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State Islamic University of Sultan Syarif Kasim Riau

**AN ANALYSIS OF STUDENTS' READING HABITS AT THE  
SECOND SEMESTER DEPARTMENT OF ENGLISH  
EDUCATION IN UIN SUSKA RIAU**

**BY**

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**11810421355**

**UIN SUSKA RIAU**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

**PEKANBARU**

**1446 H/ 2025 M**



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## **AN ANALYSIS OF STUDENTS' READING HABITS AT THE SECOND SEMESTER DEPARTMENT OF ENGLISH EDUCATION IN UIN SUSKA RIAU**



BY

**NURSALIMAH RODIAH**  
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### **Thesis**

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

**UIN SUSKA RIAU**

**DEPARTMENT OF ENGLISH EDUCATION**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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Pekanbaru, June 25<sup>th</sup>, 2025



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Pekanbaru, Djulhijjah 29<sup>th</sup>, 1446 H  
June 25<sup>th</sup>, 2025 M

Examination Committee

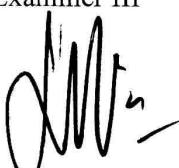
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Finally, the researcher realized that this thesis is still far from perfections. Therefore, constructive comments, critiques, suggestions, and recommendations are kindly appreciated. May Allah bless you all. Aamiin ya rabbal'alamin.

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## ABSTRACT

### **Nursalimah Rodiah, (2025) : An Analysis of Students' Reading Habits at The Second Semester Department of English Education in UIN Suska Riau**

The purpose of this study was to analyze the students' reading habits at second semester of the Department of English Education in UIN Suska Riau. In this descriptive quantitatif research, the researcher applied purposive sampling. This research was held on June 2025. The total of population were 139 students which consisted of 5 classes. 30 students at the second semester of the Department of English Education in UIN Suska Riau as the sample by using purposive sampling. The instrument of this research was questionnaire. The questionnaire consisted of 28 items. Descriptive analysis was used to calculated students' reading habit where as Likert Scale was used as a scale for the questionnaire. Based on the result, it was found that the mean score of students' reading habit was 87.77 and the classification score was 56%. Based on the research findings, it could be concluded that the results of students' reading habit of the second semester of the Department of English Education in UIN Suska Riau was categorized as enough level.



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**ABSTRAK****Nursalimah Rodiah, (2025) : Analisis Kebiasaan Membaca Mahasiswa Semester Dua di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau.**

Tujuan dari penelitian ini adalah untuk menganalisis kebiasaan membaca mahasiswa semester dua di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau. Dalam penelitian deskriptif kuantitatif ini, peneliti menggunakan teknik purposive sampling. Penelitian ini dilaksanakan pada bulan Juni 2025. Jumlah populasi dalam penelitian ini adalah 139 mahasiswa yang terdiri dari 5 kelas. Sebanyak 30 mahasiswa semester dua di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau dijadikan sampel dengan menggunakan teknik purposive sampling. Instrumen yang digunakan dalam penelitian ini adalah angket. Angket tersebut terdiri dari 28 butir pernyataan. Analisis deskriptif digunakan untuk menghitung kebiasaan membaca mahasiswa, sedangkan Skala Likert digunakan sebagai skala pada angket. Berdasarkan hasil penelitian, diketahui bahwa skor rata-rata kebiasaan membaca mahasiswa adalah 87,77 dan klasifikasi skornya adalah 56%. Berdasarkan temuan penelitian, dapat disimpulkan bahwa hasil kebiasaan membaca mahasiswa semester dua di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau berada pada kategori cukup.

## ملخص

### نور سليمة راضية، (٢٠٢٥): تحليل عادات القراءة لدى طلاب الفصل الدراسي الثاني في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية بريماو

يهدف هذا البحث إلى تحليل عادات القراءة لدى طلاب الفصل الدراسي الثاني في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية بريماو في هذا البحث الوصفي الكمي، استخدمت الباحثة تقنية العينة المادفة. وقد تم تنفيذ البحث في شهر يونيو من عام ٢٠٢٥. بلغ عدد مجتمع البحث ١٣٩ طالباً موزعين على خمس شعب دراسية، وتم اختيار عينة مكونة من ٣٠ طالباً من طلاب الفصل الدراسي الثاني باستخدام تقنية العينة المادفة. وأداة البحث المستخدمة هي استبيان يتألف من ٢٨ بندًا. وقد استخدم التحليل الوصفي لحساب معدل عادات القراءة لدى الطلاب، واستُخدم مقياس ليكرت في تصميم الاستبيان. أظهرت نتائج البحث أن متوسط درجة عادات القراءة بلغ ٨٧.٧٧، بنسبة تصنيف ٥٦٪. وبناءً على هذه النتائج، يمكن استنتاج أن عادات القراءة لدى طلاب الفصل الدراسي الثاني في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية بريماو تقع ضمن الفئة المقبولة.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

The ability to comprehend reading materials is essential for students' success in acquiring English. Without adequate reading comprehension skills, students may struggle to understand the meaning of texts, limiting their vocabulary growth, grammar acquisition, and overall language proficiency (Oakhill, 2015). Klingner (2007) emphasizes that reading comprehension involves a complex process of constructing meaning, which includes recognizing words, understanding their meanings, connecting them to prior knowledge, and demonstrating fluency. In other words, comprehending a text goes beyond simply reading it; it requires the ability to interpret, relate, and extract relevant information from the content.

