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UIN SUSKA RIAU

BY

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UIN SUSKA RIAU

FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
2024 M / 1445 H

**AN ANALYSIS OF READING HABITS OF
ENGLISH EDUCATION DEPARTMENT
STUDENTS IN PEKANBARU**



UIN SUSKA RIAU

BY

**UNIK SETIAWAN
SIN. 11714102304**

A Thesis

Submitted in partial fulfillment of the Requirements
For Bachelor Degree of English Education
(S.Pd)

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FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

2024 M / 1445 H

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ABSTRAK

Unik Setiawan, (2024): Analisis Kebiasaan Membaca Mahasiswa Jurusan Pendidikan Bahasa Inggris di Pekanbaru

Fokus utama dari penelitian ini adalah untuk menyelidiki komponent yang paling dominan pada kebiasaan membaca mahasiswa di tingkat EFL di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau. Untuk itu, peneliti menggunakan analisis deskriptif sebagai metode penelitian. Desain penelitian ini adalah penelitian kuantitatif deskriptif. Populasi penelitian ini berjumlah 150 mahasiswa yang tersebar dalam 5 kelas. Berdasarkan hasil pengambilan sampel dengan menggunakan cluster random sampling, peneliti mengambil kelas C yang berjumlah 30 siswa sebagai sampel penelitian ini. Dalam mengumpulkan data, peneliti menggunakan angket. Teknik analisis data menggunakan rumus persentase dan dibantu dengan program SPSS versi 22.0. Berdasarkan analisis data, peneliti dapat menyimpulkan bahwa peneliti menemukan 20 siswa berada pada tingkat Sangat Baik, 8 siswa berada pada tingkat Baik, 2 siswa berada pada tingkat Cukup. Dapat dilihat bahwa nilai rata-rata (mean) adalah 83,4, median 84, modus 82, nilai minimum 44,67 dan nilai maksimum 99,33. Jadi jumlah skornya adalah 2502.01. Tingkat yang dilakukan mahasiswa semester lima Jurusan Pendidikan Bahasa Inggris adalah Tingkat Sangat Baik dan komponen yang paling dominan dari kebiasaan membaca mahasiswa tingkat EFL di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau adalah pada indikator ke-6 yaitu Motivasi Membaca di Lingkungan Keluarga.

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ABSTRACT

Unik Setiawan, (2024): *an Analysis of Reading Habits of English Education Department Students in Pekanbaru.*

The main focus of this research was to investigate the dominant component of the students' reading habits in EFL level on English Education Department in UIN Suska Riau. The researcher uses descriptive analysis as a method of the research. The design of this research is descriptive quantitative research. There are 150 students which spread in 5 classes. Based on the results of sampling using cluster random sampling, the researcher took Class C which has 30 students as the samples of this research. In collecting the data, the researcher used questionnaire. The technique of analyzing data was using percentage formula and it was eased by using SPSS 22.0 version program. Based on the data analysis, the researcher can conclude that the researcher found 20 students got in the Excellent level, 8 students got in the Good level, 2 students got mediocre level. It can be seen that its mean score was 83.4 its median was 84 its mode was 82, minimum score was 44.67 and maximum score was 99.33. So sum of the score was 2502.01. The level of conducted the fifth semester students of English Education Department is Excellent Level and the dominant component of the students' reading habits in EFL level on English Education Department in UIN Suska Riau is on the 6th indicator which is Reading Motivation In The Family Environment.

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المخلص

يف قيزيلجن إلإ ةغل لامل عت بالطل ةءارقل اتاداع ليلحت (2024): Unik Setiawan،
بـ يكان بارو

ينصب التركيز الرئيسي لهذا البحث على دراسة المكونات الأكثر شيوعًا لعادات القراءة لدى الطلاب على مستوى اللغة الإنجليزية ولهذا السبب استخدم UIN Suska Riau مع كملغة أجنبية في قسم تعليم اللغة الإنجليزية لمزيد من تجارب الباحثين التحليل الوصفي كمنهج للبحث. وتصميم هذا البحث هو البحث الكمي الوصفي. بلغ عدد سكان هذا البحث قىئواوش عل ةنى عل امدختساب تانى عل اذخأ جئان تل عل ءان بو. ةيسارد لوصف 5 طالبًا موزعين على طالبًا عينة لهذا البحث. وفي جمع البيانات استخدم الباحثون (30 لصف (ج) والبالغ عدده (المنهجية)، اتخذت الباحثة وبناءً على تحليل البيانات 22.0 الإصدار SPSS الاستبيان. تستخدم تقنية تحليل البيانات صيغة النسبة المئوية ويساعدها برنامج د وتسم يف بالط 2، ديج د وتسم يف بالط 8، طالبًا كانوا في مستوى جيد جدًا 20 توصلت الباحثة إلى أن مةبول. وبمكن ملاحظة أن القيمة المتوسطة (المتوسط) هي 4.38، والوسط 48، والوضع 28، والحد الأدنى لالقيمة 76.44 والقيمة القصوى 33.99. وبالتالي فإن النتيجة الإجمالية هي 10.2052. م تعليم اللغة الإنجليزية هو مستوى جيد جدًا والعنصر الأكثر المس توى الذى يؤدى به طلاب الفصل الخامس في قسم UIN Suska Riau شيوعًا في عادات القراءة لدى طلاب مستوى اللغة الإنجليزية كلغة أجنبية في قسم تعليم اللغة الإنجليزية في ةيسرأل ةئىبالا يف ةءارقل ةى عفاد وهو، سداسل رشؤملا وه Riau

