reading habit process. This reading habit helps the students to maximize their ability in gaining academic purposes.

3. Reading Habit

a. Definition of Reading Habit

Reading habit is an activity regarded as a habit when it is done repeatedly. Besides that, reading habit is a reading activity which performed continuously without coercion from others, or it is something that is built from them. Students may or may not have reading habits that are reading activities that have been done regularly.

Therefore, Reading habits refer to the activity that reflects the likeness of reading and describes the function and preference for reading as well as the regularity of reading.²⁴ Wagner as cited in Abeyrathna and Zainab said, the amount of material to be read, frequency of reading and the average time spent on reading are some indicators that consider the reading habit.²⁵

According to Simanjuntak reading habit is the number of repetitions in given time to read English text. Students 'reading frequency can influence reading comprehension with students' reading habits.²⁶ Besides that, reading habits can be acquired by readers if they are frequently read a book for any reason that they have. When they get used to read and search for a book to read, reading can become their habit.

²⁴ Kolawole Akinjide Aramide, "Effect of Parental Background Factors on Reading Habits of Secondary School Students in Ogun State, Nigeria", *Journal of Applied Information Science and Technology*, 8 (1) 2015

²⁵ Abeyrathna, P. H. A. S., and Zainab, A. N, "The status of reading habit and interests among secondary school children in Sri Lanka", *Malaysian Journal of Library & Information Science*, 9(2), 2004. P.107–121

²⁶ Ayu Lestari, "The Correlations among Undergraduate EFL Students' Reading Habit, Multiple Intelligences, and Writing Mastery", *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, Vol. 2(2), 2018

Moreover, According to Tella and Akande reading is a crucial part of life that is not just about enjoyment but a necessity and the basic instrument of training.²⁷ Therefore, Shabi and Udofia stated that reading habits mean having the habit of reading in daily life and not just for certain purposes like campus needs, and so on.²⁸ Besides that, Reading is important for every person to deal with new and changing ways of learning in the evolving world of technological progress.

Furthermore, According to Azikiwe reading habit is the adopted way a student plans his private reading, after classroom learning so as to attain mastery of the subject.²⁹ Besides that, Zwiers stated that reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text.³⁰ Then, reading habit refers to the automatic process as the readers read the text material. So, Shen said that reading habits can be identified by reading materials that

²⁷ Tella, A., and Akande, S. *Children reading habits and availability of books in Botswana primary schools: implications for achieving quality education*. The Reading Matrix, 7(2), 2007. P.117–142. <https://doi.org/10.1016/j.compedu.2015.11.001>

²⁸ Shabi, I. N., and Udofia, E. P. *Role of the school library in promoting reading culture in Nigeria*. *International Journals of Research in Education*, 6(1-2), (2009). P. 259-269.

²⁹ Arny Bana, “*Students' Perception of Using the Internet to Develop Reading Habits: A Case Study at the English Education Department of Universitas Kristen Indonesia*”, *Journal of English Teaching*, University Kristen Indonesian. Volume 6 (1), February 2020

³⁰ Ibid.

students read, frequency of reading, time spent in reading, and the purpose of reading.³¹

Based on the explanation above, the habit of reading is an activity that is repeated or routinely due to the habit of reading in everyday life. In addition, reading habits can be acquired by readers if they read and it is very important for everyone to face new ways of learning in today's times. Therefore, achieving mastery of the subject will refer to the process when the reader means the text and the time spent reading and having a reading goal.

b. The purposes of reading habit

According to Ogbodo, there are some reading habit purposes that have either positive or negative. For purposes of this topic, they are grouped into four segments namely, Hobbial, Recreational, Concentration, and Deviatinal.³²

1) Hobbial or hobby

A hobby is an activity that creates joy and satisfaction in doing it. The purposes of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, political, religious, and economic. This purpose of reading habit not only

³¹ Indriani, *Correlation Between Reading Habit and Comprehenison Achievement of English Department Students of IAIN Palangka Raya*, Thesis (Palangka Raya: Fac. Teaching Training and Education Department of Language Education, 2019), P. 12

³²Ikip Siliwangi, "The Study Correlation Between Reading Habit and Pronunciation Ability at The Second Grade Students," 2014, 1–7.

makes one satisfied but also positive. Unlike other hobbies, reading is one of the most recommended ones to shape readers' personality skills. By reading books particularly can develop the knowledge of vocabulary which helps in English conversations. Reading as a hobby is wonderful, it helps the readers to improve their ability to absorb and to comprehend written material and help them pursue a better job.

2) Recreational

Recreational is a good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation makes the reader's brain avoid mental fatigue, the example activities on reading for relaxation are reading newspapers, comics, and magazines.

3) Concentration

One of the reading habit purposes is concentration. Concentration means the readers acknowledge their reading process to understand the meaning of a passage. Reading to increase of readers in producing achievements. This reading habit purpose shows positive results in students' achievement in the campus.

4) Deviatonal

The last is the purpose of reading habit is deviational. This is the only reading habit that has a negative norm. The reader sometimes pretends to read and deviates from the actual reading and this should be avoided by the students. If this reading habit attitude is acquired by the students, it may lead to a loss of interest in the acquisition of knowledge.

c. Aspect of reading habit

According to Julio Cesar, there are some indicators of reading habit such as attitude toward reading, books reading frequency, time spent on academic reading, time spent on non-academic reading, motivation in the family environment, and motivation in the academic environment.³³

1) Attitude toward reading

Attitude toward reading is described as an individual's feeling of reading. This allows students to accept or resist reading situations.³⁴ In addition, reading attitude influence the reading activity of people, it will consider whether they read the books or not.³⁵ Besides that, Seitz said that reading attitude contributes to

³³ Julio Cesar Galicia Gaona and Erwin Rogelio Villuendas Gonzalez, "Relationship Between Reading Habits, University Library and Academic Performance in A Sample of Psychology Students," *Revista De La Education Superior*, Vol. XL (1), No. 157(2011): P.55-73

³⁴Nur Azmin Rosli et al., "The Determination of Reading Habits among Students : A Concept" 7, no. 12 (2017): 791–98, <https://doi.org/10.6007/IJARBSS/v7-i12/3710>.

³⁵Sareeya Chotitham and Suwimon Wongwanich, "The Reading Attitude Measurement for Enhancing Elementary School ScienceDirect The Reading Attitude Measurement for Enhancing

the main factor that affects students' reading performance.³⁶ The reason someone that the reason informs on the attitude and behavioral cognitive-affective attitude towards reading.

2) Reading frequency

The reading frequency is the level at which the person conveyed to read books in their spare time.

3) Books read

Books read specific estimates of the number of books that an individual read during some sort of time. Book read also the number of books that the person conveyed having read in the last three months.

4) Spend time

a) On academic reading

The time spent on academic reading is the time the individual conveyed devoting to read books on his or her subjects of study.

b) Non-academic reading

Elementary School Students' Achievement, no. February (2014), <https://doi.org/10.1016/j.sbspro.2014.01.737>.

³⁶Lindsey Seitz, "Student Attitudes Toward Reading: A Case Study" 3, no. 2 (2010): 30–44.

Time spent on non-academic reading is the time that the students claims to commit to reading books that are not directly related to his or her study subjects.

5) Motivation family environment

Motivation in the family environment is frequently conveyed by the individual when buying books, suggesting books, and reading family interests.

6) Motivation in academic environment

Motivation in the academic environment is the frequency with which students convey that lecturers use activities to support reading in class.

Based on the description above, according to various theories of reading habit above, there are several indicators of reading habits which can be summarized as follows:

Table 2.1
Aspect of reading habit

No.	Main element	Aspect of reading habit	Theory
1.	Reading habit due to self-orientation	Having a positive attitude toward reading	(Julio Cesar Galicia Gaona, 2011)
		Reading for preference	(Kolawole Akinjide Aramide,2015)
		Willingness to deal with a sufficient amount of reading material	(Abeyrathna, 2004) (Indriani, 2019) (Julio Cesar Galicia Gaona, 2011)

		Making reading an automatic and unconscious process	(Arny Bana, 2020)
2.	Reading habit due to certain purposes	Reading according to purposes	(Indriani, 2019)
		Reading for enjoyment	(Tella, 2015)
		Reading according to necessity	(Tella, 2015)
		Reading as a hobby	(Ogbodo as cited in Ikip Siliwangi (2014)
		Reading as a recreational	(Ogbodo as cited in Ikip Siliwangi (2014)
		Reading to train concentration	(Ogbodo as cited in Ikip Siliwangi (2014)
		Reading for solving problems	(Shabi , 2009)
		Reading for innovations	(Shabi , 2009)
3.	Reading habit due to metacognition	Making plans for private reading	(Arny Bana, 2020)
4.	Reading habit according to the aspect of frequency	Having a good level of reading frequency	(Abeyrathna, 2004) (Ayu Lestari,2018) (Julio Cesar Galicia Gaona, 2011)
		Having a good level of average time spent for reading	(Abeyrathna, 2004) (Indriani, 2019) (Julio Cesar Galicia Gaona, 2011)
5.	Reading habits according to genres	Books read	(Julio Cesar Galicia Gaona, 2011)
		Academic reading	(Julio Cesar Galicia Gaona, 2011)
		Non-academic reading	(Julio Cesar Galicia Gaona, 2011)
6.	Reading habit according to external triggers	Motivation family environment	(Julio Cesar Galicia Gaona, 2011)
		Motivation in academic environment	(Julio Cesar Galicia Gaona, 2011)

d. Advantages of reading habit

According to Steel Jack, he mentioned several advantages of reading habit. There are several advantages to reading habit, namely. First, habit of reading help the mind perform effectively. Second, habit of regular help us develop a good vocabulary. Third, habit of reading boot intellectual curiosity. Fourth, habit of reading means psychological activity. The last is habitual reading helps readers to have a positive set of mind.³⁷

1) Habit of reading help the mind performs effectively

To read frequently, the people will have abilities to communicate and think well.³⁸Acquiring a reading habit will automatically and make it always in a good shape. People who exhibit habits as daily activities will help them to perform effectively in front of the public.

2) Habit of regular reading helps us develop a good vocabulary

Habitual reading develops their alertness in identifying errors in a sentence. Frequent readers have a range of words. They will have Specific information about the meaning of the word and they are able to predict the meaning based on context. Frequent readers will be better at understanding the message that the writer trying to convey.

³⁷Sartika, Afifah, and Anggraini, "The Correlation Between Students' Reading Habit and Their Reading Comprehension", *Journal Basis*, Vol. 7, No. 1 (2020): 207-216.