Reading comprehension levels can vary from one student to another, and this variation is influenced by several factors in their environment. One significant factor is their reading habits. According to Bignold, as cited in Chettri (2013), consistent reading habits contribute to the development of children's reading abilities. Moreover, Selly (2016) suggests that students who cultivate strong reading habits tend to be more motivated and confident in comprehending texts. This implies that increased reading frequency leads to better text understanding. In essence, students' reading habits play a significant role in shaping their reading comprehension.

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Sangkaeo, as cited in Annamalai (2013), defines reading habits as patterns of behavior that reflect individuals' reading preferences and the consistency of their reading activities. According to Patel (2008), developing a reading habit not only enables students to acquire knowledge and insight from cultural traditions, but also serves as a productive way to utilize their leisure time. This reflects how readers manage and structure their reading activities. Positive reading habits contribute to enhancing students' reading performance and support their growth into proficient readers.

Cunningham and Stanovich, as cited in Annamalai (2013), explain that regularly engaging in book reading and maintaining strong reading habits enable individuals to evaluate others' ideas, thereby fostering critical thinking skills. Reading habits are also reflected in a reader's positive attitude toward reading, their enjoyment of the activity, and their motivation to continue reading. Zwiers (2004) further explains that reading habits illustrate the automatic and unconscious processes involved in making sense of written texts. Through consistent reading practices, students can enhance their reading skills. This suggests that reading habits have a significant impact on students' reading comprehension. Regular reading and well established reading routines support the development of comprehension abilities, whereas a lack of reading habits may hinder students' understanding of written material.

Hastuti & Rizky (2021) emphasize that reading habits play a crucial role in fostering a culture of reading within the school environment. Although developing consistent reading routines can be challenging particularly for

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young learners at the elementary level it is important to instill these habits from an early age to nurture children's interest in reading. Students who regularly engage in reading activities are more likely to enhance their reading abilities, expand their knowledge, and access a wider range of information.

Developing a reading habit provides various advantages for students. According to Jack (2008), consistent reading activities can improve cognitive performance, expand vocabulary, encourage intellectual exploration, function as a mental exercise, and help maintain a positive outlook. In line with this, Sartika et al. (2021) state that reading comprehension is a complex process that involves multiple components, cognitive strategies, and solutions for overcoming barriers in understanding written material. Thus, reading can be seen as an active effort by readers to interpret the meaning intended by the author.

Based on the researcher's preliminary study in the second semester of the English Education Department at UIN Suska Riau, it was discovered that reading habit programs had been incorporated into academic activities such as reading assignments, analyzing texts, and reviewing literature. Despite these efforts, many students appeared to read only to fulfill academic requirements, without truly understanding the material. This suggests that although reading activities are implemented, students' comprehension remains superficial. A number of students also showed which hindered their ability to identify main ideas, make inferences, and think critically about the content.

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These findings align with previous research showing that students who regularly engage in meaningful reading practices tend to have stronger reading comprehension. Habitual reading enhances vocabulary development, critical thinking skills, and overall textual understanding. Conversely, those who lack consistent reading habits often face challenges in interpreting and understanding texts. Thus, promoting effective reading habits is crucial for supporting students' academic success, particularly in areas that require strong reading skills.

There are several studies that investigate students' reading habits and perceptions of reading comprehension (Sari, 2016; Wahyuni, 2017; Putri & Siregar, 2018; Ahmed, 2019; Noprianto, 2020; Nasution & Siregar, 2021; Yanti & Safitri, 2023). The researchers in those studies also wanted to know the relationship between students' reading behavior and their reading comprehension ability. However, the research was mostly addressed to senior high school students, general university students, or students from different study programs and educational levels. In this research, the researcher will focus specifically on students' reading habits and their perceptions of reading comprehension at the second semester of the Department of English Education in UIN Suska Riau. This will differentiate it from the previous researchers, as it highlights a specific academic context, a clearly defined educational stage, and combines both behavioral and perceptual aspects in a single study.

Despite the growing interest in students' reading behavior, previous studies have either focused narrowly on digital habits, general reading interest,

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or reading difficulties without comprehensively linking reading habits and perceptions to actual reading comprehension performance, especially in the context of English language learners in Islamic universities like UIN Suska Riau. Additionally, most studies lack contextual specificity to second-semester students who are at a transitional stage in academic English proficiency. Therefore, a study analyzing both students' reading habits and their perceptions of reading comprehension within the English Education Department at UIN Suska Riau fills an important gap by providing both quantitative and qualitative insights tailored to this unique academic and cultural environment.

By the facts above, the researcher wants to know whether students' reading habits and their perceptions of reading comprehension have a significant connection or not. This research is expected to give valuable information for lecturers to understand how students' reading behavior and self-awareness affect their reading comprehension. Therefore, the result can be used as an academic reference to improve reading instruction in English learning.

Because of the reasons above, the researcher wants to conduct this research at the Department of English Education in UIN Suska Riau with the research title **“An Analysis of Students’ Reading Habits at the Second Semester Department of English Education in UIN Suska Riau.”**

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## B. Problem

### 1. Identification of the Problem

Reading is one of the essential skills in learning English, especially in academic contexts where students are required to understand various texts, articles, and references written in English. However, many students still struggle with reading comprehension due to various internal and external factors. Some of the internal factors include limited vocabulary, and lack of effective reading strategies. Meanwhile, external factors such as the availability of reading materials and the influence of digital media may also impact students' reading habits. Although students may engage in reading activities, it does not always guarantee good comprehension outcomes. This issue raises concern about whether students' reading habits are truly supporting their understanding of what they read.

Despite the importance of reading in the English Education Department, limited studies have focused on analyze the students' reading habits, particularly among second semester students who are still in the early stages of adapting to academic English texts. Therefore, it is important to analyze both aspects in a single study to better understand the factors influencing students' reading performance in the context of UIN Suska Riau.