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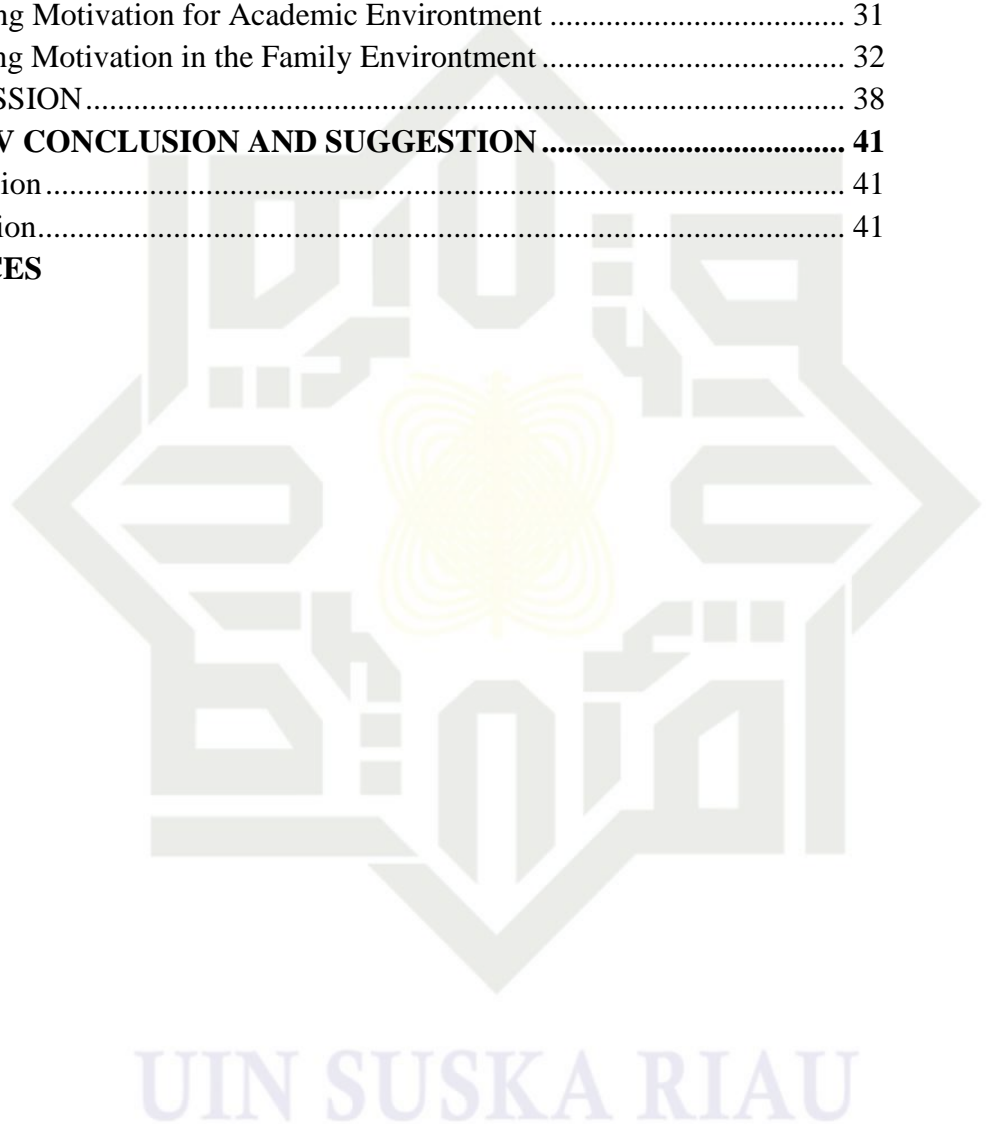
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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading habit is defined as the individual's perceiving reading as a necessity and continuing the reading activity regularly in every stage of life. This habit is a skill that students must basically acquire during their school years. If students do not acquire this skill while they are at school age, it is rather difficult to acquire it in adulthood (Şahin, 2012).

Reading is one of the basic skills that become influential throughout the lives of individuals. Individuals with good reading skills are known to be academically successful. In addition to academic success, readers develop themselves and contribute to the cultural, economic and social development of the society as well. Reading, which is perceived on an individual scale, is actually regarded as a social phenomenon involving individuality (Yılmaz, 1995).

According to Temizyürek, *et al.* (2013), reading is a versatile skill which is not only the basic tool for acquiring knowledge, but which also totally affects the person on individual and social terms. Reading is not a process but a skill that has to be maintained for life. Reading is seen as a learning field that provides the greatest contribution to the development of the mind as during reading, the text is translated into mental concepts, is given meaning and structured in the brain (Güneş, 2007). Numerous studies have been carried out to emphasize the place and importance of reading in our lives and many

opinions have been revealed in these studies. In most of these studies, reading has been presented as a way of success and development, leading to happiness as a result. However, it has also been pointed out in various studies that the ever-developing technology has come between the children and the books and that children prefer watching television and spending time on computer and internet to reading books (Aksaçlıoğlu and Yılmaz, 2007).

Reading is important for everyone to handle new information in the changing world of technology. The importance and necessity of this will continue to increase every year. On the other hand, the number of people who know how to read but who don't read at a sufficient level also increases (Sangkaeo, 1999). According to the research by İpşiroğlu (1997), the majority of young people in our country do not read, do not comprehend what they read and cannot explain what they have understood or what they think.

Reading is one part of the students' routine activities. Reading activities cannot be separated from the learning process in the classroom for students. As learners, students will be faced various activities that are related to the learning process such as discussion, doing a task, examination period, etc. Information is needed for students in those activities. The information will help students to solve problem in those learning activities. With those activities, students are expected to add their information or knowledge. One ways to obtain information or increase knowledge is by reading. Later, reading the most important single in study. It means reading is an important activity of human in

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order to gain the information from the schoolbooks which can help students to understand or to solve the problems that they found in the learning materials.