³⁸Indriani, Loc.cit.

3) Habitual reading boosts intellectual curiosity

The regular habit of reading exposes people to read a variety of books. Habitual reading also helps the readers to understand the context of different books. A reader becomes knowledgeable about various literacy skills and leads the reader to think independently and critically.

4) Habitual reading means a psychological activity

Regular habit as a psychological activity means a reader links with their mind to feel the writers' imagination. The reader previews the story and goes into it and absorbs it as the story goes on it. The reader uses their mind to figure out the pattern of the story, to feel the writer's feelings, and to experience the difference of personal players.

5) Habitual reading helps readers have a positive set of mind

Efficient frequent readers should be an active, positive mindset and be critical. The readers should give feedback summarily to the material as a response to what students have read. The students' should also get the summary and make a critical judgment from the material.

Based on the description above, it can be concluded that the important benefits of reading habit activities. By implementing habitual reading, readers are able to train their minds in the context of helping the brain to work effectively. Habitual reading increases

readers' vocabulary in various literacy skills. The readers are also able to read critically, effectively, and positively. Moreover, reading habit makes the readers open up their mind and helps them become more intelligent.

B. Review of the related findings

The first finding from Indriani thesis is Correlation Between Reading Habit and Comprehension Achievement of English Department Students of IAIN Palangka Raya, the purposes of this research is to find out the students still have a low-interest reading and reading habits.³⁹

The second finding form Ribqotul Aliyah thesis is A Correlational Study Between Reading Habit and Vocabulary Mastery With Reading Comprehension (A Correlation Study at the Second Grade of MTS NU 1 Kramat Tegal in the Academic Year 2019/2020), the purposes of this research is to find out the students have problems with their reading comprehension and lack of vocabulary. Students rarely read English books due to several factors, those are lack of students interest in learning English so that the students less of pay attention when English lesson.⁴⁰

The third finding from Samrotul Muawanah thesis is The Relationship Between Students' Reading Habit and Their Reading Comprehension (A Correlational Study at the Second Grade Students of

³⁹ Indriani, *Loc. Cit.*

⁴⁰ Ribqotul Aliyah, "A *CORRELATIONAL STUDY BETWEEN READING HABIT AND VOCABULARY MASTERY WITH READING COMPREHENSION (A Correlation Study at the Second Grade of MTS NU 1 Kramat Tegal in the Academic Year 2019/2020)*." Thesis (Klaten: Fac. Language Education Programme University Widya Dharma, 2020), p.6

SMA Dua Mei Ciputat), the purposes is to find out the students' bad reading habit attitudes show impairment in their reading comprehension. The involvements of bad reading habit attitudes toward reading comprehension were clearly stated.⁴¹

The fourth finding from Hafiz Al Nazhari, Syofia Delfi, and Syafri K journal entitled "A Study on English Reading Habits of Students of English Study Program of Riau University". This research was a quantitative research survey study design. The researcher used questionnaire with seven indicators of reading habits as the instrument to get data, then analyzed by using SPSS Statistics 17.0 program. The participant was 70 students of 424 students. The results indicated the students' attitude toward reading, that there were 80.2% of students aware the importance of reading habit. In conclusion, both of this research was intended to find how students' reading habit was.⁴²

Based on the explanation above, this research has different from those research. The differences are, in this research the researcher need to know students' reading habit of English Study Program at IAIN Curup. After that, the researcher finds out the students' reading habit. In this research, the research conducted this research on Reading Habit of students' at English Study Program In IAIN Curup.

⁴¹ Samrotul Muawanah, "The Relationship Between Students' Reading Habit and Their Reading Comprehension (A Correlational Study at the Second Grade Students of SMA Dua Mei Ciputat)", Thesis (Jakarta: Fac. Tarbiyah and Teacher's Training, 2014)

⁴² Hafiz Al Nazhari, Syofia Delfi, and Syafri K, "A Study on English Reading Habits of Students of English Study Program of Riau University" 3, no. 2 (2016): 1–8.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used a quantitative research design that allowed the researcher to find information by gathering numerical data, which was then analyzed and provides accurate and reliable findings.⁴³ Furthermore, Aliaga and Gunderson defined quantitative research as an investigation of social phenomena that can be analyzed with the help of mathematically based approaches such as statistics. Using quantitative research process enables researchers to collect and analyze data from a large sample of the population in a short period. In addition, it provides descriptive analysis which establishes relationships between variables. This study adopted a quantitative descriptive research design using this research method which is considered as one of the most effective ways to gather descriptive data.⁴⁴

In other hand, according to Creswell explained that in quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs.⁴⁵ This research is based on data that shows to find out about the reading habits of students in the English Study Program.

⁴³ Sasikala Balan, Josephine Esther Katenga, and Amanda Simon, “*Reading Habits and Their Influence on Academic Achievement Among Students at Asia Pacific International University*” 7, no. 1 (2014): 1490–1516.

⁴⁴*Ibid.*

⁴⁵*Ibid.*

Therefore, the researcher used the descriptive quantitative method because the researcher wants to know reading habits of students' at English study program in IAIN Curup.

B. Population and Sample

1. Population

According to Creswell, A population is a group of individuals who have the same characteristic. For example, all students' would make up the population of students, and the university would comprise the population. As these examples illustrate, populations can be small or large.⁴⁶ The researcher to find know about students' reading habits at English Study Program.

Besides that, According to Sugiyono, the population is the generalization range that consists of an object or subject that has quality or specific characteristics that are determined by the researcher to be learned and withdrawn from the conclusion.⁴⁷

The population of this research is students in the 3rd, 5th, and 7th semester in English Study Program IAIN Curup. The total amount population is around 184 who are into ten classes. They were chosen as respondents in consideration that they had learned English from the 3rd, 5th, and 7th semester.

⁴⁶Creswell, John W. *Educational research : planning, conducting, and evaluating quantitative and qualitative research*, (Boston: Person, 2012), P. 142

⁴⁷Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabete, 2011), P. 117

Table 3.1**Number of Population**

Semesters	Number of students
3 rd	69
5 th	63
7 th	52
Total	184

Source document of IAIN Curup in 2020

2. Sample

The sample of this research is the whole of the 3rd, 5th, and 7th semesters of students' English Study Program IAIN Curup which is consists of 184 students. According to Arikunto, if the population consists of less than 100, it is better to take all of the population to be a sample.⁴⁸ The sample is a little part of the population. As a part of the population, the sample gives a correct representation of the population. Taking samples from the population is frequently called in technical terms as "sampling". Therefore, in this research, research used total sampling.

Besides that, According to Sugiyono said the sample is part of the number and characteristics owned by the population. That is a small group or subject of the total population in such a way that the

⁴⁸Arikunto, Suharsimi. *Prosedur Penelitian : Suatu Pendekatan Praktik*. (Jakarta : Rineka Cipta. 2010). P. 134

knowledge gained is representative of the total population under study.⁴⁹

C. Technique of collecting data

1. Questionnaire

Questionnaire is a technique for obtaining data. Questionnaire is a list of question as a technique in collecting the data that can be answered by the respondents themselves.⁵⁰ It is a group of written question and given to the respondents to be answered in dependently. In general, questionnaire has two forms, they are close-ended questionnaire and open-ended questionnaire.⁵¹ Close-ended questionnaire is used to generate statistical research. It has standard question so the respondents only need to give checklist. Open-ended questionnaire is a set of question which is there is no reference question and the respondents have to write down their own answer.⁵² Since this study is a quantitative study, the researcher chooses close-ended questionnaire.

In this study, the questions were translated into Bahasa in order to ease the respondents in answering the questions. The questions used in this study is closed questionnaire. The

⁴⁹ Prof. Dr.Sugiyono, *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. (Bandung: Penerbit Alfabeta, 2010).

⁵⁰ Nasution in *Jumatul Hidayah research. The ICT used by the English lecturer for non-english study program students' at IAIN Curup*. 2019. Vol 8. No.1.26-37

⁵¹ *Ibid.*

⁵² Cathrine Dawson, "Practical Research Method", (United Kingdom: Deer Park Park Production), P.31

questionnaire in this research was designed based on Likert scale model.

According to Sugiyono, Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about this social phenomenon that has been specifically determined by the researcher as a research variable to be measured and is translated into variable indicators, for example, begin from strongly agree to strongly disagree.⁵³ In this questionnaire, the researcher used Likert Scale to obtain the data needed, namely:

- a) Strongly Agree : 4
- b) Agree : 3
- c) Disagree : 2
- d) Strongly Disagree : 1

D. Research Instruments

Research instruments are tools or facilities used by researchers in collecting the data so that research is easier and the results are better, in the sense of being more careful, complete and systematic so that they are easier to process.⁵⁴ In this study researcher used instruments namely questionnaire.

1. Questionnaire

An instrument in which respondents provide written response to questions or mark items that indicate their responses. It

⁵³ Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2016), P. 93

⁵⁴ Arikunto. S, *Metode penelitian kualitatif*, (Jakarta: Bumi Aksara, 2006)

is a list of question to be answered to get information. In this research, the questionnaire in the form of close-ended question. In addition, to classify the factor of reading habit the distribution of items in the questionnaire is as follows:

Table 3.2

Blueprint Number of Questionnaire Reading habit

No.	Main elements	Indicators	Item
1	Reading habit due to self-orientation	Having a positive attitude toward reading	1
		Reading for preference	2
		Willingness to deal with a sufficient amount of reading material	3
		Making reading an automatic and unconscious process	4
2	Reading habit due to certain purposes	Reading according to purposes	5
		Reading for enjoyment	6
		Reading according to necessity	7
		Reading as a hobby	8
		Reading as a recreational	9
		Reading to train concentration	10
		Reading for solving problems	11
Reading for innovations	12		
3	Reading habit due to metacognition	Making plans for private reading	13
4	Reading habit according to the aspect of frequency	Having a good level of reading frequency	14
			15
		Having a good level of average time spent for reading	16
5	Reading habits according to genres	Books read	17
			18
			19
			20
		Academic reading	21
			22

			23
		Non-academic reading	24
6	Reading habit according to external triggers	Motivation family environment	25
			26
			27
		Motivation in academic environment	28
			29

Table 3.3

The blue print of students' reading habit

No.	Main elements	Indicators	Statements	Scale			
				SD	D	A	SA
1	Reading habit due to self-orientation	Having a positive attitude toward reading	1. I consider reading English texts a part of my needs				
		Reading for preference	2. I read English books daily because I love doing it.				
		Willingness to deal with a sufficient amount of reading material	3. I am deliberately willing to spend sufficient time daily for reading English texts.				
		Making reading an automatic and unconscious process	4. Reading English texts has been a part of my automatic daily activities.				
2		Reading according to purposes	5. I read English texts daily to pursue my certain purposes.				