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**2. Limitation of the Problem**

After identifying the problems stated above which have indicated the phenomenon, thus, the researcher limits the scope to focus on analyzing students' reading habits. This research is conducted only for the second semester students of the Department of English Education at UIN Suska Riau.

**3. Formulation of the Problem**

Based on the problems pictured in the background of the problem, the research formulates the formulation of the problem as follow: How are the students' reading habits at the second semester of the Department of English Education in UIN Suska Riau?

**C. Objective of the Research**

The objective of this research is to analyze the students' reading habits at the second semester of the Department of English Education in UIN Suska Riau.

**D. Significance of the Research****1. Theoretically**

This research is expected to contribute to the theoretical understanding of the relationship between reading habits and students' perceptions of reading comprehension in the context of English as a Foreign Language (EFL). It may provide insights into how students' habitual reading behavior correlates with their perceived ability to

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comprehend texts, which can enrich the literature in language learning, especially in reading skill development. The findings may also support the theories of metacognition and learner autonomy in reading comprehension.

**2. Practically**

For the students, the results of this research are hopefully can help them to become more aware of their own reading habits. This awareness is expected to motivate students to improve their reading routines and apply more effective strategies when reading English texts.

**E. Definition of the Terms**

Related to the title of this research, there are many terms involved. Thus, each terms is necessary to be defined in purpose to avoid misunderstanding and misperception toward the terms. The definitions are as follows:

**1. Analysis**

Analysis refers to the process of dividing something into connected components in order to understand how each part relates to the others and how they function together within a unified system. As stated by Schreiter (1991) in Sam (2020), analysis involves “reading” a text by identifying the interaction of signs and interpreting the messages they convey. This definition emphasizes the role of textual interpretation by recognizing and

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understanding the symbols or indicators present. These signs are not merely passive elements but actively contribute to meaning through their interaction within the structure of the text.

In this research, analysis is students' reading habits at the second semester department of English Education in UIN Suska Riau. To analyze the various components of their reading attitude such as frequency, duration, preferences, this study seeks to understand how these elements interact and contribute to the overall reading habit.

## **2. Reading Habit**

Reading habit is defined as the automatic and unconscious activity that takes place when someone reads, enabling them to understand the content without deliberate mental effort (Zwiers, 2004). Simply put, it is the instinctive process by which the brain interprets written information effortlessly. In this study, the concept of reading habit is used to explore its potential impact on students' ability to comprehend reading texts.

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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Reading Habit

###### a. Definition of Reading Habit

Zwiers (2004) stated that the subconscious and automatic processes involved in understanding written texts are closely related to a reader's habitual reading behavior. These habits allow readers to interpret meaning effortlessly while reading, making the act of reading more instinctive. He also noted that comprehension habits consist of rapid, momentary thoughts that assist skilled readers in constructing meaning from texts. Therefore, building strong reading habits plays a crucial role in helping readers actively understand what they are reading. In line with this, Wagner (2002) pointed out that frequent and regular reading can turn reading into a lasting habit. When examining reading habits, important elements to consider are the amount of reading a person does, the frequency of their reading activities, and the average time spent on reading.

Sangkaeo (1999) stated that reading habits reflect a person's individual preferences in terms of what they choose to read and how they engage with reading. It illustrates how someone manages and structures their reading behavior. Likewise, Shen (2006) categorized

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reading habits based on how often students read, the amount of reading material they go through, and the types of texts they prefer. Supporting this view, Florence et al. (2017) emphasized that strong reading habits are linked to improved academic performance; however, they also noted that students' reading behaviors often do not match the typical study routines found in higher education settings.

In conclusion, reading habits can be understood as a person's consistent behavior and choices related to reading activities, such as how often they read, the kinds of materials they select, and the amount of time they spend reading. These habits demonstrate how individuals manage their reading routines and how regularly they interact with texts. Strong reading habits promote better comprehension by helping readers interpret meaning effectively, whereas weak reading habits may hinder learning and reduce academic achievement.

**b. The Importance of Reading Habit**

Reading is recognized as a crucial academic skill that university students must continue to develop throughout their studies. At the tertiary level, the influence of peers and academic communities often plays a more significant role than formal instruction alone. Fellow students, study groups, and academic mentors can shape one's learning attitudes and intellectual growth. Being surrounded by individuals who promote academic reading and intellectual discussion can greatly

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enhance students' academic development. Establishing strong reading habits at the university level contributes positively to students' cognitive development, critical thinking, and academic performance (Alsaeedi et al., 2021).

Reyhene (1998) noted that reading for pleasure enables students to develop their language skills naturally and effortlessly. At the university level, the absence of consistent reading habits can lead to challenges, particularly in academic fields that require strong literacy and analytical abilities. In line with this, Bignold (2003) emphasized that fostering regular reading habits significantly contributes to improving students' reading competence. Similarly, Green (2002) pointed out that reading not only supports academic achievement but also serves as a meaningful leisure activity that expands university students' perspectives and enriches their knowledge base.

Cunningham & Stanovich (1998) discovered that the frequency of reading activities, whether conducted within academic settings or during personal time, has a substantial impact on the development of reading fluency, speed, vocabulary range, verbal ability, general knowledge, and overall academic performance. Therefore, it can be inferred that reading habits play a vital role in strengthening cognitive and language abilities, enhancing reading competence, and expanding an individual's knowledge and life experiences. Engaging in regular reading supports the growth of vocabulary, fluency, and comprehension

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skills that are essential for achieving academic excellence and fostering personal development. Furthermore, consistent reading nurtures a mindset of lifelong learning and provides individuals with the tools necessary to succeed in both educational and recreational contexts.