The activity of reading is regarded as a habit when it is repeatedly carried out. Moreover, habit can be said a behaviour that is constant, stable, and regular activity and hard to stop doing. Therefore, habit in reading is having desire to read with repetition of reading in a plenty of time so that it becomes nature of learners' daily activity. Wagner (2002) this habit is usually considered in relation to the amount of materials read, the frequency of reading and also the average time spent on reading. Shen (2006) reading habit is not about since when someone start reading, but it is all about how often, how much, and what the texts are. Moreover, Gaona (2011) also explained the indicators of reading habit. They were reading frequency, books read, time spent on academic reading, time spent on nonacademic reading, motivation in the family environments, motivation in the academic environments.

In English Education Department of UIN Suska Riau students revealed a problem related to the reading habits. Based on the interview from some students, they said from the past to the present day, there have been distinctive reasons for poor reading habit. The preliminary observation by the researchers revealed that students have low enthusiasm towards reading and the majority of these students do not know how to read, and thus, they are faced with reading challenges amid examination periods. Therefore, the students' results in reading course are ranging from 45 to 75 score. Some of the students also said that reading is the difficult course because they do not know how to get the

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answer of the question. Related to the problem, the researcher got that the students do not have good enthusiasm in reading habits.

The reading habit refers to the frequency of reading, and the average time spent on reading materials. By reading books, one gets confirmation or rejection of one's own ideas, which makes one think more critically about right and wrong in the society (Bergland in Abeyrathna, 2004). Someone can be indicated has reading habit if he reads routinely. Thinking about reading habits, it may have some factors that someone indicated have reading habits. Therefore, the researcher is interested to investigate the university students' reading habits in EFL context. So, this research entitled as University Students' Reading Habits in EFL Level (Descriptive Study in English Education Department in Uin Suska Riau)

B. Problem

1. Identification of the Problem

Based on the background of the problem above, the reseracher identifies the problem as:

- a. Some of the students have distinctive reasons for poor reading habit
- b. Some of the students have low enthusiasm towards reading and the majority of these students do not know how to read
- c. Some of the students are faced with reading challenges amid examination periods

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- d. Some of the students' results in reading course are ranging from 45 to 75 score
- e. Some of the students also said that reading is the difficult course because they do not know how to get the answer of the question.

2. Limitation of the Problem

Based on the identifications of the problems stated above, the researcher needs to limit and focus the problem of this research on analyzing students' reading habits in EFL level on English Education Department in UIN Suska Riau.

3. Formulation of the Problem

Based on the background above, the research questions of this research is what is the dominant component of the students' reading habit in EFL level on English Education Department in UIN Suska Riau?

C. The Objectives and Significance of the Research

1. The Objectives of the Research

The objectives of the study can be stated as to investigate the dominant component of the students' reading habits in EFL level on English Education Department in UIN Suska Riau.

2. The Significance of the Research

- a. Research is hopefully contributing to the other research as a researcher in a term of learning as a novice.
- b. It will motivate students to improve their interest in learning English since they will know the Students' reading habits, especially in the English students in EFL university level, not

always difficult to learn. Their improvement of interest in learning English will help them master English well

- c. To add references for other next researcher having the same problem as the researcher.

D. The Definition of the Terms

To avoid misunderstanding and misinterpreting in writing this Thesis, it is necessarily for the researcher to explain the terms used in the study. They are defined as follows:

1. Reading Habits

The activity of reading is regarded as a habit when it is repeatedly carried out. In measurable terms reading habits is often considered in terms of the amount of materials being read, the frequency of reading as well as the average time spent on reading (Wagner, 2002), and this habit can be cultivated (Wijesuriya, 1995). Reading, which is a long-term habit starting with the very early ages, is the prominent gateway to the knowledge room. It can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacities. Rhee (2001) succinctly defined reading habits as “how often, how well, and what” individuals like to read (p. 178). Reading habits are essential in achieving positive learning outcomes. Research has shown that students who read extensively are likely to achieve good academic performance (Mwangi & Bwire, 2020; Petrus & Shah, 2020).

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2. EFL

Yoko Iwai (2011) defined that EFL refers to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL learners). Learning is the process of interaction between students and educators and learning resources in a learning environment that includes teachers and students who exchange information. Setiyadi (2006) stated that learning is the process of changing in mental and physical behavior induced in a living organism. Every human in this world needs the knowledge to be able to solve a problem that exists. To get knowledge, humans must have a willingness to learn. One of them is studying EFL (English as a Foreign Language). Language learning is a process of habit formation. According to Setiyadi (2006) The more often something is repeated, the stronger the habit and the greater the learning.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is as approach in a thinking process – one in which the student interacts with the textual material and sorts, evaluates, and reacts to its organization and content. Numerous strategies for preceiving patterns and structure within sentence are included. In addition, according to Nunan (2003) states reading is fluent process of readers combination of word recognition, intellect and emotion interrelated with prior knowledge to understand the message communicated. It means that the participants or the reader transfer meaning from the text and give assesment from the text to understand the messege communicated.

The other opinions about definition of reading is decoding written words so that the readers can produce them orally. Similarly, Harris (1980) defines reading as the meaningful interpretation of written or printed verbal symbols. This definition is also supported by Nunan (2003) who states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The same way that reading requires the reader to focus attention on the reading materials and integrate previously acquired knowledge and skills to comprehend what someone else has written.

Reading is an activity of interpreting written discourse. Thanuskodi (2011) defined reading as a process of understanding the real meaning of what authors delivered in written form by using over eyes and mind. This means that reading is an activity which need synchronic between eyes and mind to get the meaning of reading text. From Oxford Dictionary, the word reading comes from 'read' which means to look at and understand the meaning of written or printed words or symbols. It means that reading is a process of gaining what the writers mean in printed symbol.