	Reading habit due to certain purposes	Reading for enjoyment	6. I read English texts daily for my self-enjoyment.				
		Reading according to necessity	7. Reading English texts frequently is part of my self-need.				
		Reading as a hobby	8. Reading English texts frequently and consistently is my hobby.				
		Reading as a recreational	9. Frequently reading English texts has been a way that releases my stressfulness.				
		Reading to train concentration	10. I read English texts daily in a consistent manner to train my concentration.				
		Reading for solving problems	11. I build up my English reading habit because reading is one of my ways to get knowledge to solve my problems.				
		Reading for innovations	12. I read English texts frequently in order to have much knowledge for being creative and innovative.				
3	Reading habit	Making	13. I make plans				

	due to metacognition	plans for private reading	for my own private English reading habit.				
4	Reading habit according to the aspect of frequency	Having a good level of reading frequency	14. I always read English books at free time.				
			15. I always read English books before going to sleep.				
		Having a good level of average time spent for reading	16. I spend time reading English texts either on a daily basis, at the weekend, or monthly.				
5	Reading habits according to genres	Books read	17. I consistently read various English fiction books such as novels, comic, short stories and so on.				
			18. I persistently read various types of texts such as narrative, procedure, and so on.				
			19. I read e-texts or electronic texts for reading practice every day.				
			20. I read English texts regarding the topics I like.				
		Academic reading	21. I read related materials				

			before the English lesson started.				
			22. I prepare an English dictionary as a companion in reading English texts.				
			23. I search and read from various sources on the internet to deepen my reading comprehension.				
		Non-academic reading	24. I read any English texts just to spend my spare time.				
6	Reading habit according to external triggers	Motivation family environment	25. I have several English books at home as the resources for my reading habit.				
			26. I would like to add English books at home for the materials of my reading habit.				
			27. My parents believe that reading habit is crucial, so they bought me English books.				
		Motivation	28. I volunteered				

		in academic environment	when the lecturer asked me to read aloud the English texts in front of the class.				
			29. I bought English books suggested by my lecturer to build up my reading habit.				

In addition, to measure the students' reading habit, the researcher categorized the classification of students' reading habit and presented the means of reading habit, and presented the means of reading habit questionnaire to see the ranking of their responses. The category can be seen as follows:⁵⁵

Table 3.4

Category of students' Reading Habit

No.	Category	Score
1.	Very High	80-100
2.	High	60-79
3.	Middle	40-59
4.	Low	20-39
5.	Very Low	0-19

E. Technique of data analysis

After got the data, the researcher continued to analyze the data. In this study the researcher uses the descriptive analysis method used to see

⁵⁵ Dahriani Rasyid, Thesis: "*The Correlation Between Students' Habit in Reading and Their Ability in Retelling Writing Narrative Text at The Second Year Student of SMA N 1 Cerenti*". (Pekan Baru: UIN Suska Riau, 2012).

students reading habit of English Study Program at IAIN Curup, the following steps:

1. Scoring

Scoring is the count of the questions contained in the questionnaire. The questionnaire in this research use Likert scale is the most commonly used in measuring attitude, opinion, and perception of respondent toward an object.⁵⁶ In line with Djali said that Likert scale can be used in measuring attitude, opinion, or perception of people or some group of people about the tendency or phenomenon of education.

2. Analysis statistical

Analysis statistical is the calculation of the data that has been given a score based on the type of data into quantitative, then technique used is the statistical analysis, which is use traditional statistical formula percentage used to describe the results of studies using following formula:

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

Description:

P = Percentage questionnaire

F = Total frequency each item

N = Number of Respondents⁵⁷

⁵⁶Amirul, Hadi dkk. *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1993)

⁵⁷Anas sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persad, 2004). P. 35

3. Average of the data to know about the students low reading habit of English Study Program at IAIN Curup.

$$M_x = \frac{\sum fxN}{N}$$

Description:

M_x = average

F_x = the sum of the result of the multiplication of interval with frequency

N = Number of cases⁵⁸

⁵⁸Ibid, P. 85

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

To discover reading habit of students English Study Program, the researcher used questionnaire to the 184 respondents from 3rd, 5th, and 7th semester. The questionnaire consists of 29 items from 6 main element.

From the responses given by students based on the questionnaire, the researcher found that the students have reading habit, in six main elements: Reading habit due to self-orientation, Reading habit due to certain purposes, Reading habit due to metacognition, Reading habit according to the aspect of frequency, Reading habits according to genres, and Reading habit according to external triggers.

1. The finding reading habit students'

This finding aim to answer the research question of "How is the students' reading habit of English Study Program at IAIN Curup?".

a. Reading habit due to self-orientation

The results of students' reading habit bellows:

Tabel 4.1

Percentage of Reading Habit due to self-orientation

Main Element	Indicators	Statements	SD	D	A	SA	Total	
			f	f	f	f	Score	%
Reading Habit due to self-orientation	Having a positive attitude toward reading	1. I consider reading English texts a part of my needs	0	7	97	80	625	84.92
	Reading for preference	2. I read English books daily because I love doing it.	1	32	120	31	549	74.59
	Willingness to deal with a sufficient amount of reading material	3. I am deliberately willing to spend sufficient time daily for reading English texts.	0	24	121	41	575	78.13
	Making reading an automatic and unconscious process	4. Reading English texts has been a part of my automatic daily activities.	3	32	117	36	562	76.36
Total							2311	78.50

Statement 1 (I consider reading English texts a part of my needs). showed that there were 0 students choose strongly disagree, 7 students choose disagree, 97 students choose agree, 80 students choose strongly agree. The total score is 625 and has percentage 84.92 %.

Statement 2 (I read English books daily because I love doing it). showed that were 1 students choose strongly disagree, 32 students choose disagree, 120 students choose agree, 31 students choose strongly agree. The total score is 549 and has percentage 74.59%.

Statement 3 (I am deliberately willing to spend sufficient time daily for reading English texts). showed that were 0 students choose

strongly disagree, 32 students choose disagree, 117 students choose agree, 36 students choose strongly agree. The total score is 575 and has percentage 78.13 %.

Statement 4 (Reading English texts has been a part of my automatic daily activities). showed that were 3 students choose strongly disagree, 24 students choose disagree, 121 students choose agree, 41 students choose strongly agree. The total score is 562 and has percentage 76.36%.

Based on description above, it can be concluded that reading habit get a percentage of 78.50%, which is high with the category of students' reading habits.

b. Reading Habit due to certain purposes

The results of students' reading habit bellows:

Table 4.2
Percentage of Reading Habit due to certain purposes

Main Element	Indicators	Statements	SD	D	A	SA	Total	
			f	f	f	F	Score	%
Reading Habit due to certain purposes	Reading according to purposes	5. I read English texts daily to pursue my certain purposes.	2	25	121	38	567	77.04
	Reading for enjoyment	6. I read English texts daily for my self-enjoyment.	2	28	118	36	556	75.54

Reading according to necessity	7. Reading English texts frequently is part of my self-need.	1	21	125	38	570	77.45
Reading as a hobby	8. Reading English texts frequently and consistently is my hobby.	3	27	119	35	554	75.27
Reading as a recreational	9. Frequently reading English texts has been a way that releases my stressfulness.	2	46	104	34	542	73.64
Reading to train concentration	10. I read English texts daily in a consistent manner to train my concentration.	2	32	107	44	563	76.49
Reading for solving problems	11. I build up my English reading habit because reading is one of my ways to get knowledge to solve my problems.	0	21	114	51	588	79.89
Reading for innovations	12. I read English texts frequently in order to have much knowledge for being creative and innovative.	0	14	132	41	588	79.89
Total						4528	76.90

Statement 5 (I read English texts daily to pursue my certain purposes.). showed that were 2 students choose strongly disagree, 25

students choose disagree, 121 students choose agree, 38 students choose strongly agree. The total score is 567 and has percentage 77.04%.

Statement 6 (I read English texts daily for my self-enjoyment). showed that were 2 students choose strongly disagree, 28 students choose disagree, 118 students choose agree, 36 students choose strongly agree. The total score is 556 and has percentage 75.54%.

Statement 7 (Reading English texts frequently is part of my self-need). showed that were 1 students choose strongly disagree, 21 students choose disagree, 125 students choose agree, 38 students choose strongly agree. The total score is 570 and has percentage 77.45%.

Statement 8 (Reading English texts frequently is part of my self-need). showed that were 3 students choose strongly disagree, 28 students choose disagree, 119 students choose agree, 35 students choose strongly agree. The total score is 554 and has percentage 75.27%.

Statement 9 (Frequently reading English texts has been a way that releases my stressfulness). showed that were 2 students choose strongly disagree, 46 students choose disagree, 104 students choose agree, 34 students choose strongly agree. The total score is 542 and has percentage 73.64%.

Statement 10 (I read English texts daily in a consistent manner to train my concentration). showed that were 2 students choose strongly disagree, 32 students choose disagree, 107 students choose agree, 44

students choose strongly agree. The total score is 563 and has percentage 76.49%.

Statement 11 (I build up my English reading habit because reading is one of my ways to get knowledge to solve my problems). showed that were 0 students choose strongly disagree, 21 students choose disagree, 114 students choose agree, 41 students choose strongly agree. The total score is 588 and has percentage 79.89%.

Statement 12 (I read English texts frequently in order to have much knowledge for being creative and innovative). showed that were 0 students choose strongly disagree, 14 students choose disagree, 132 students choose agree, 41 students choose strongly agree. The total score is 588 and has percentage 79.89%.

Based on description above, it can be concluded that reading habit get a percentage of 76.90%, which is high with the category of students' reading habits.

c. Reading Habit due to metacognition

The results of students' reading habit bellows:

Table 4.3

Percentage of Reading Habit due to metacognition

Main Element	Indicators	Statements	SD	D	A	SA	Total	
			f	F	f	F	Score	%

Reading Habit due to metacognition	Making plans for private reading	13. I make plans for my own private English reading habit.	8	45	103	30	527	71.60
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Statement 13 (I read English texts frequently in order to have much knowledge for being creative and innovative). showed that were 8 students choose strongly disagree, 45 students choose disagree, 103 students choose agree, 30 students choose strongly agree. The total score is 527 and has percentage 71.60%.