**c. Factor Influencing Reading Habit**

Naz, et.al (2022) explained that individuals between the ages of 17 and 25, often referred to as university students, are at the height of their formal education journey. This group is typically marked by a scientific approach to thinking, a unique youth identity, and the potential to become influential figures in society. For this reason, their reading habits and consistent involvement in reading activities are essential, as they act as role models for younger generations (Saracaloğlu, Bozkurt, & Serin, 2003). Nonetheless, various challenges can hinder the development of strong reading habits among students, such as a lack of reading culture, economic hardship, weaknesses in the education system, underdeveloped library infrastructure, limited professional library staff, and the growing dominance of digital and electronic media.

**d. The Purpose of Reading Habit**

Obgodo (2002) classified reading habits into four categories based on their purpose and potential outcomes:

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**1) Hobby Driven Reading**

This type refers to reading pursued for personal enjoyment and self-enrichment. After completing formal education, individuals often take up reading as a leisure activity to deepen their understanding of topics such as education, religion, and politics. Engaging in this form of reading supports cognitive development, broadens perspectives, and encourages meaningful conversations.

**2) Recreational Reading**

This category focuses on reading for relaxation and pleasure, particularly after a busy or stressful day. Educated individuals, including students, may read newspapers, magazines, or books as a way to unwind. For students, recreational reading serves as a healthy diversion from academic texts, enhances general knowledge, supports time management, improves sleep quality, and contributes to overall mental well-being.

**3) Focused or Goal-Oriented Reading**

Although not always entertaining, this type of reading is driven by specific objectives and outcomes. It demands concentration and persistence and is seen as a critical factor in achieving academic or professional success.

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**4) Avoidant or Pretend Reading**

This occurs when individuals appear to read but are mentally disengaged from the content. Such habits may have negative consequences, including declining interest in academics, poor academic performance, and lowered self-esteem. Often, this behavior is motivated by a desire to satisfy expectations from parents or teachers, but it may result in issues such as academic dishonesty, frustration, and even school dropout. In this context, educators and school counselors play an important role in identifying and mitigating these harmful patterns to support students' academic and personal growth.

**e. Components of Reading Habit**

Sutarno (2006) defined a person with strong reading habits as someone who consistently incorporates reading into their daily life over an extended period. Such individuals regularly allocate time to engage in reading. To assess whether students possess effective reading habits, specific indicators must be used. In this study, the indicators are adapted from Pham (2021) and are outlined as follows:

**1) Reading Attitude**

Yamashita (2004) described reading attitude as a combination of thoughts, emotions, and feelings that drive a person to read. In essence, reading attitude reflects how an individual perceives

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and responds emotionally and cognitively to reading activities across various contexts.

**2) Reading Frequency**

According to Sartika, et. al (2020), a person's reading skills are heavily influenced by how often they read. Reading frequency refers to the regularity with which someone engages in reading. The more consistently one reads, the more likely they are to improve their comprehension and overall literacy skills. Thus, frequent reading is a key element in establishing strong reading habits.

**3) Reading Materials**

This refers to any type of content created for the purpose of being read, including books, articles, newspapers, magazines, reports, websites, or educational texts. These materials are usually categorized based on their intended use such as for academic, informational, leisure, or professional purposes.

**4) Reading Purposes**

Reading objectives can be either general or specific. In a broad sense, people read to acquire information, understand content, or for enjoyment. More specifically, reading may be aimed at gaining factual knowledge, finding solutions to particular problems, critically analyzing written texts, or simply enjoying a reading experience for relaxation or entertainment.

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## 5) Time spent on Reading

The effectiveness and efficiency of reading matter more than the amount of time spent on it. Short, consistent reading sessions tend to be more advantageous than infrequent, extended ones. Building a solid reading habit requires regularity and self-discipline, with attention given to both what is being read and how long it takes. In line with the Ministry of Education and Culture *Permendikbud* policy, students are expected to engage in reading for at least 15 minutes before lessons begin. Saepudin (2015) suggests that the ideal amount of time for daily reading falls between 30 minutes and 2 hours.

According to Cesar et al. (2010), reading habits can be assessed using six main indicators:

- a) Reading Frequency; This refers to how often a person engages in reading during their free time, whether for a few minutes or several hours. It reflects the regularity of their reading behavior.
- b) Number of Books Read; This involves the total number of books a person has read within a specific timeframe, such as the past three months, providing insight into their reading volume.

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- c) Time Spent on Academic Reading; This indicator measures the amount of time dedicated to reading academic texts, typically related to a student's field of study or coursework.
- d) Time Spent on Non-Academic Reading; This refers to the time a person spends reading materials that are not directly tied to academic subjects, including novels, magazines, or other leisure reading.
- e) Family Motivation; This aspect evaluates the influence of family support on reading, such as encouragement to read, interest in reading, or the willingness of family members to buy or recommend books.
- f) Academic Motivation; This involves the encouragement received in an academic setting, particularly through teachers' instructions or assignments that require students to engage with books.

**B. Relevant Research**

There are several previous studies that have explored students' reading habits and their perceptions of reading comprehension. Each of these studies provided valuable insights into how students engage with reading activities and how they perceive their ability to understand texts. However, most of these studies focused on general populations or different educational contexts, without specifying a particular semester or academic program.