Learning English is not something new for university students. They often speak and write. In English, there are four skill be mastered by students: reading, writing, speaking, and listening.

Reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, and William: 2005). The activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text.

Reading can also be defined as the process in which readers learn something from what they read and involve it in academic context as a part of education (Grabe, 2009). Learning happens when there is a change

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in mind from an unknown thing to the known one. As reading is included in learning, the readers try to grasp the texts being read by interpreting, synthesizing, evaluating, and selecting the important information.

2. Reading Habits

According to Wahyudi (2016) habit is a mental process of a means of thinking. Andrew (cited in Wahyudi) states that from psychology's point of view, habit is a more concrete way of thinking, willing or feeling acquired through a continue action of a mental practices (2016). Thus, reading habit describes the way of thinking, willing or feeling acquired through automatic and unconscious processes that involved in constructing meaning from text (Zwiers, 2004). Reading habit refers to the behaviour, which expresses the likeness of reading and tastes of reading, it is meant that reading habit is also associated with someone's behaviour that expressed their willing in reading (Sangkeo, 1999).

Reading habit is also defined as the manner in which an individual arranges his understanding (Davidovitch, 2016). Acquisition of reading habits is a continuous process of learning letters, words, sentences, passages, and complete texts (Parlette, 2010). Scientists note that for reading to become a habit, reading must be encouraged. In practice, reading accompanies a child throughout her life, with the understanding that reading is a means for personal growth, it shapes the imagination, and plays a critical role that allows the individual to

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control language and play a role in society (Knoester, 2010). The researchers have discovered that reading habits are correlated with gender, age, educational background, academic performance and professional growth (Muniandy, 2013). Reading is one of the most effective ways to become good readers and good spellers, have a sufficient vocabulary and advanced grammatical competence, and build up a decent writing style as well. Reading habit accompanies individuals as they progress in age and influence their academic circumstance (Owusu-Acheaw, 2014).

Reading habit refers to behaviour, which expresses the likeness of reading and tastes of eading (sangkaeo, 1999). It s a way of how readers organizes their reading. Similarly, Shen(2006) identifies reading habits as how often, how much and what the readers read. Researcher in the past has devoted efforts to examining learners' reading habit (Mokhtari & Sheorey, 1994). Those theories hav discovered that reading habit are correlated with age, educational background, academic performance and profesional growth. The activity of reading habit is regarded as a habit hen it is repeatedly carried out. In measurable term reading habits is often considered in terms of the amont of maerials that being read, the frequency of reading as well as the avarage time spent on reading.

Rhee (2001) succinctly defined reading habits as “how often, how well, and what” individuals like to read (p. 178). Reading habits are essential in achieving positive learning outcomes. The activity of

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reading is regarded as a habit when it is repeatedly carried out. In measurable terms reading habits is often considered in terms of the amount of materials being read, the frequency of reading as well as the average time spent on reading (Wagner, 2002), and this habit can be cultivated (Wijesuriya, 1995). Reading, which is a long-term habit starting with the very early ages, is the prominent gateway to the knowledge room. It can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacities. In this sense, reading habit is an important tool for the development of personalities and mental capacities of individuals. In addition to personal and mental developments, reading is an access to social, economic and civic life (Clark and Rumbold, 2006). Moreover, all reading patterns in terms of emotional response enhance emotional satisfaction of individuals .

Reading habit refers to the behaviour which expresses the likeness of reading of individual types of reading and tastes of reading (Sangkaeo 1999). It is a pattern with which an individual organizes his or her reading. Similarly, Shen (2006), identifies reading habits, as how often, how much, and what students read. Researchers in the past decade have devoted efforts to examining learners' reading habits. With their endeavours, these researchers have discovered that reading habits are associated with students' gender, age, educational background, academic performance and professional growth. There have been

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attempts to categorise readers. Beers (1996) categorized 7th grade students into 3 groups. The “dormant readers” were those who liked to read and considered themselves readers but did not take the time to read regularly or update their knowledge. They were not negative to reading but gave priority to other activities such as sports, social life and school work. They would read during convenient times such as during school breaks or after completion of major projects. The second and third groups were the non-committed and unmotivated readers. Those in these two groups have negative attitude towards reading and did not like to read. The non-committed readers were open to suggestion of reading in the future and have positive attitudes towards other readers. The unmotivated readers were not open to the suggestion of future reading and were negative towards people who do read. In a more recent study, Bullent (2002) categorised reading levels of 108 children between the ages of 11 and 12 into four groups; the heavy readers (reading 24 or more books per year or 2 books per month); the moderate readers (reading 7-23 books per year or 1 book per month); rare readers (reading 1-6 books per month (1 book every 2 month) and the non readers. The last two groups form a big percentage of children between the ages of 9 to 10, which indicated that the reading habits have not been well developed.

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3. The Advantages of Reading Habits

Reading is one of the most fundamental skills that someone needs to learn to have a success life. Wulandari (2016) states that there are many advantages that students can get, these are:

- a. Helps the mind performs effectively Having a good reading habit helps the mind activate the neuron and make the mind do its job. The more someone read, the more it sharpens their mind because reading habit can make their mind performs continuously. People with a good reading habit would be able to perform effectively in front of public.
- b. Develop a good vocabulary A frequent reader would have a range of words bank, the more someone read, the more they get many vocabularies that can build up their understanding in recognizing mistake, significance meaning and would be better to catch the message that the writer trying to convey in a reading passage.
- c. Boost intellectual curiosity As a saying says that “Reading is the window to the world”, so that, someone with regular reading will see the book as a source of knowledge, it exposes them to read many types of the books and understand the complexity of different books. In addition, Frequent readers will boost their understanding about the various forms of literacy skills.
- d. Habit of reading means psychological activity As a mental activity, reading habit makes the reader’s mind feels the writers’

imagination and the plot of story, and experience the difference of personal player.