Based on description above, it can be concluded that reading habit get a percentage of 71.60%, which is high with the category of students' reading habits.

d. Reading Habit according to the aspect of frequency

The results of students' reading habit bellows:

Table 4.4
Percentage of Reading Habit according to the aspect of frequency

Main Element	Indicators	Statements	SD	D	A	SA	Total	
			f	f	f	f	Score	%
Reading Habit according to the aspect of frequency	Having a good level of reading frequency	14. I always read English books at free time.	2	32	119	35	563	76.49
		15. I always read English books before going to sleep.	9	54	99	26	518	70.38
	Having a good level of average time spent for reading	16. I spend time reading English texts either on a daily basis, at the weekend, or	5	33	116	33	551	74.86

		monthly.							
Total								1632	73.91

Statement 14 (I always read English books at free time). showed that were 2 students choose strongly disagree, 32 students choose disagree, 119 students choose agree, 35 students choose strongly agree. The total score is 563 and has percentage 76.49%.

Statement 15 (I always read English books before going to sleep). showed that were 9 students choose strongly disagree, 54 students choose disagree, 99 students choose agree, 26 students choose strongly agree. The total score is 518 and has percentage 70.38%.

Statement 16 (I spend time reading English texts either on a daily basis, at the weekend, or monthly). showed that were 5 students choose strongly disagree, 33 students choose disagree, 116 students choose agree, 33 students choose strongly agree. The total score is 551 and has percentage 74.86%.

Based on description above, it can be concluded that reading habit get a percentage of 73.91%, which is high with the category of students' reading habits.

e. Reading Habit according to Genres

The results of students' reading habit bellows:

Table 4. 5
Percentage of Reading Habit according to Genres

Main Element	Indicators	Statements	SD	D	A	SA	Total		
			f	f	f	f	Score	%	
Reading Habit according to Genres	Books read	17. I consistently read various English fiction books such as novels, comic, short stories and so on.	3	40	102	40	477	64.80	
		18. I persistently read various types of texts such as narrative, procedure, and so on.	4	38	109	35	547	74.32	
		19. I read e-texts or electronic texts for reading practice every day.	1	26	112	46	573	77.85	
		20. I read English texts regarding the topics I like.	1	9	121	55	602	81.79	
	Academic reading	21. I read related materials before the English lesson started.	0	9	98	81	636	86.41	
		22. I prepare an English dictionary as a companion in reading English texts.	1	16	123	49	598	81.25	
		23. I search and read from various sources on the internet to deepen my reading comprehension.	1	14	112	59	601	81.66	
		Non-academic reading	24. I read any English texts just to spend my spare time.	7	52	99	29	524	71.20
	Total							4558	77.41

Statement 17 (I consistently read various English fiction books such as novels, comic, short stories and so on). showed that were 3 students choose strongly disagree, 40 students choose disagree, 102 students choose agree, 40 students choose strongly agree. The total score is 447 and has percentage 64.80 %.

Statement 18 (I persistently read various types of texts such as narrative, procedure, and so on). showed that were 4 students choose strongly disagree, 38 students choose disagree, 109 students choose agree, 35 students choose strongly agree. The total score is 547 and has percentage 74.32%.

Statement 19 (I read e-texts or electronic texts for reading practice every day). showed that were 1 students choose strongly disagree, 26 students choose disagree, 112 students choose agree, 46 students choose strongly agree. The total score is 573 and has percentage 77.85%.

Statement 20 (I read English texts regarding the topics I like). showed that were 1 students choose strongly disagree, 9 students choose disagree, 121 students choose agree, 55 students choose strongly agree. The total score is 602 and has percentage 81.79%.

Statement 21 (I read related materials before the English lesson started). showed that were 0 students choose strongly disagree, 9 students

choose disagree, 98 students choose agree, 81 students choose strongly agree. The total score is 636 and has percentage 86.41%.

Statement 22 (I prepare an English dictionary as a companion in reading English texts). showed that were 1 students choose strongly disagree, 16 students choose disagree, 123 students choose agree, 49 students choose strongly agree. The total score is 598 and has percentage 81.25%.

Statement 23 (I search and read from various sources on the internet to deepen my reading comprehension). showed that were 1 students choose strongly disagree, 14 students choose disagree, 112 students choose agree, 59 students choose strongly agree. The total score is 601 and has percentage 81.66%.

Statement 24 (I read any English texts just to spend my spare time). showed that were 7 students choose strongly disagree, 52 students choose disagree, 99 students choose agree, 29 students choose strongly agree. The total score is 524 and has percentage 71.20%.

Based on description above, it can be concluded that reading habit get a percentage of 77.41 %, which is high with the category of students' reading habits.

f. Reading Habit according to external triggers

The results of students' reading habit bellows:

Table 4.6
Percentage of Reading Habit according to external triggers

Main Element	Indicators	Statements	SD	D	A	SA	Total	
			f	f	F	f	Score	%
Reading Habit according to external triggers	Motivation family environment	25. I have several English books at home as the resources for my reading habit.	2	25	120	39	568	77.17
		26. I would like to add English books at home for the materials of my reading habit.	1	27	117	41	570	77.45
		27. My parents believe that reading habit is crucial, so they bought me English books.	6	32	114	34	548	74.46
	Motivation in academic environment	28. I volunteered when the lecturer asked me to read aloud the English texts in front of the class.	3	34	119	30	548	74.46
		29. I bought English books suggested by my lecturer to build up my reading habit.	1	23	114	48	581	78.94
Total							2815	76.49%

Statement 25 (I have several English books at home as the resources for my reading habit). showed that were 2 students choose strongly disagree, 25 students choose disagree, 120 students choose agree,

39 students choose strongly agree. The total score is 568 and has percentage 77.17%.

Statement 26 (I would like to add English books at home for the materials of my reading habit). showed that were 1 students choose strongly disagree, 27 students choose disagree, 117 students choose agree, 41 students choose strongly agree. The total score is 570 and has percentage 77.45%.

Statement 27 (My parents believe that reading habit is crucial, so they bought me English books). showed that were 6 students choose strongly disagree, 32 students choose disagree, 114 students choose agree, 34 students choose strongly agree. The total score is 548 and has percentage 74.46%.

Statement 28 (I volunteered when the lecturer asked me to read aloud the English texts in front of the class). showed that were 3 students choose strongly disagree, 34 students choose disagree, 119 students choose agree, 30 students choose strongly agree. The total score is 548 and has percentage 74.46%.

Statement 29 (I bought English books suggested by my lecturer to build up my reading habit). showed that were 1 students choose strongly disagree, 23 students choose disagree, 114 students choose agree, 48 students choose strongly agree. The total score is 581 and has percentage 78.94%.

Based on description above, it can be concluded that reading habit get a percentage of 76.49%, which is high with the category of students' reading habits.

Tabel 4.7
Percentage of students' reading habit

No.	Main Element	Total	
		Score	%
1.	Reading habit due to self-orientation	2311	78.50%
2.	Reading habit due to certain purposes	4528	76.90%
3.	Reading habit due metacognition	527	71.60%
4.	Reading habit according to the aspect of frequency	1632	73.91%
5.	Reading habit according to genres	4558	77.41%
6.	Reading habit according to external triggers	2815	76.49%
Total		16371	76.70%

Based on description above, it can be concluded that reading habit form six main element get an overall percentage of 76.70%, which is high with the category of students' reading habits.

B. Discussion

To discover reading habit of students' at English Study Program IAIN Curup, the researcher used questionnaire to the 184 respondents from 3rd, 5th, and 7th semesters. The questionnaires consist of 29 items from six main elements.

Concerning to the main element, the first reading habit due to self-orientation. Based on description above, it can be concluded that the

percentage of students' have high reading habit in English Study Program with the entire percentage 78,50%. This allows students to accept or resist reading situations.⁵⁹ In addition, reading attitude influence the reading activity of people, it will consider whether they read the books or not.⁶⁰ Therefore, Reading habits refer to the activity that reflects the likeness of reading and describes the function and preference for reading as well as the regularity of reading.⁶¹ So, Shen said that reading habits can be identified by reading materials that students read, frequency of reading, time spent in reading, and the purpose of reading.⁶² Besides that, Zwiers stated that reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text.⁶³

Next, Concerning to the main element, the second reading habit due to certain purposes. Based on description above, it can be concluded that the percentage of students' have high reading habit in English Study Program with the entire percentage 76,90%. So, Shen said that reading habits can be

⁵⁹Nur Azmin Rosli et al., "The Determination of Reading Habits among Students : A Concept" 7, no. 12 (2017): 791–98, <https://doi.org/10.6007/IJARBSS/v7-i12/3710>.

⁶⁰Sareeya Chotitham and Suwimon Wongwanich, "The Reading Attitude Measurement for Enhancing Elementary School Science Direct The Reading Attitude Measurement for Enhancing Elementary School Students ' Achievement," no. February (2014), <https://doi.org/10.1016/j.sbspro.2014.01.737>.

⁶¹ Kolawole Akinjide Aramide, "Effect of Parental Background Factors on Reading Habits of Secondary School Students in Ogun State, Nigeria", *Journal of Applied Information Science and Technology*, 8 (1) 2015

⁶² Indriani, *Correlation Between Reading Habit and Comprehension Achievement of English Department Students of IAIN Palangka Raya*, Thesis (Palangka Raya: Fac. Teaching Training and Education Department of Language Education, 2019), P. 12

⁶³ Arny Bana, "Students' Perception of Using the Internet to Develop Reading Habits: A Case Study at the English Education Department of Universitas Kristen Indonesia", *Journal of English Teaching, University Kristen Indonesian*. Volume 6 (1), February 2020

identified by reading materials that students read, frequency of reading, time spent in reading, and the purpose of reading.⁶⁴

Moreover, According to Tella and Akande reading is a crucial part of life that is not just about enjoyment but a necessity and the basic instrument of training.⁶⁵ Because, A hobby is an activity that creates joy and satisfaction in doing it. The purposes of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, political, religious, and economic.⁶⁶ Beside that, Reading for relaxation makes the reader's brain avoid mental fatigue, the example activities on reading for relaxation are reading newspapers, comics, and magazines.⁶⁷ Whereas, Concentration means the readers acknowledge their reading process to understand the meaning of a passage. Reading to increase of readers in producing achievements.⁶⁸ Therefore, Shabi and Udofia stated that reading habits mean having the habit of reading in daily life and not just for certain purposes like campus needs, and so on.⁶⁹

Concerning to the main element, the third reading habit due to certain purposes. Based on description above, it can be concluded that the percentage of students' have high reading habit in English Study Program with the entire

⁶⁴ Indriani, *Op.Cit*

⁶⁵ Tella, A., and Akande, S. *Children reading habits and availability of books in Botswana primary schools: implications for achieving quality education*. The Reading Matrix, 7(2), 2007. P.117–142. <https://doi.org/10.1016/j.compedu.2015.11.001>

⁶⁶ Ikip Siliwangi, "The Study Correlation Between Reading Habit and Pronunciation Ability at The Second Grade Students," 2014, 1–7.