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First, Sari (2016) conducted a study entitled “The Correlation Between Students’ Reading Habits and Their Reading Comprehension at the Second Grade of SMA Negeri 1 Cibungbulang”. This research applied a quantitative method with a correlational design to examine the relationship between students’ reading habits and their reading comprehension ability. The population of the study was the second-grade students of SMA Negeri 1 Cibungbulang, and the sample was selected through purposive sampling. To collect the data, Sari used two instruments: a reading habit questionnaire and a reading comprehension test. The questionnaire aimed to measure the frequency, interest, and type of reading activities done by students, while the test evaluated their understanding of reading texts. The results of the data analysis indicated that there was a positive and significant correlation between students’ reading habits and their reading comprehension scores. Specifically, students who frequently engaged in reading activities tended to achieve higher scores in the comprehension test. The Pearson product-moment correlation coefficient showed a strong relationship, proving that the more active students were in reading, the better their reading comprehension tended to be. This finding suggests that encouraging students to develop regular reading habits can be an effective strategy for improving their overall reading skills.

Second, Wahyuni (2017), in her study entitled “Students’ Reading Habit and Its Effect on Their Reading Comprehension at the Second

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Grade of SMAN 1 Takalar", employed a quantitative research method to examine how students' reading habits influenced their reading comprehension. The study involved second-grade students of SMAN 1 Takalar as the population, with a sample chosen through random sampling. Data collection instruments included a structured reading habit questionnaire and a reading comprehension test. The findings of the study indicated that students who regularly engaged in reading activities outside school hours—such as reading books, articles, or other materials for pleasure or information—tended to have significantly higher reading comprehension scores than those who seldom read on their own. Statistical analysis showed a positive correlation between the frequency and consistency of reading habits and students' performance in reading comprehension tests. These results suggested that habitual reading contributed positively to students' understanding of texts. However, the study was limited to the context of senior high school students, without considering other educational levels or academic programs, thus leaving space for future research to explore similar relationships in different contexts.

Third, Putri & Siregar (2018) conducted a study titled "Reading Habit and Reading Comprehension of the Tenth Grade Students at SMAN 14 Medan" to explore the relationship between students' reading habits and their ability to comprehend reading texts. This research utilized a quantitative approach, involving tenth-grade students as the sample. The

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researchers employed a reading habit questionnaire to assess the students' reading behaviors and administered a reading comprehension test to evaluate their understanding of written texts. The findings indicated that students who demonstrated strong and consistent reading habits such as reading regularly at home, visiting the library, and engaging with various reading materials performed better in reading comprehension tests compared to students who rarely engaged in reading activities. The data showed a positive and significant correlation between reading habit and reading comprehension, confirming that habitual reading practices contributed to improved comprehension skills. However, the study did not delve into the students' perceptions of reading comprehension itself, such as how they interpret, experience, or value the process of understanding texts. This limitation suggests a gap that future research can address by incorporating both behavioral and perceptual dimensions of reading.

Fourth, Ahmed (2019), in his research titled "Exploring the Relationship Between Reading Habits and Reading Comprehension Performance of University EFL Learners in Pakistan", investigated how students' reading habits influenced their reading comprehension abilities. This study employed a quantitative research design involving university-level EFL (English as a Foreign Language) students from multiple departments. The researcher used questionnaires to assess students' reading frequency, preferences, and engagement with different types of texts, as well as comprehension tests to evaluate their understanding of

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written material. The findings revealed a strong positive correlation between students' regular reading practices and their performance in reading comprehension tasks. Students who frequently read English texts such as academic articles, newspapers, novels, and online content demonstrated better vocabulary acquisition and a deeper understanding of complex reading passages. The results suggested that habitual reading not only contributed to improved language skills but also supported cognitive development in reading comprehension. Nevertheless, the participants in this study were drawn from various academic disciplines, which made the conclusions less specific to any one field of study. As a result, while the research confirmed the beneficial impact of reading habits, it did not account for potential differences in comprehension performance based on the learners' specific academic programs.

Fifth, Noprianto (2020) conducted a study titled "Students' Reading Habits and Its Impact on Their Reading Comprehension Performance at a Public University in Indonesia" to examine how students' reading habits influenced their comprehension skills. Using a quantitative approach, the research involved undergraduate students from various faculties at a public university. The data were collected through questionnaires that assessed students' reading behaviors such as frequency, duration, types of reading materials, and consistency of reading and comprehension tests to measure their understanding of written texts. The findings showed a significant positive relationship between students' regular reading habits

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and their reading comprehension performance. Students who engaged in daily or frequent reading activities, particularly academic and non-academic English texts, demonstrated better comprehension scores compared to those who read less frequently. The results emphasized the importance of establishing consistent reading routines to enhance understanding and retention of information. However, the study was limited in scope as it focused solely on students' reading behavior and did not explore their perceptions, attitudes, or motivations toward reading comprehension. Therefore, while the research confirmed the beneficial role of habitual reading, it did not provide insights into how students perceive or mentally engage with the reading process itself.

In conclusion, the five previous studies Sari (2016), Wahyuni (2017), Putri & Siregar (2018), Ahmed (2019), and Noprianto (2020) consistently revealed that students' reading habits have a significant impact on their reading comprehension abilities. These studies emphasized that students who read regularly and actively tend to achieve better comprehension outcomes than those who do not. However, each of these studies had specific limitations. For instance, Sari (2016), Wahyuni (2017), and Putri & Siregar (2018) focused only on senior high school students, leaving a gap in research involving university students in specific programs. Ahmed (2019) & Noprianto (2020), while targeting university level students, did not narrow their scope to a specific academic department, making the findings less focused. Additionally, most of the previous studies

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concentrated mainly on students' reading behaviors or habits, without exploring their perceptions or internal cognitive engagement with reading comprehension. In contrast, the present research titled "An Analysis of Students' Reading at the Second Semester Department of English Education in UIN Suska Riau" aims to fill this gap by investigating not only the behavioral aspect of reading but also students' perceptions. Moreover, this study is conducted within a clearly defined academic context second semester English education students providing more specific and relevant insights that can inform targeted instructional strategies in that particular educational setting.