- e. Helps readers to have positive mind Reader with a good reading habit should give a regular feedback to the material they have read, it insists them to have an active, positive and critical mind set. They should summarize and make a judgement from the material.

4. Factors Influencing Reading Habits

The recent research shows that reading habit has gain much attention to the educators, parents and other stake holders. It is widely known that a good reading habit can help students in many aspects of academic life, it is one of the most effective ways to have better writing style, vocabulary improvement, advanced grammatical competence and good spelling. There are some other factors which influenced one's reading habit; age, gender and educational background (Ross 2002). As reviewed by Ross (2002) "heavy readers" are more likely to be female than male, younger than older and the one who has achieved a higher education than society at large. Moreover, Dalila (2018) states that there are factors influencing reading habit, the factors are:

- f. Peer influence A study of young people in Britain aged between 11 to 18 years found that peer influence was the top most reason for reading book. It is widely known that peer can be something very important on someone's habit, many people intends to have the same habit as what their close friends have.

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- g. Personal interest Personal interest is also believed to have an important role in obtaining the reading habit. A research found that the most important factor motivating students' reading habit is students' personal interest. In this case, the research shows that the students' personal interest is highly correlated with gender, age, educational background, academic performance and professional growth.
- h. The library's condition Another factor influencing students' reading habit is library's condition, the National Library and Documentation Service (NLDB) in Sri Langka carried out a research and found that the reading habit of students is poor because the condition of library was insufficient as the book collections were old and most of students read light material, such as magazine, novels, comic and newspaper.
- i. Library's reading resource A reading resource also influences students' reading habit. A reading habit will increase if the resource in the library appropriate to students' reading preference. A survey in Britain investigated that students had very diverse reading sources. A survey conducted in Denmark on student between nine-twelve years found that over a month, the students read a total of 159 fictions and non-fictions written by more than 700 authors. Among Singaporean students, adventure and mystery stories were the most popular. In Australia, student like reading

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action adventure, science fiction and fantasy. In Britain, fantasy fiction was at the top followed by humour, horror and thriller book.

5. The Reading Habits Components

In gaining an effective reading habit, Julio Cesar summarized six aspect of reading habit, they are: reading frequency, books read, time spent on academic reading, time spent on non-academic reading, motivation in the family environments, motivation in the academic environments. According to Cesar, Gaona & Gonzalez (2011) there are six indicators of reading habit:

a. Reading Frequency

Reading frequency used to measure students' reading frequency in their spare time.

b. Books Read

The number of many books that the students have read in the last three months was included in the questionnaires.

c. Time Spent on Academic reading

It is considered the time that the students devote their time to read academic book especially for their specialist subject.

d. Time Spent on Non-Academic Reading

It is discussed amount of time that the students used to read non-academic book, magazine, such as novel, fiction, romance, horror, etc.

e. Motivation in the Family Environment

It focuses on the recommended book that purchased by the family based on the interest of the family.

f. Motivation in the Academic Environment

It is focuses on the frequency of students' reading literature in their school environment based on the teacher report

B. Relevant Research

Syafi'i (2016) said that relevant research is needed to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. Relevant research is intended to avoid plagiarism toward the designs and findings of the previous researchers.

These are relevant research which have relevancy to this research:

1. *Firima Zona Tanjung, Ridwan Ridwan, Uli Agustina Gultom (2017)* did the research with the title *Reading Habits in Digital Era: a Research on The Students in Borneo University*. This research aims to explore the current reading habits of university students. Moreover, it aims to determine the effects of widespread use of the internet and other digital resources in reading habits and to give some possible recommendation to improve students reading habits in the digital era. The research design was descriptive survey research. The instrument of the research was questionnaire, which is based on Akarsu and Dariyemez (2014) and Chauhan and Lal (2012). The participants of the research were 320 students studying in six majors in Faculty of Teachers Training and Education at Borneo University. They were selected through the cluster

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random sampling. The questionnaire involved six categories, namely demographic information, frequency of items read, contents of online reading, online activities, content first clicked when online, and techniques to develop reading habits. All research data was analyzed using SPSS Statistics 22 program..

2. Cansel Arslanoğlu & Ahmet Mor, (2018) also conducted a research with the title *An Analysis on the Reading Habits of University Students Studying Physical Education and Sports Training*. They stated that this The aim of this research is to analyze the reading habits of students studying physical education and sports training with respect to certain variables. A total of 324 first-year students (125 females, 199 males) voluntarily participated in the research from physical education and sports training departments of Sinop University, Kafkas University, and Ondokuz Mays University. A questionnaire consisting of two parts was used as the data collection tool in the research. The personal information form was used in the first part and the "Reading Habit Attitude Scale" developed by Gömleksiz (2004) was used in the second part. Shapiro Wilk and Levene tests were employed to determine whether the data exhibited a normal distribution in the analysis. The data exhibiting a normal distribution were analyzed with the help of t-test and One-Way ANOVA. In multiple comparisons, the Tukey HSD test was used to determine the groups causing the difference. According to the results of the research, a significant difference was found in favor of women in the age variable of

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sub-dimensions of "love, habit, will, effect and benefit"; in the gender variable; in favor of ages 18-20-21-22 in sub-dimension of "necessity"; in favor of primary and secondary school graduates in sub-dimensions of "habit, necessity and will" in the father's educational background variable; in favor of the average value above 1.5 in sub-dimension of "love" and in favor of average grades between 1.0-2.5 in sub-dimension of "benefit" in the academic grade averages variable.