⁶⁷ Ibid.

⁶⁸ Ibid.

⁶⁹ Shabi, I. N., and Udofia, E. P. *Role of the school library in promoting reading culture in Nigeria*. *International Journals of Research in Education*, 6(1-2), (2009). P. 259-269.

percentage 71,60%. Furthermore, According to Azikiwe reading habit is the adopted way a student plans his private reading, after classroom learning so as to attain mastery of the subject.⁷⁰

Furthermore, the fourth main elements reading habit according to the aspect of frequency. Based on description above, it can be concluded that the percentage of students' have high reading habit in English Study Program with the entire percentage 73,91%. The reading frequency is the level at which the person conveyed to read books in their spare time.⁷¹

Next, the fifth main elements reading habit according to genres. Based on description above, it can be concluded that the percentage of students' have high reading habit in English Study Program with the entire percentage 77,41%. Besides that, Books read specific estimates of the number of books that an individual read during some sort of time or the last three months in read.⁷² The time the individual conveyed devoting to read books on his or her subjects of study. the time that the students claims to commit to reading books that are not directly related to his or her study subjects.

The last is main elements reading habit according to genres. Based on description above, it can be concluded that the percentage of students' have

⁷⁰ Army Bana, "Students' Perception of Using the Internet to Develop Reading Habits: A Case Study at the English Education Department of Universitas Kristen Indonesia", Journal of English Teaching, University Kristen Indonesian. Volume 6 (1), February 2020

⁷¹ Julio Cesar Galicia Gaona and Erwin Rogelio Villuendas Gonzalez, "Relationship Between Reading Habits, University Library and Academic Performance in A Sample of Psychology Students," Revista De La Education Superior, Vol. XL (1), No. 157(2011): P.55-73

⁷² Ibid.

high reading habit in English Study Program with the entire percentage 76,49%. In addition, the frequently conveyed by the individual when buying books, suggesting books, and reading family interests.⁷³ The frequency with which students convey that lecturers use activities to support reading in class.

⁷³ Ibid.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present a brief conclusion of the whole discussion in the previous chapter and gives recommendation based on the result of study. The conclusion below answer of the research questions, while the suggestion is intended to give information to the readers who are interest in doing further research in this area.

A. Conclusion

Based on the results and discussion in chapter IV before, the researcher took some conclusions. First, students' reading habit at 3rd, 5th, and 7th semester of English Study Program in IAIN Curup is high enough from the result percent 29 statements in six main elements. Based on the description above, it can be concluded that reading habits get an overall percentage of 76.70% including high in the category of student reading habits.

B. Suggestion

Dealing the result of finding that have been presented above, the researcher would like some suggestion as follows:

1. For the students in the English Study Program of IAIN Curup to reading is very important to life to open our mind, to more learning about something and reading can giving good affect in study or life. Reading habit as activity in the class, so students can build

their habit to read especially English book. This is because, if the students are having high English reading habit, this will help the students to achieve a better English ability, and it will be easier to make the students more understand about any materials.

2. For the English lecturers in English Study Program of IAIN Curup, it is better can help the students to know their English reading habits and increase their English reading habits, so that their academic results can be better and increase.
3. For another researcher, this research can be a reference to conduct research with the same topic but different the scope and limitation, for example, the participants, research methodology, and research instrument.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 336 Tahun 2021

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup;
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Kema Prodi TBI nomor : B-053/FT.2/PP.00.9/03/2021
2. Berita Acara Seminar Proposal pada Hari Kamis, 29 April 2021.

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**
2. **Sarwo Edy, M.Pd** **2007008102**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Nabilla Gacika P.S**

N I M : **17551040**

JUDUL SKRIPSI : **A Survey Reading Habit of Students' English Study Program in IAIN Curup**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
pada tanggal 05 Mei 2021



Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaicurup.ac.id> Email: admin@iaicurup.ac.id Kode Pos 39119

Nomor : 230/In.34/FT/PP.00.9/08/2021
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

05 November 2021

Kepada Yth. Rektor IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Nabilla Gacika P.S
NIM : 17551040
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : A Survey Reading Habit of Students English Study Program in IAIN Curup
Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I,



Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka Biro AUAK

Jawaban tidak dapat diedit

QUESTIONNAIRE READING HABIT AT ENGLISH STUDY PROGRAM

Strongly Agree (Sangat setuju)= 4

Agree (Setuju)= 3

Disagree (Tidak setuju)= 2

Strongly Disagree (Sangat tidak setuju)= 1

*** Wajib**

NAME *

MIKAEL JANERI

NIM *

20551037

3rd semester class

- 3rd Semester A
- 3rd Semester B
- 3rd Semester C
- 3rd Semester D

5th Semester Class

- 5th Semester A
- 5th Semester B
- 5th Semester C

7th Semester Class

- 7th Semester A
- 7th Semester B
- 7th Semester C

QUESTIONNAIRE READING HABIT AT ENGLISH STUDY PROGRAM

1. Read every item of the questions carefully!
2. Answer every question honestly!
3. Please answer by giving a checklist (✓) on Strongly Agree, Agree, Disagree, and Strongly Disagree on the available answer choices!
4. Fill in your identity in the column provided!

1. I consider reading English texts a part of my needs. (saya menganggap membaca teks bahasa Inggris sebagai bagian dari kebutuhan saya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

2. I read English books daily because I love doing it. (Saya membaca buku bahasa Inggris setiap hari karena saya suka melakukannya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3. I am deliberately willing to spend sufficient time daily for reading English texts. (Saya sengaja meluangkan waktu yang cukup setiap hari untuk membaca teks bahasa Inggris). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

4. Reading English texts has been a part of my automatic daily activities. (Membaca teks bahasa Inggris sudah menjadi bagian dari aktivitas sehari-hari saya secara otomatis). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

5. I read English texts daily to pursue my certain purposes. (Saya membaca teks bahasa Inggris setiap hari untuk mencapai tujuan tertentu). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

6. I read English texts daily for my self-enjoyment. (Saya membaca teks bahasa Inggris setiap hari untuk kesenangan diri). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

7. Reading English texts frequently is part of my self-need. (Sering membaca teks bahasa Inggris adalah bagian dari kebutuhan diri saya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8. Reading English texts frequently and consistently is my hobby. (Sering membaca teks bahasa Inggris dengan secara konsisten adalah hobi saya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

9. Frequently reading English texts has been a way that releases my stressfulness. (Sering membaca teks bahasa Inggris merupakan solusi bagi saya untuk melepaskan kepenatan). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

10. I read English texts daily in a consistent manner to train my concentration. (Saya membaca teks bahasa Inggris setiap hari secara konsisten untuk melatih konsentrasi). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

11. I build up my English reading habit because reading is one of my ways to get knowledge to solve my problems. (Saya membangun kebiasaan membaca teks bahasa Inggris karena membaca adalah salah satu cara bagi saya untuk mendapatkan pengetahuan guna memecahkan masalah). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

12. I read English texts frequently in order to have much knowledge for being creative and innovative. (Saya sering membaca teks bahasa Inggris agar memiliki banyak pengetahuan untuk menjadi kreatif dan inovatif). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

13. I make plans for my own private English reading habit. (Saya membuat jadwal pribadi untuk kebiasaan membaca teks berbahasa Inggris). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

14. I always read English books at free time. (Saya selalu membaca buku bahasa Inggris di waktu senggang). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

15. I always read English books before going to sleep. (Saya selalu membaca buku bahasa Inggris sebelum tidur). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

16. I spend time reading English texts either on a daily basis, at the weekend, or monthly. (Saya menghabiskan waktu membaca teks bahasa Inggris baik setiap hari, di akhir pekan, atau bulanan). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

17. I consistently read various English fiction books such as novels, comic, short stories and so on. (Saya konsisten membaca berbagai buku fiksi berbahasa Inggris seperti novel, komik, cerpen, dan sebagainya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

18. I persistently read various types of texts such as narrative, procedure, and so on. (Saya rajin membaca berbagai jenis teks seperti narrative, procedure, dan sebagainya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

19. I read e-texts or electronic texts for reading practice every day. (Saya membaca e-teks atau teks elektronik untuk latihan membaca setiap hari). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

20. I read English texts regarding the topics I like. (Saya membaca teks bahasa Inggris tentang topik yang saya sukai). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

QUESTIONNAIRE READING HABIT AT ENGLISH STUDY PROGRAM

1. Read every item of the questions carefully!
2. Answer every question honestly!
3. Please answer by giving a checklist (✓) on Strongly Agree, Agree, Disagree, and Strongly Disagree on the available answer choices!
4. Fill in your identity in the column provided!

21. I read related materials before the English lesson started. (Saya membaca materi terkait sebelum pelajaran bahasa Inggris dimulai). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

22. I prepare an English dictionary as a companion in reading English texts. (Saya menyiapkan kamus bahasa Inggris sebagai pendamping dalam membaca teks bahasa Inggris). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

23. I search and read from various sources on the internet to deepen my reading comprehension. (Saya mencari dan membaca dari berbagai sumber di Internet untuk memperdalam pemahaman bacaan saya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

24. I read any English texts just to spend my spare time. (Saya membaca teks berbahasa Inggris hanya untuk menghabiskan waktu luang saya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

25. I have several English books at home as the resources for my reading habit. (Saya memiliki beberapa buku bahasa Inggris di rumah sebagai sumber untuk kebiasaan membaca saya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

26. I would like to add English books at home for the materials of my reading habit. (Saya ingin menambah buku bahasa Inggris di rumah untuk bahan kebiasaan membaca saya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

27. My parents believe that reading habit is crucial, so they bought me English books. (Orang tua saya percaya bahwa kebiasaan membaca sangat penting, jadi mereka membelikan saya buku bahasa Inggris). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

28. I volunteered when the lecturer asked me to read aloud the English texts in front of the class. (Saya mengajukan diri ketika dosen meminta saya untuk membacakan teks bahasa Inggris di depan kelas). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

29. I bought English books suggested by my lecturer to build up my reading habit. (Saya membeli buku bahasa Inggris yang disarankan oleh dosen saya untuk membangun kebiasaan membaca saya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Jawaban tidak dapat diedit