### **C. Operational Concept**

The operational concept is used in this study to provide a clear explanation of the theoretical framework and to avoid potential misinterpretations. As stated by Syafi'i (2016), operational concepts are derived from theoretical concepts and are related to all variables that need to be applied in a practical and measurable way within academic research. In this research, the focus is on analyzing how students' reading habits affect their reading comprehension.

According to Pham (2021), there are several aspects of reading habit as follows:

- a. Students reading attitude
- b. Students reading frequency
- c. Students reading material

- d. Students reading purposes
- e. Students time spent on reading

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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Creswell (2008) stated that quantitative research is a form of educational research where the researcher identifies a specific topic, formulates focused and limited questions, gathers numerical data from respondents, applies statistical methods for analysis, and conducts the study in a neutral and objective manner. In other words, descriptive quantitative research involves the use of numerical data to examine and interpret findings. This approach emphasizes the collection of quantifiable data to describe or explain patterns and phenomena across a group or population.

This study employed a descriptive quantitative approach, focusing on a single variable namely, students' reading habits. As stated by Syafi'i (2019), descriptive research aims to portray and interpret current conditions, existing relationships, prevailing opinions, ongoing activities, observable impacts, or emerging patterns. In this context, the researcher to described the students' reading habits at second semester students of the Department of English Education at UIN Suska Riau.

#### B. Time and Location of the Research

This research was conducted on June 2025. The research was conducted at Department of English Education in UIN Suska Riau

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**C. Subject and Object of the Research****1. Subject of the Research**

The subject of this research would be the second semester students of Department of English Education at UIN Suska Riau

**2. Object of the Research**

The object of this research would be students' reading habit

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

Generally, population is known as a group of individuals who have same the characteristic. Cresswell, said a target population (or the sampling frame) is a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can be identify and study (2012). According to Arikunto (2002), a population refers to the entire group of research subjects. In this study, the population consisted of second semester students from the Department of English Education, which included five different classes. The details of the population in this research are outlined as follows:

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

No	Classes	Total of Students
1	Class 2A	26
2	Class 2B	30
3	Class 2C	30
4	Class 2D	29
5	Class 2E	24
<b>Total of population</b>		<b>139</b>

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## 2. Sample

As the brief description above, this research had large population. Thus, the researcher needed to take the sample from the population. Cresswell (2012), also mentioned that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The researcher took one classe as the sample by using purposive sampling. In purposive sampling researcher handpick, the cases to be includ in the sample basis on their judgement of their typicality or possession of the particular characteristics being sought (Louis Cohen, 2007).

**Table III. 2**  
**Sample of the Research**

No	Classes	Total of Students	
		1	Class 2A
<b>Total of sample</b>		<b>26</b>	

## 3. Technique of Collecting Data

In this research, the writer used questionnaire in collecting the data to answer the question of this research. The research questionnaire consisted of items that focused on students' reading habit

### 1. Questionnaire

Creswell (2016) defines a questionnaire as a method of gathering data in which individuals answer a series of questions or statements, and the completed forms are collected by the researcher. In this study, the researcher used a questionnaire to evaluate students' reading habits

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and gather insights into their reading behaviors. A close-ended questionnaire was employed, allowing participants to choose from predetermined response options to facilitate the scoring process.

In this research, the questionnaire was presented in both English and Indonesian to ensure that participants could respond more easily. It contained 28 items and was distributed to the students. The questionnaire covered five indicators, which were adapted from Pham (2021).

**Table III. 3**  
**Blueprint of Reading Habit Questionnaire**

No	Reading Habit Indicator	Item number
1	Reading Attitude	1,2,3,4,5,6
2	Reading Frequency	7,8,9,10,11
3	Reading Materials	12,13,14,15,16
4	Reading Purposes	17,18,19,20,21,22,23,24
5	Time Spent on Reading	25,26,27,28
<b>Total</b>		<b>28</b>

Adopted from Jihan Amhatul Lathifa (2025)

The questionnaire employed a five-point Likert scale as suggested by Wade (2006). This scale is utilized to assess participants' attitudes, opinions, and perceptions on specific subjects or experiences. It was tailored to align with the objectives of the study and to capture individual differences. Students were instructed to choose one response per item, aiming to ensure their answers accurately represented their real-life English reading habits, such as the frequency, timing, and type of materials they read. To enhance the

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reliability of the data, five answer options were provided, corresponding to the students' actual reading experiences.

**Table III. 4**  
**Likert Scale of Reading Habit Questionnaire**

Optional	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

Referring to the table above, each response option in the positive statements reflects the participant's English reading habits. Selecting "strongly agree" with score 5, while choosing "agree" indicates with score 4. A "neutral" response with score 3, selecting "disagree" with score 2. Lastly, choosing "strongly disagree" with score 1. The overall score from the respondents' answers on the questionnaire represents the level of their reading habits.

## **F. Technique of Data Analysis**

The data analysis by using descriptive statistical procedures to get the result of response given to targeted population in the subject (Creswell, 2014). Data obtained from the questionnaire are presented in the form of tables to know the tendency of problems in facing reading habit.

The percentage of each category was calculated by dividing the number of each category by the total number of categories and multiplied by 100%, as the formulation below:

$$P = \frac{f}{n} \times 100$$

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**Boldness:**

$F$  = Frequency of Score obtained from students' reading habit

$N$  = Number of Sample

$P$  = Number Percentage

(Hartono, 2015).