C. Operational Concept

According to Syafi'i (2016), operational concepts are gotten from related theoretical concept for all variables in the research title that should be practically and empirically. It should be interpreted into particular words in order to make it easy to measure. In carrying this research, it is necessary to clarify the variable used in analyzing the data. This research investigated the students' reading habits. Therefore, to measure the reading habits the researcher used the indicator from Cesar, Gaona & Gonzalez (2011) there are six indicators of reading habit:

- a. Reading Frequency
- b. Books Read
- c. Time Spent on Academic reading
- d. Time Spent on Non-Academic Reading
- e. Motivation in the Family Environment
- f. Motivation in the Academic Environment

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

In this research, the researcher used descriptive analysis as a method of the research. The design of this research is descriptive quantitative research. Descriptive research is also called as survey research that collected numerical data to answer question about the correct status of the subject of the study. According to Gay (2012, p. 183) stated that descriptive research is a survey research. This research are involves collecting data in order to test hypotheses or to answer questions about the opinions of people about some topic or issue.

Descriptive analysis is a fundamental component of this process because of the role it plays in helping us to observe the world or a phenomenon and, subsequently, in identifying research questions and generating hypotheses based on what has been observed (Loeb et al., 2017). Descriptive research seeks to provide an accurate description of observations of the phenomena. This is useful because it provides important information about the average member of a group, especially by collecting data on a large enough group of people, a researcher can describe the average member being studied.

The main characteristic of this research is the researcher only reports and describes all the answers to students' reading habits in EFL level. The researcher chooses the descriptive design to explain the students' reading

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habits in EFL level and to investigate the factors influence the students' reading habits.

B. The Location and the Time of the Research

The research was conducted the fifth semester students of English Education Department. this research was on October 2023 until December 2024.

C. The Subject and the Object of the Research

The subject of the research was the fifth semester students of English Education Department, and the object of the research was students' reading habits at the fifth semester students of English Education Department.

D. The Population and Sample of the Research**1. Population of the Research**

The population of this research was the Fifth semester students at English Education Department. According to Sugiono (2014 p.117), Population is generalization that composed of the subject/object that has certain qualities and characteristics of the applied researcher to learn and then be concluded. There are 5 classes of fifth semester students in this English Education Department of UIN Suska Riau as a population.

Table III.1**Population of the Students**

NO	CLASS	NUMBER
1	CLASS A	24
2	CLASS B	31
3	CLASS C	30
4	CLASS D	32

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5	CLASS E	31
	TOTAL	150

2. Sample of the Research

Because of the population is above 100 students, so the sampling techniques is cluster sampling. The researcher used cluster sampling technique to gather the sample. Cohen et al. (2011) stated that the researcher will be able to choose specific classes and test all the students in that chosen classes. According to Sugiono (2012) Cluster random sampling is an area sampling technique used to determine the sample if the object to be studied is very large. Cluster random sampling is a type of sampling technique in which a researcher divides the population into several separate groups known as clusters. Determination of the number of samples is done randomly selected again classes. Based on the results of sampling using cluster random sampling, the researcher used lottery to randomized the classroom and the researcher got C class, therefore the researcher took Class C which had 30 students as the samples of this research.

2.1 The Technique of collecting the Data

The instrument to measure the difficulties in reading habits in this research the researcher used questionnaire.

1. Questionare

According to roopa and Rani (2017), questionnaire is used in case resources are limited as a questionnaire can be quite inexpensive to

design and administer and time is an important resource which a questionnaire consumes to its maximum extent, protection of the privacy of the participants as participants will respond honestly only if their identity is hidden and confidentiality is maintained, and corroborating with other findings as questionnaires can be useful confirmation tools when corroborated with other studies that have resources to pursue other data collection strategies.

The questionnaire was close ended questionnaire where has fix answer to fill. Roopa and Rani (2017) stated that Respondents' answers are limited to a fixed set of responses. Most scales are closed ended. Types of closed-ended questions is multiple choice where is known by likert Scale. Likert scale is a psychometric scale commonly involved in research that employs questionnaires to measure social attitudes. In the questionnaire , the researcher created five questions in close-ended and open-ended questions and then delivered them to participants.

Table III.2

Blueprint of Reading Habits Questionare

No	Reading Habit (X) Indicators	Item Number
1	Reading Amount of Books	1, 2,3,4,5
2	Academic Reading	6,7,8,9,10
3	Reading Frequency	11,12,13,14,15
4	Non Academic Reading	16,17,18,19,20
5	Motivation in the Academic Environment	21,22,23,24,25
6	Motivation in the Family Environment	26,27,28,29,30
TOTAL		30

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F. Technique of Analyzing the Data

The analyze data from the test in this research was analyzed by counting the percentage through proportion technique formula as follows:

$$K = \frac{A}{N} \times 100\%$$

Note:

K = The percentage of active participation in each activity

A = The number of students who actively participates

N = The number of whole students

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CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted as to investigate the level of the students' reading habits in EFL level on English Education Department in UIN Suska Riau. So, the researcher can conclude that the researcher found 20 students got in the Excellent level, 8 students got in the Good level, 2 students got mediocre level. the level of conducted the fifth semester students of English Education Department is Excellent Level, and the dominant component is on the 6th indicator which is Reading Motivation In The Family Environment.

B. Suggestion

Considering the students' reading habits in EFL level on English Education Department in UIN Suska Riau, the writer would like to give some suggestion as follows:

1. Suggestion for Teachers
 - a. It is recommended to teacher to help students in understanding the text in reading context.
 - b. The teacher should be creative to improve the students' Students' Reading Comprehension by giving them more reading activities and being habits.
2. Suggestion for Students
 - a. The students should be creative to improve their skill, in order to get better of the Reading Comprehension.
 - b. The students should pay more attention to the lesson explained by the teacher.