QUESTIONNAIRE READING HABIT AT ENGLISH STUDY PROGRAM

Strongly Agree (Sangat setuju)= 4

Agree (Setuju)= 3

Disagree (Tidak setuju)= 2

Strongly Disagree (Sangat tidak setuju)= 1

*** Wajib**

NAME *

Lestari

NIM *

19551032

3rd semester class

- 3rd Semester A
- 3rd Semester B
- 3rd Semester C
- 3rd Semester D

5th Semester Class

- 5th Semester A
- 5th Semester B
- 5th Semester C

7th Semester Class

- 7th Semester A
- 7th Semester B
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QUESTIONNAIRE READING HABIT AT ENGLISH STUDY PROGRAM

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2. Answer every question honestly!
3. Please answer by giving a checklist (✓) on Strongly Agree, Agree, Disagree, and Strongly Disagree on the available answer choices!
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1. I consider reading English texts a part of my needs. (saya menganggap membaca teks bahasa Inggris sebagai bagian dari kebutuhan saya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

2. I read English books daily because I love doing it. (Saya membaca buku bahasa Inggris setiap hari karena saya suka melakukannya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3. I am deliberately willing to spend sufficient time daily for reading English texts. (Saya sengaja meluangkan waktu yang cukup setiap hari untuk membaca teks bahasa Inggris). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

4. Reading English texts has been a part of my automatic daily activities. (Membaca teks bahasa Inggris sudah menjadi bagian dari aktivitas sehari-hari saya secara otomatis). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

5. I read English texts daily to pursue my certain purposes. (Saya membaca teks bahasa Inggris setiap hari untuk mencapai tujuan tertentu). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

6. I read English texts daily for my self-enjoyment. (Saya membaca teks bahasa Inggris setiap hari untuk kesenangan diri). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

7. Reading English texts frequently is part of my self-need. (Sering membaca teks bahasa Inggris adalah bagian dari kebutuhan diri saya). *

- Strongly Agree
- Agree
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8. Reading English texts frequently and consistently is my hobby. (Sering membaca teks bahasa Inggris dengan secara konsisten adalah hobi saya). *

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QUESTIONNAIRE READING HABIT AT ENGLISH STUDY PROGRAM

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- Agree
- Disagree
- Strongly Disagree

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- Agree
- Disagree
- Strongly Disagree

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- Agree
- Disagree
- Strongly Disagree

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26. I would like to add English books at home for the materials of my reading habit. (Saya ingin menambah buku bahasa Inggris di rumah untuk bahan kebiasaan membaca saya). *

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- Strongly Disagree

28. I volunteered when the lecturer asked me to read aloud the English texts in front of the class. (Saya mengajukan diri ketika dosen meminta saya untuk membacakan teks bahasa Inggris di depan kelas). *

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- Strongly Disagree

29. I bought English books suggested by my lecturer to build up my reading habit. (Saya membeli buku bahasa Inggris yang disarankan oleh dosen saya untuk membangun kebiasaan membaca saya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Jawaban tidak dapat diedit

QUESTIONNAIRE READING HABIT AT ENGLISH STUDY PROGRAM

Strongly Agree (Sangat setuju)= 4

Agree (Setuju)= 3

Disagree (Tidak setuju)= 2

Strongly Disagree (Sangat tidak setuju)= 1

*** Wajib**

NAME *

Widi Tria Aryani Nasution

NIM *

18551065

3rd semester class

- 3rd Semester A
- 3rd Semester B
- 3rd Semester C
- 3rd Semester D

5th Semester Class

- 5th Semester A
- 5th Semester B
- 5th Semester C

7th Semester Class

- 7th Semester A
- 7th Semester B
- 7th Semester C

QUESTIONNAIRE READING HABIT AT ENGLISH STUDY PROGRAM

1. Read every item of the questions carefully!
2. Answer every question honestly!
3. Please answer by giving a checklist (✓) on Strongly Agree, Agree, Disagree, and Strongly Disagree on the available answer choices!
4. Fill in your identity in the column provided!

1. I consider reading English texts a part of my needs. (saya menganggap membaca teks bahasa Inggris sebagai bagian dari kebutuhan saya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

2. I read English books daily because I love doing it. (Saya membaca buku bahasa Inggris setiap hari karena saya suka melakukannya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3. I am deliberately willing to spend sufficient time daily for reading English texts. (Saya sengaja meluangkan waktu yang cukup setiap hari untuk membaca teks bahasa Inggris). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

4. Reading English texts has been a part of my automatic daily activities. (Membaca teks bahasa Inggris sudah menjadi bagian dari aktivitas sehari-hari saya secara otomatis). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

5. I read English texts daily to pursue my certain purposes. (Saya membaca teks bahasa Inggris setiap hari untuk mencapai tujuan tertentu). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

6. I read English texts daily for my self-enjoyment. (Saya membaca teks bahasa Inggris setiap hari untuk kesenangan diri). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

7. Reading English texts frequently is part of my self-need. (Sering membaca teks bahasa Inggris adalah bagian dari kebutuhan diri saya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8. Reading English texts frequently and consistently is my hobby. (Sering membaca teks bahasa Inggris dengan secara konsisten adalah hobi saya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

9. Frequently reading English texts has been a way that releases my stressfulness. (Sering membaca teks bahasa Inggris merupakan solusi bagi saya untuk melepaskan kepenatan). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

10. I read English texts daily in a consistent manner to train my concentration. (Saya membaca teks bahasa Inggris setiap hari secara konsisten untuk melatih konsentrasi). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

11. I build up my English reading habit because reading is one of my ways to get knowledge to solve my problems. (Saya membangun kebiasaan membaca teks bahasa Inggris karena membaca adalah salah satu cara bagi saya untuk mendapatkan pengetahuan guna memecahkan masalah). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

12. I read English texts frequently in order to have much knowledge for being creative and innovative. (Saya sering membaca teks bahasa Inggris agar memiliki banyak pengetahuan untuk menjadi kreatif dan inovatif). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

13. I make plans for my own private English reading habit. (Saya membuat jadwal pribadi untuk kebiasaan membaca teks berbahasa Inggris). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

14. I always read English books at free time. (Saya selalu membaca buku bahasa Inggris di waktu senggang). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

15. I always read English books before going to sleep. (Saya selalu membaca buku bahasa Inggris sebelum tidur). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

16. I spend time reading English texts either on a daily basis, at the weekend, or monthly. (Saya menghabiskan waktu membaca teks bahasa Inggris baik setiap hari, di akhir pekan, atau bulanan). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

17. I consistently read various English fiction books such as novels, comic, short stories and so on. (Saya konsisten membaca berbagai buku fiksi berbahasa Inggris seperti novel, komik, cerpen, dan sebagainya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

18. I persistently read various types of texts such as narrative, procedure, and so on. (Saya rajin membaca berbagai jenis teks seperti narrative, procedure, dan sebagainya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

19. I read e-texts or electronic texts for reading practice every day. (Saya membaca e-teks atau teks elektronik untuk latihan membaca setiap hari). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

20. I read English texts regarding the topics I like. (Saya membaca teks bahasa Inggris tentang topik yang saya sukai). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

QUESTIONNAIRE READING HABIT AT ENGLISH STUDY PROGRAM

1. Read every item of the questions carefully!
2. Answer every question honestly!
3. Please answer by giving a checklist (✓) on Strongly Agree, Agree, Disagree, and Strongly Disagree on the available answer choices!
4. Fill in your identity in the column provided!

21. I read related materials before the English lesson started. (Saya membaca materi terkait sebelum pelajaran bahasa Inggris dimulai). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

22. I prepare an English dictionary as a companion in reading English texts. (Saya menyiapkan kamus bahasa Inggris sebagai pendamping dalam membaca teks bahasa Inggris). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

23. I search and read from various sources on the internet to deepen my reading comprehension. (Saya mencari dan membaca dari berbagai sumber di Internet untuk memperdalam pemahaman bacaan saya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

28. I volunteered when the lecturer asked me to read aloud the English texts in front of the class. (Saya mengajukan diri ketika dosen meminta saya untuk membacakan teks bahasa Inggris di depan kelas). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

29. I bought English books suggested by my lecturer to build up my reading habit. (Saya membeli buku bahasa Inggris yang disarankan oleh dosen saya untuk membangun kebiasaan membaca saya). *

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

APPENDIXES

QUESTIONNAIRE READING HABIT 3rd, 5th, and 7th semester

No.	Name Respondent	Item																												
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	Respondent 1	3	2	3	2	3	4	3	2	2	3	4	3	2	3	3	3	2	3	2	4	4	4	3	3	2	3	3	3	3
2	Respondent 2	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3	2	2	3	3	3	3	3	3	3	3	2	2	3	3
3	Respondent 3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	2	2	2	3	4	3	3	3	3	3	3	2	3
4	Respondent 4	3	3	2	3	2	2	3	2	3	3	4	1	1	1	2	1	1	3	4	4	3	3	1	2	2	1	1	4	
5	Respondent 5	4	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
6	Respondent 6	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
7	Respondent 7	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
8	Respondent 8	3	3	4	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	4	3	3	3	
9	Respondent 9	4	4	4	4	4	4	3	2	1	4	4	4	1	4	4	4	3	1	4	4	4	4	3	3	4	4	4	3	4
10	Respondent 10	3	3	3	2	2	4	3	3	4	4	4	4	3	2	2	2	2	3	3	4	4	4	3	3	3	3	3	4	3
11	Respondent 11	4	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	3	2	3	3	2	2	3	2	2	3	
12	Respondent 12	4	4	3	1	3	4	4	2	2	2	4	3	1	3	1	1	3	3	3	4	2	2	2	4	3	3	2	4	
13	Respondent 13	3	2	2	2	3	2	2	2	2	2	3	2	3	2	3	2	3	2	3	4	3	4	3	2	3	2	2	2	
14	Respondent 14	3	2	3	2	3	2	3	2	2	2	3	3	2	2	2	2	3	3	4	3	4	3	3	3	3	3	3	4	
15	Respondent 15	4	3	3	2	3	3	4	4	3	3	4	3	4	3	3	3	3	3	3	4	3	3	3	4	3	3	3	3	
16	Respondent 16	4	3	3	3	4	3	4	3	3	3	3	3	4	3	2	3	3	4	3	4	3	3	3	4	3	3	3	3	
17	Respondent 17	4	4	4	4	2	4	3	4	3	2	4	4	2	3	2	4	4	2	4	4	4	3	2	4	3	3	2	2	
18	Respondent 18	4	3	3	3	3	3	3	2	3	3	3	2	4	1	3	2	1	3	3	3	2	3	2	3	3	3	2	3	
19	Respondent 19	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
20	Respondent 20	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	2	2	4	4	3
21	Respondent 21	3	3	2	2	2	2	3	2	2	2	2	3	2	2	2	3	4	3	2	4	4	4	3	1	3	4	3	4	
22	Respondent 22	3	3	3	1	3	2	3	3	2	3	3	4	2	4	2	2	4	3	3	4	4	3	3	3	3	3	3	3	
23	Respondent 23	3	2	2	2	2	2	1	2	2	2	2	1	2	1	2	2	2	2	2	2	3	3	2	1	1	2	1	3	1
24	Respondent 24	4	3	3	3	4	3	3	3	3	3	4	3	3	3	3	4	3	3	3	4	4	4	4	2	4	4	4	3	3
25	Respondent 25	4	2	2	2	2	2	3	2	2	2	3	3	2	2	2	2	2	2	3	3	3	3	2	2	3	3	3	3	