The data analysis would be processed included the following steps:

- 1) The student completed the questionnaire, which was gathered.
- 2) The results of the questionnaires would be tallied. After that, the researcher looked for the mean questionnaire score. The mean scores is matched to a mean score interpretation found in a table.
- 3) To determine the students' reading habit, the researcher calculate frequency and percentage of the mean score.
- 4) Ultimately, a conclusion would be reached.

**Table III. 5**  
**Classification Score of Reading Habit**

No	Score	Category
1	81% - 100%	Very High Level
2	61% - 80%	High Level
3	41% - 60%	Enough
4	21% - 40%	Low Level
5	0% - 20%	Very Low Level

(Indarti Andriani, 2022)

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**CHAPTER V****CONCLUSION AND SUGGESTION****A. Conclusion**

After the researcher conducted the research and data analysis for the data obtained it could be concluded that the results of students' reading habit of the second semester at the Department of English Education Department in UIN Suska Riau was categorized as enough level with classification score was 56% with the mean score was 87.77.

**B. Suggestion****1. For the Student**

It is suggested to the students pay more attention about reading activity given by the lecturers. Make reading as a daily habit by increasing more books read to a day. In addition, students should increase their awareness about how important a reading habit is.

**2. For the Lecturer**

It is recommended the lecturer should give more E-book or learning text to stimulate students' interest in reading so they want to read more. In addition, the lecturer should do many activity related to reading habit for the student. Therefore, hopefully the students will have a good reading habit

**3. For the Researcher**

For further research, this research can be a stepping stone that other researcher wants to conduct a study related to students' reading habit.

Additonnally, if the same research is going to be conducted, additional instruments of data collection technique.

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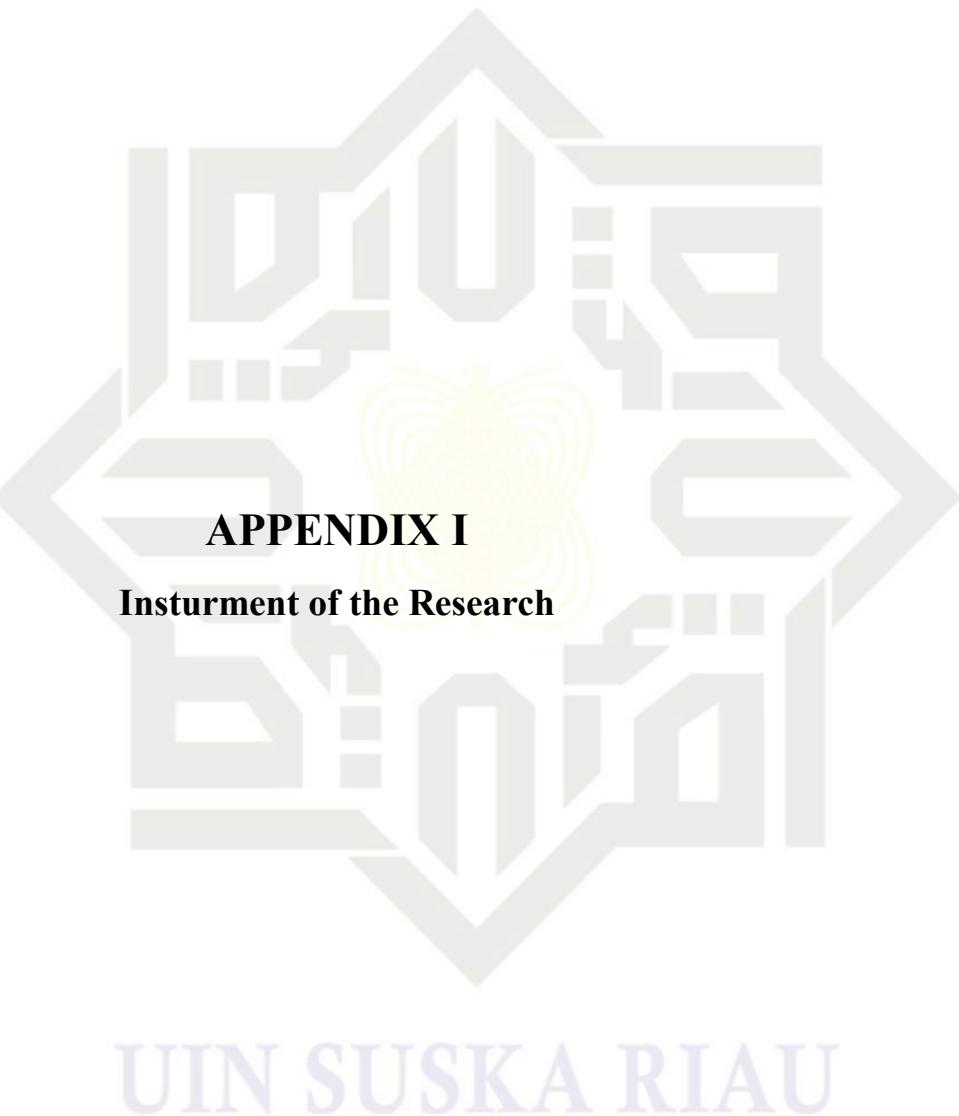
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## APPENDIX I

### Instrument of the Research



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## QUESTIONNAIRE ABOUT STUDENTS' READING HABIT

### A. General Instruction

1. This questionnaire is scientific purposes, there is no other purpose.
2. Answer this question honestly.
3. Thank you for your help ^^