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APPENDIX

Instrument of the Research

UIN SUSKA RIAU

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READING HABITS QUESTIONAIRE

A. General Instructions

1. This questionnaire is scientific, there is no other purpose
2. Answer this question honestly
3. Put a checklist (√) on the question that matches your experience
4. Thank you for your help

B. Respondent Biodata

1. Full name : _____
2. Gender : _____
3. Class : _____

No	Items	Strongly Disagree (1)	Disagree (2)	Neither Agree (3)	Agree (4)	Strongly Agree (5)
1	I read books in English because I want to understand the contents					
2	I reluctant to read English books to understand the contents of the books					
3	I read books in English because of hobbies					
4	I read books in English because of forced or assignments from lecturers					
5	English books are more interesting than other languages					
6	Books in other languages are more interesting than English books					
7	All family members have a high interest in reading English books					
8	All family members have a low interest in reading English books					
9	I often buy story books / newspapers / magazines in English					
10	I rarely buy story books / newspapers / magazines in English					
11	I always buy English books recommended / used by the teacher					
12	I never buy an English-language book recommend / use by the teacher					
13	When there is free time I often take the time to read English books					
14	When there is free time I rarely take the time to read English books					
15	In one day I always read English books					
16	In one day I never read English books					
17	I often learn to use English books					
18	Every time I study, I rarely read English books					
19	In 3 months I read more than 4 English books					
20	In 3 months I read less than 4 English books					
21	Every 3 months there is always a new book for me to read					
22	Every 3 months there is no new book for me to read					
23	very 3 months there is a new book for me to read					
24	Every 3 months there is no new book that I buy / borrow					
25	Every 3 months there is a new book that I buy / borrow					

26	Not every day I take the time to read textbooks					
27	Within 1 day the amount of time I spent reading a book was quite long					
28	In 1 day the amount of time I spent reading books was almost nonexistent					
29	Every day I take the time to read English-language writings related to my hobbies					
30	Not every day I take the time to read English-language writings related to my hobbies					

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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READING HABITS QUESTIONARE

A. General Instructions

1. This questionnaire is scientific, there is no other purpose
2. Answer this question honestly
3. Put a checklist (√) on the question that matches your experience
4. Thank you for your help

B. Respondent Biodata

1. Full name : Reza Wahyu Kurniawan
2. Gender : Male
3. Class : C

No	Items	Strongly Disagree (1)	Disagree (2)	Neither Agree (3)	Agree (4)	Strongly Agree (5)
1	I read books in English because I want to understand the contents					✓
2	I reluctant to read English books to understand the contents of the books				✓	
3	I read books in English because of hobbies				✓	
4	I read books in English because of forced or assignments from lecturers				✓	
5	English books are more interesting than other languages				✓	
6	Books in other languages are more interesting than English books		✓			
7	All family members have a high interest in reading English books			✓		
8	All family members have a low interest in reading English books			✓		
9	I often buy story books / newspapers / magazines in English				✓	
10	I rarely buy story books / newspapers / magazines in English			✓		
11	I always buy English books recommended / used by the teacher				✓	
12	I never buy an English-language book recommend / use by the teacher			✓		
13	When there is free time I often take the time to read English books				✓	
14	When there is free time I rarely take the time to read English books			✓		
15	In one day I always read English books			✓		✓
16	In one day I never read English books					
17	I often learn to use English books				✓	
18	Every time I study, I rarely read English books			✓		
19	In 3 months I read more than 4 English books			✓		
20	In 3 months I read less than 4 English books			✓		
21	Every 3 months there is always a new book for me to read			✓		
22	Every 3 months there is no new book for me to read			✓		
23	very 3 months there is a new book for me to read			✓		
24	Every 3 months there is no new book that I buy / borrow				✓	
25	Every 3 months there is a new book that I buy / borrow			✓		

No	Items	Strongly Disagree (1)		Disagree (2)		Neither Agree (3)		Agree (4)		Strongly Agree (5)	
		Total	%	Total	%	Total	%	Total	%	Total	%
	Reading Amount of Books										
1	I read many books of various genres within 3 months	0	0%	4	13,30%	2	6,70%	9	30%	15	50%
2	I read science, technology, math and other literatures	2	6,70%	2	6,70%	0	0%	3	10%	23	76,70%
3	The thickness, font size, illustrations, etc., greatly affect my reading	0	0%	7	23,20%	4	13,30%	2	6,70%	17	56,7
4	Reading a lot of books does not help me express my thoughts	0	0%	5	16,70%	2	6,70%	4	13,30%	19	63,30%
5	I don't read books during my free time.	2	6,70%	2	6,70%	6	20%	5	16,70%	15	50%
	Academic Reading										
6	I underline important points in the textbook when I read	0	0%	2	6,70%	5	16,70%	3	10%	20	66,70%
7	I take notes when the teacher is explaining the text	0	0%	5	16,70%	4	13,30%	6	20%	15	50%
8	I rewrite the text notes into my own language	0	0%	4	13,30%	2	6,70%	7	23,20%	17	56,7
9	I do not supplement my notes with more detailed notes	0	0%	5	16,70%	3	10%	3	10%	19	63,30%
10	I do not like to read related resources before the lesson	0	0%	3	10%	1	3,30%	8	26,70%	18	60%
	Reading Frequency										
11	Every night I study regularly for at least one hour	0	0%	1	3,30%	8	26,70%	4	13,30%	17	56,7
12	I read at the same time and in the same place.	0	0%	3	10%	5	16,70%	9	30%	13	43,30%
13	I read in a place where there is no noise and no distractions	0	0%	4	13,30%	5	16,70%	7	23,20%	14	46,70%
14	I ask questions to check my understanding	0	0%	3	10%	4	13,30%	8	26,70%	15	50%
15	I do not set goals when studying	2	6,70%	4	13,30%	3	10%	9	30%	12	40%
	Non Academic Reading										
16	I read and relate new information to my understanding	0	0%	5	16,70%	8	26,70%	9	30%	8	26,70%
17	I translate the main idea into my own language	2	6,70%	1	3,30%	7	23,20%	6	20%	14	46,70%
18	I read and compare information from one novel to another	0	0%	3	10%	7	23,20%	2	6,70%	18	60%
19	I do not have time to read textbooks	0	0%	4	13,30%	4	13,30%	9	30%	13	43,30%
20	I never prepare stationary before reading	0	0%	1	3,30%	6	20%	11	36,70%	12	40%
	Reading Motivation for Academic Environment										
21	I read for my academic success	0	0%	3	10%	2	6,70%	8	26,70%	17	56,7
22	I read a lot to increase my knowledge	0	0%	2	6,70%	3	10%	9	30%	16	53,30%
23	I read to get good grades	0	0%	3	10%	5	16,70%	7	23,20%	15	50%
24	I read because of orders from the teacher	2	6,70%	2	6,70%	7	23,20%	1	3,30%	18	60%
25	I don't like reading textbooks because they are too boring	0	0%	2	6,70%	6	20%	7	23,20%	15	50%