150	Respondent 150	3	3	2	3	3	3	3	3	3	3	4	4	2	2	4	3	4	3	3	3	3	4	3	3	3	3	4	2	4					
151	Respondent 151	4	3	3	3	3	3	3	4	3	3	3	3	4	3	3	4	3	3	4	3	3	3	3	4	3	3	3	3	3					
152	Respondent 152	3	4	3	3	3	3	1	3	3	3	4	3	3	2	2	4	3	3	3	3	3	3	3	3	3	3	3	3	3					
153	Respondent 153	4	3	3	3	3	3	4	4	3	3	3	3	4	3	3	4	3	3	3	4	4	3	3	3	2	3	3	4	3					
154	Respondent 154	4	3	3	3	3	3	4	4	4	3	3	3	3	2	4	3	3	4	4	3	3	4	4	4	4	4	4	4	4					
155	Respondent 155	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4					
156	Respondent 156	3	3	3	3	3	3	3	4	4	4	3	3	3	4	4	3	3	3	3	3	3	3	4	3	4	3	3	2	4	4				
157	Respondent 157	4	2	3	3	2	1	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	3	3	1	1	3	1	3	3	4				
158	Respondent 158	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4				
159	Respondent 159	3	2	3	4	3	2	3	4	4	3	2	3	3	3	4	4	4	3	4	3	4	3	3	2	3	3	2	3	3	4	4			
160	Respondent 160	4	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	4	3	2	2	2	3	3	2		
161	Respondent 161	4	3	4	3	4	3	2	3	3	2	3	3	3	3	2	4	4	4	4	3	3	3	3	4	3	3	4	3	3	4	4	3		
162	Respondent 162	4	2	4	3	3	3	2	3	3	3	3	3	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3		
163	Respondent 163	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3		
164	Respondent 164	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	
165	Respondent 165	4	3	2	4	3	2	4	3	3	2	4	3	2	4	3	2	3	3	2	3	3	2	3	4	3	3	4	3	4	3	3	3	3	
166	Respondent 166	4	3	3	4	3	3	3	4	3	4	3	3	3	4	4	4	3	3	3	3	3	3	4	4	3	4	3	3	3	3	2	3		
167	Respondent 167	3	2	4	3	3	3	4	4	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3		
168	Respondent 168	4	3	4	3	3	3	3	4	4	3	4	3	3	3	3	4	4	3	3	3	3	3	4	3	3	3	4	3	3	4	3	4		
169	Respondent 169	3	2	4	4	3	3	3	3	4	3	2	2	3	3	4	4	3	4	4	4	4	2	4	3	3	2	3	3	3	2	3	3		
170	Respondent 170	3	3	3	4	3	3	3	3	4	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	3	4	3	3	4	3	4	3	4	
171	Respondent 171	3	4	3	4	3	3	3	3	4	2	3	3	3	3	4	3	3	3	3	4	4	4	4	4	3	3	4	4	3	4	4	4	3	
172	Respondent 172	4	3	3	3	3	3	3	3	4	2	3	3	3	3	3	2	3	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3	3	
173	Respondent 173	3	3	3	3	4	3	3	3	4	2	3	3	3	3	3	3	3	3	3	3	3	4	4	3	2	2	2	4	4	2	2	3	3	
174	Respondent 174	4	2	3	3	2	3	3	3	4	4	2	3	3	4	3	3	4	3	4	2	3	3	3	4	4	3	3	3	3	3	3	3	3	
175	Respondent 175	4	3	3	3	3	2	2	3	4	4	4	3	3	3	3	3	4	4	4	4	4	2	2	4	3	3	3	3	3	3	3	3	3	
176	Respondent 176	2	3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	4	4	3	4	4	2	3	2	4	3	3	
177	Respondent 177	4	3	3	3	3	3	3	3	4	4	4	4	3	3	3	3	3	4	4	4	4	4	4	4	4	3	3	4	4	3	3	4	3	3
178	Respondent 178	4	4	3	3	3	4	4	3	4	4	3	3	3	3	4	4	2	3	2	4	3	3	3	4	4	3	3	3	3	4	3	3	4	3
179	Respondent 179	3	4	4	4	3	2	3	2	3	3	3	3	3	3	2	3	3	3	2	3	3	3	2	3	4	4	4	4	3	3	3	3	4	3
180	Respondent 180	4	3	3	4	4	3	3	4	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3	2	3	4	4	4	4	3	3	3	4	3

181	Respondent 181	4	4	3	3	4	3	3	4	4	4	3	3	3	3	2	4	3	2	4	3	4	3	3	4	3	3	3	3	
182	Respondent 182	4	3	3	4	3	2	3	3	3	3	3	3	2	3	3	2	2	2	4	3	4	2	2	3	4	3	2	3	4
183	Respondent 183	4	3	3	4	3	3	4	3	3	3	3	3	3	3	3	4	3	3	3	4	3	4	3	4	3	3	3	2	
184	Respondent 184	3	2	2	3	3	2	3	2	2	3	3	3	2	3	2	3	2	2	3	3	3	3	3	2	3	3	2	2	3

The following is the blueprint of the researcher's version

Table 3

The blue print of students' reading habit

No.	Indicator	Statments	Items	
			Positive	Negative
1.	Attitude toward reading	<p>1. I feel burdened when visiting reading corner to read English texts. (bagus untuk item negatif. Pertahankan item ini)</p> <p>2. I feel happy when reading English story texts. (happy saja belum tentu menggambarkan habit. Item ini perlu dimodifikasi)</p> <p>3. I am excited to receive an English book as a gift. (menerima hadiah belum berkaitan dengan ciri ciri reading habit. Item ini perlu dimodifikasi)</p> <p>4. I discuss books i have read with my friends in class. (diskusi hasil bacaan itu diluar dimensi reading habit. Item ini perlu dimodifikasi)</p> <p>5. I feel bored when reading English story. (ini berkaitan dengan reading habit dari sudut pandang negative. Pertahankan item ini)</p>	2,3,4	1,5
2.	Reading	6. I read English book at	6,7,8	9,10

	frequency	<p>free time. (item ini bagus)</p> <p>7. I read English book before going to sleep. (item ini bagus)</p> <p>8. I spend time reading English text on weekends. (item ini bagus)</p> <p>9. I do not finish reading, at least a book in English, every month. (item ini bagus untuk negatif)</p> <p>10. I do not routinely read English text every day even a little. (item ini bagus untuk negative)</p>		
3.	Books read	<p>11. I read various fiction books as novels, comic, short stories and so on within 3 months. (item ini bagus)</p> <p>12. I avoid reading English science books in the past three months. (item ini bagus untuk negative)</p> <p>13. I read various types of texts as narrative, text procedure, and so on. In the past three months. (item ini bagus)</p> <p>14. I read e-text or electronic text for reading practice every day. (item ini bagus)</p> <p>15. I read English text regarding topic I like as technology, nature, traveling, culture, and so on. (item ini bagus)</p>	11,13,14,15	12
4.	On academic reading	<p>16. I read related material before the English</p>	16,19,20	17,18

		<p>lesson started. (item ini bagus)</p> <p>17. I am not looking for additional references when I get an assignment from the lecturer. (item ini bagus untuk negatif)</p> <p>18. I am not looking for the meaning of the passage in order to answer the questions. (item ini bagus untuk negative)</p> <p>19. I prepare a dictionary as a companion in reading English text. (item ini bagus)</p> <p>20. I search and read from various sources on the internet to deepen to my understanding. (item ini bagus)</p>		
5.	Non-academic reading	<p>21. I read English texts to increase my knowledge. (knowledge disini perlumodifikasi sebagai general knowledge karena konteksnya non-academic reading)</p> <p>22. I read the English text even though i do not understand its meaning to practice my reading fluency. (item ini tidak bagus karena tidak sesuai dengan konsep fluency itu sendiri. Fluency dalam reading bukan hanya lancar dalam decoding words, tetapi lancar dalam meaning making of what is read. Item ini</p>	21,22,23,34	25

		<p>perlu diganti)</p> <p>23. I read English books for because hobbies. (item ini bagus. Perlu dipertahankan)</p> <p>24. I read English text to spend my spare time. (item ini bagus perlu dipertahankan)</p> <p>25. I choose to do something other than read to fill my spare time. (item ini bagus untuk negative)</p>		
6.	Motivation family environment	<p>26. I have several English books at home. (bagus)</p> <p>27. I would like to add English books at home for reading materials. (bagus)</p> <p>28. My parents looking at me while studying English. (bagus)</p> <p>29. My parents believe that English is important by buying english books. (bagus)</p> <p>30. My family does not concern with reading activities. (bagus untuk negative)</p>	26,27,28,29	30
7.	Motivation in academic environment	<p>31. My university holds an English debate contest once a year. (ini tidak berhubungan dengan reading motivasi untuk reading habits. Perlu diganti)</p> <p>32. I voluntered when the lecturer ask to read aloud the English text in front of the class. (bagus)</p> <p>33. I bought an English book suggested by my</p>	31,32,33,	34, 35

		lecturer. (bagus) 34. I obey the lecturer to read independently. (bagus untuk negative) 35. I feel lazy to read English journal, books, article, newspaper or magazine and so on by campus. (bagus untuk negative)		
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Validator's comments