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Reading Motivation in the Family Environment												
26	I am one of the children who loves to read in my	1	3,30%	1	3,30%	4	13,30%	11	36,70%	13	43,30%	
27	My family encourages me to read at least one mi	1	3,30%	1	3,30%	2	6,70%	4	13,30%	22	73,30%	
28	My family chooses various topics and genres for	1	3,30%	1	3,30%	3	10%	3	10%	22	73,30%	
29	I feel uneasy in the test because I am not used to	1	3,30%	1	3,30%	4	13,30%	4	13,30%	20	66,70%	
30	I would rather watch TV than read.	2	6,70%	0	0%	3	10%	3	10%	22	73,30%	

APPENDIX

Letters

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/18778/2023
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi*

Pekanbaru, 03 Oktober 2023

Kepada
Yth. Kurnia Budiyantri, S.Pd, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : UNIK SETIAWAN
NIM : 11714102304
Jurusan : Pendidikan Bahasa Inggris
Judul : University Students Reading Habits In EFL Level Descriptive Study In English Education Department In UIN Suska Riau
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

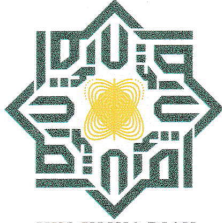
Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
an. Dekan
Wakil Dekan I



Dr. Zarkasih, M.Ag.
NIP. 197210171997031004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Unik Setiawan
Nomor Induk Mahasiswa : 11714102304
Hari/Tanggal Ujian : Selasa / 7 November 2023
Judul Proposal Ujian : An Analysis of Reading Habits of English Education Department Students in Pekanbaru
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Faurina Anastasia, M.Hum	PENGUJI I		
2.	Rizki Amelia, M.Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Pekanbaru, 7 November 2023
Peserta Ujian Proposal

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Unik Setiawan
NIM. 11714102304



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Nomor : Un.04/F.II/PP.00.9/21522/2023
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 23 November 2023

Kepada
Yth. Kajar Pendidika Bahasa Inggris
fakultas Tarbiyah dan Keguruan
di
Tempat
ditugaskan untuk melakukan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin
Assalamu'alaikum warahmatullahi wabarakatuh
Dekan fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

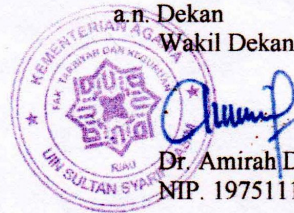
Nama : **Unik Setiawan**
NIM : 11714102304
Semester/Tahun : XIII (Tiga Beas)/ 2023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan keguruan UIN Suska Riau

ditugaskan untuk melakukan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

Tembusan :
Rektor UIN Suska Riau



UIN SUSKA RIAU

KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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 Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/21522/2023
 Sifat : Biasa
 Lamp. : 1 (Satu) Proposal
 Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 23 November 2023

Kepada
 Yth. Kajar Pendidika Bahasa Inggris
 fakultas Tarbiyah dan Keguruan
 di
 Tempat
 ditugaskan untuk melakukan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin
Assalamu'alaikum warahmatullahi wabarakatuh
 Dekan fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

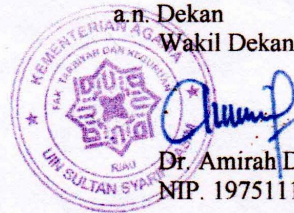
Nama : Unik Setiawan
 NIM : 11714102304
 Semester/Tahun : XIII (Tiga Beas)/ 2023
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan keguruan UIN Suska Riau

ditugaskan untuk melakukan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
 Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.
 NIP. 19751115 200312 2 001

Tembusan :
 Rektor UIN Suska Riau

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Curriculum Vitae



Unik Setiawan is the Fourth son of Mr. Abdul Malik and Mrs. Romasida. He was born on October 27th, 1999 in Surau Munai, Prov. Riau. He Lives at Surau Munai, Kec. Rambah Hilir, Kab. Rokan Hulu, Prov. Riau. In 2011 he was graduated from SDN 008 Rambah Hilir, Prov. Riau and continued his study at SMPN 08 Rambah Hilir, Prov. Riau. In 2014, he entered SMAN 2 Rambah Hilir (Berwawasan Keunggulan) Rokan Hulu for continuing his study and he finished in 2017. In 2017, he was accepted as one of students in Departement of English Education, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. On Oktober 2020, he did KKN-Daring (Kuliah Kerja Nyata Dalam Jaringan) in Desa Suka Maju. Then, he did Pre-Service Teacher Practice (PPL) at SMK PGRI Pekanbaru. Finally, he passed skripsi examination for his Bachelor Degree in English Education by the skripsi entitled “An Analisis of Reading Habits of English Education Department Students in Pekanbaru”.