1. Peneliti menggunakan skala likert dalam 5 rentang skala, yang mana pola skala 5 ini sering menerima kritikan dari akademisi positivistic khususnya untuk point (neutral). Nilai neutral itu samar antara benaran kondisi memiliki pilihan menengah dengan kondisi tidak memiliki pilihan, maka idealnya adalah menghilangkan opsi neutral. Jadi buat 4 opsi saja dengan susunan respon psikologis dari yang paling negatif ke yang paling positif (strongly disagree, disagree, agree, strongly agree).
2. Peneliti sudah membuat kuesioner yang berimbang antara item positif dan item negative, namun peneliti harus detil dan hati-hati dalam proses kalkulasi nanti, dimana item negatif harus dihitung terbalik.
3. Ada beberapa hal yang harus diperhatikan ketika mengembangkan item negative. 1. Jumlah item negative sebagai distraction harus berimbang dengan jumlah item positif. 2. Banyak pengamat statistic mengatakan bahwa kalau sudah menggunakan likert scale, cukup menggunakan item satu sudut pandang saja (negative saja atau positif saja) karena opsi skala likert yang diberikan itu sudah menggambarkan rentang dari negative ke positif. Seandainya responden berposisi negative, maka responden tinggal melingkari opsi yang negative.
4. Ada baiknya peneliti menggunakan item positif saja, dengan memberikan rentang opsi dari yang paling negative ke yang paling positif (strongly disagree, disagree, agree, strongly agree) agar kuesioner tidak terlalu rumit bagi responden sehingga kemungkinan data yang valid yang akan didapatkan bisa direpresentasikan dengan validitas konten.
5. Peneliti hanya menggunakan indicator dari satu teori saja yaitu (Julio Cesar Galicia Gaona, 2011), sedangkan dalam bab 2 yang peneliti tulis, ada banyak sekali teori teori lain yang, apabila direview dan dikonstruksikan, bisa menjadi ciri-ciri, elemen, atau indicator dari reading habits. Ada baiknya peneliti menggunakan indicators dari hasil review berbagai teori agar semua detil aspek reading habit dapat terangkum untuk

merepresentasikan konsep ideal suatu reading habit yang bisa menjadi standar bagi responden untuk merespon.

6. Berikut validator bantu mereview semua possible indicators of reading habit dari teori-teori di bab 2 yang peneliti sudah presentasikan:
 - a. Reading for preference (Kolawole Akinjide Aramide,2015)
 - b. Willingness to deal with a sufficient amount of reading material (Abeyrathna, 2004) (Indriani, 2019) (Julio Cesar Galicia Gaona, 2011)
 - c. Having a good level of reading frequency (Abeyrathna, 2004) (Ayu Lestari,2018) (Julio Cesar Galicia Gaona, 2011)
 - d. Having a good level of average time spent for reading (Abeyrathna, 2004) (Indriani, 2019) (Julio Cesar Galicia Gaona, 2011)
 - e. Reading for enjoyment (Tella, 2015)
 - f. Reading according to necessity (Tella, 2015)
 - g. Reading for solving problems (Shabi , 2009)
 - h. Reading for innovations (Shabi , 2009)
 - i. Making plans for private reading (Arny Bana, 2020)
 - j. Making reading an automatic and unconscious process (Arny Bana, 2020)
 - k. Reading according to purposes (Indriani, 2019)
 - l. Reading as a hobby (Ogbodo as cited in Ikip Siliwangi (2014)
 - m. Reading as a recreational Ogbodo as cited in Ikip Siliwangi (2014)
 - n. Reading to train concentration Ogbodo as cited in Ikip Siliwangi (2014)
 - o. Having a positive attitude towards reading (Julio Cesar Galicia Gaona, 2011)
 - p. The existence of familial environment supporting reading habits (Julio Cesar Galicia Gaona, 2011)
 - q. The existence of academic environment motivating reading habits (Julio Cesar Galicia Gaona, 2011)
7. Validator membantu menambah dan memodifikasi item berdasarkan indicator tambah dan berdasarkan pengurangan item negative serta item yang tidak tepat sasaran. Silahkan gunakan blueprint yang validator modifikasi pada halaman berikut ini:

The blue print of students' reading habits (modified by the validator)

No.	Main elements	Indicators	Statements	Indonesian version	Scale			
					SD	D	A	SA
1		Having a positive attitude toward reading	30. I consider reading English texts a part of my needs	Saya menganggap membaca teks bahasa Inggris sebagai bagian				

				dari kebutuhan saya.				
	Reading habit due to self-orientation	Reading for preference	31. I read English books daily because I love doing it.	Saya membaca buku bahasa Inggris setiap hari karena saya suka melakukannya.				
		Willingness to deal with a sufficient amount of reading material	32. I am deliberately willing to spend sufficient time daily for reading English texts.	Saya sengaja meluangkan waktu yang cukup setiap hari untuk membaca teks bahasa Inggris.				
		Making reading an automatic and unconscious process	33. Reading English texts has been a part of my automatic daily activities.	Membaca teks bahasa Inggris sudah menjadi bagian dari aktivitas sehari-hari saya secara otomatis.				
2	Reading habit due to certain purposes	Reading according to purposes	34. I read English texts daily to pursue my certain purposes.	Saya membaca teks bahasa Inggris setiap hari untuk mencapai tujuan tertentu.				
		Reading for enjoyment	35. I read English texts daily for my self-enjoyment.	Saya membaca teks bahasa Inggris setiap hari untuk kesenangan diri.				
		Reading according to necessity	36. Reading English texts frequently is part of my self-need.	Sering membaca teks bahasa Inggris adalah bagian dari kebutuhan diri saya.				
		Reading as a hobby	37. Reading English texts frequently and consistently is	Seing membaca teks bahasa Inggris dengan secara konsisten adalah hobi				

			my hobby.	saya.				
		Reading as a recreational	38. Frequently reading English texts has been a way that releases my stressfulness.	Sering membaca teks bahasa Inggris merupakan solusi bagi saya untuk melepaskan kepenatan.				
		Reading to train concentration	39. I read English texts daily in a consistent manner to train my concentration.	Saya membaca teks bahasa Inggris setiap hari secara konsisten untuk melatih konsentrasi.				
		Reading for solving problems	40. I build up my English reading habit because reading is one of my ways to get knowledge to solve my problems.	Saya membangun kebiasaan membaca teks bahasa Inggris karena membaca adalah salah satu cara bagi saya untuk mendapatkan pengetahuan guna memecahkan masalah.				
		Reading for innovations	41. I read English texts frequently in order to have much knowledge for being creative and innovative.	Saya sering membaca teks bahasa Inggris agar memiliki banyak pengetahuan untuk menjadi kreatif dan inovatif.				
3	Reading habit due to metacognition	Making plans for private reading	42. I make plans for my own private English reading habit.	Saya membuat jadwal pribadi untuk kebiasaan membaca teks berbahasa Inggris.				

4	Reading habit according to the aspect of frequency	Having a good level of reading frequency	43. I always read English books at free time.	Saya selalu membaca buku bahasa Inggris di waktu senggang.				
			44. I always read English books before going to sleep.	Saya selalu membaca buku bahasa Inggris sebelum tidur.				
		Having a good level of average time spent for reading	45. I spend time reading English texts either on a daily basis, at the weekend, or monthly.	Saya menghabiskan waktu membaca teks bahasa Inggris baik setiap hari, di akhir pekan, atau bulanan.				
5	Reading habits according to genres	Books read	46. I consistently read various English fiction books such as novels, comic, short stories and so on.	Saya konsisten membaca berbagai buku fiksi berbahasa Inggris seperti novel, komik, cerpen, dan sebagainya.				
			47. I persistently read various types of texts such as narrative, procedure, and so on.	Saya rajin membaca berbagai jenis teks seperti narrative, procedure, dan sebagainya.				
			48. I read e-texts or electronic texts for reading practice every day.	Saya membaca e-text atau teks elektronik untuk latihan membaca setiap hari.				
			49. I read English texts regarding the topics I like.	Saya membaca teks bahasa Inggris tentang topik yang saya sukai.				

		Academic reading	50. I read related materials before the English lesson started.	Saya membaca materi terkait sebelum pelajaran bahasa Inggris dimulai.						
			51. I prepare an English dictionary as a companion in reading English texts.	Saya menyiapkan kamus bahasa Inggris sebagai pendamping dalam membaca teks bahasa Inggris.						
			52. I search and read from various sources on the internet to deepen my reading comprehension.	Saya mencari dan membaca dari berbagai sumber di internet untuk memperdalam pemahaman bacaan saya.						
		Non-academic reading	53. I read any English texts just to spend my spare time.	Saya membaca teks bahasa Inggris hanya untuk menghabiskan waktu luang saya.						
		6	Reading habit according to external triggers	Motivation family environment	54. I have several English books at home as the resources for my reading habit.	Saya memiliki beberapa buku bahasa Inggris di rumah sebagai sumber untuk kebiasaan membaca saya.				
					55. I would like to add English books at home for the materials of my reading habit.	Saya ingin menambah buku bahasa Inggris di rumah untuk bahan kebiasaan membaca saya.				
56. My parents	Orang tua saya percaya bahwa									

			believe that reading habit is crucial, so they bought me English books.	kebiasaan membaca sangat penting, jadi mereka membelikan saya buku bahasa Inggris.				
	Motivation in academic environment	57. I volunteered when the lecturer asked me to read aloud the English texts in front of the class.		Saya mengajukan diri ketika dosen meminta saya untuk membacakan teks bahasa Inggris di depan kelas.				
		58. I bought English books suggested by my lecturer to build up my reading habit.		Saya membeli buku bahasa Inggris yang disarankan oleh dosen saya untuk membangun kebiasaan membaca saya.				
Note: SD=strongly disagree, D=disagree, A=agree, SA=strongly agree								

Catatan validator

1. Menurut validator, blurprint di atas cukup valid secara konten
2. Semua yang validator modifikasi diwarnai biru
3. Silahkan peneliti gunakan blurprint yang validator modifikasi untuk tahap selanjutnya.
4. Silahkan peneliti melakukan tryout untuk mendapatkan nilai validitas konstruk dan nilai reliabilitas.

Curup, 28 Oktober 2021

Validator

Ruly Morganna, M. Pd

BIOGRAPHY



Nabilla Gacika P. S was born in Lubuklinggau on May 20th 2000. She is a Son of Mr. Soekardjo and Mrs. Ermawati (Almh). She has three sister and one brother. She is the youngest child. She finished her elementary school at SDN 19 Lubuklinggau, Sumatera Selatan. graduated in 2011. Then, She continued her study to Junior High School at SMPN 1 Lubuklinggau, Sumatera Selatan. graduated in 2014. Then, She carried on to Senior High School at SMAN 1 Lubuklinggau, Sumatera Selatan. and graduated in 2017. After that, She decided entering Institute College for Islamic Studies (IAIN) Curup and chose English Study Program as his faculty. She graduated her study on 2022.