### B. Respondent Biodata

Email : \_\_\_\_\_

Full Name : \_\_\_\_\_

### C. Remarks Answer

SD : Strongly Disagree

D : Disagree

N : Neutral

A : Agree

SA : Strongly Agree

Bagian 1 dari 6

### QUESTIONNAIRE ABOUT STUDENTS' READING HABIT

1. This questionnaire is scientific purposes, there is no other purpose.  
2. Answer this question honestly.  
3. Thank you for your help ^^

Email \*

Teks jawaban singkat

Name \*

Teks jawaban singkat

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Bagian 2 dari 6

READING ATTITUDE

SD : Strongly Disagree (1)  
D : Disagree (2)  
N : Neutral (3)  
A : Agree (4)  
SA : Strongly Agree (5)

1. In my opinion, reading is rewarding and interesting (Menurut Saya, membaca itu bermanfaat dan menarik) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

2. I often invite my friends to read in the library (Saya sering mengundang teman-teman saya untuk membaca di perpustakaan) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

3. I do not like it when I hear someone says that he/she has no time to read (Saya tidak suka jika mendengar seseorang mengatakan bahwa dia tidak punya waktu untuk membaca) \*

1 2 3 4 5

Strongly Disagree      Strong Agree

4. I like to collect good books so that I can re-read them (Saya suka mengoleksi buku-buku bagus sehingga saya bisa membacanya kembali) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

5. I can easily suggest titles of English books to my friends (Saya dapat dengan mudah menyarankan judul buku bahasa Inggris kepada teman-teman Saya) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

6. Almost my family members have a high interest in reading books (Hampir semua anggota keluarga Saya memiliki minat yang tinggi dalam membaca buku) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

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Bagian 3 dari 6

READING FREQUENCY

SD : Strongly Disagree (1)  
D : Disagree (2)  
N : Neutral (3)  
A : Agree (4)  
SA : Strongly Agree (5)

1. Although I am busy with my homework, I can still find some time to read (Meskipun Saya sibuk dengan pekerjaan rumah, Saya masih bisa meluangkan waktu untuk membaca) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

2. I read a non-fiction book, including print, audiobooks, and e-books, almost everyday (Saya membaca buku non-fiksi, termasuk buku cetak, buku audio, dan buku elektronik, hampir setiap hari) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

3. I read at least one book once a month (Saya membaca setidaknya satu buku sebulan sekali) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

4. I read at least two English books exceeding my textbooks in three months (Saya membaca setidaknya dua buku bahasa Inggris yang melebihi buku pelajaran saya dalam tiga bulan) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

5. I will buy or borrow a new book every three months (Saya akan membeli atau meminjam buku baru setiap tiga bulan sekali) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

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**Bagian 4 dari 6**

**READING MATERIALS**

SD : Strongly Disagree (1)  
D : Disagree (2)  
N : Neutral (3)  
A : Agree (4)  
SA : Strongly Agree (5)

1. I like to read advertisements, a brand of goods, names of goods, and labels in English (Saya suka membaca iklan, merek barang, nama barang, dan label dalam bahasa Inggris) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

2. When I go to a bookshop, I prefer to go to the English corner (Ketika saya pergi ke toko buku, saya lebih suka pergi ke pojok buku berbahasa Inggris) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

3. I usually read English books recommended or used by the teacher (Saya biasanya membaca buku bahasa Inggris yang direkomendasikan atau digunakan oleh guru) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

4. I like to read English books more than books in other language (Saya lebih suka membaca buku berbahasa Inggris daripada buku dalam bahasa lain) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

5. I always read English printed matters by myself (without any helps from teachers or translation tools) (Saya selalu membaca materi cetak berbahasa Inggris sendiri (Tanpa bantuan guru atau alat penerjemah) \*)

1 2 3 4 5

Strongly Disagree      Strongly Agree

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**Bagian 5 dari 6**

**READING PURPOSES**

SD : Strongly Disagree (1)  
 D : Disagree (2)  
 N : Neutral (3)  
 A : Agree (4)  
 SA : Strongly Agree (5)

1. I read English books for pleasures, such as reading tales, short stories, myths, news, etc. \*  
 (Saya membaca buku-buku bahasa Inggris untuk kesenangan, seperti membaca dongeng, cerita pendek, mitos, berita, dll.)

1 2 3 4 5

Strongly Disagree      Strongly Agree

2. I always read books in my leisure time to relax and reduce my stress (Saya selalu membaca buku di waktu senggang untuk bersantai dan mengurangi stres)

1 2 3 4 5

Strongly Disagree      Strongly Agree

3. I enjoy reading to keep myself from getting bored (when I am waiting for someone) (Saya senang membaca agar tidak bosan (saat sedang menunggu seseorang))

1 2 3 4 5

Strongly Disagree      Strongly Agree

4. By reading, I can stretch my imagination and create new ideas (Dengan membaca, Saya dapat mengembangkan imajinasi saya dan menciptakan ide-ide baru)

1 2 3 4 5

Strongly Disagree      Strongly Agree

5. Through reading, I can shape my personality (Melalui membaca, saya dapat membentuk kepribadian saya)

1 2 3 4 5

Strongly Disagree      Strongly Agree

6. I read English books for learning purposes (to learn new vocabulary, for assignments, or marks) (Saya membaca buku bahasa Inggris untuk tujuan pembelajaran (untuk mempelajari kosakata baru, untuk tugas, atau nilai))

1 2 3 4 5

Strongly Disagree      Strongly Agree

7. I read English books to understand others' points of view (Saya membaca buku-buku berbahasa Inggris untuk memahami sudut pandang orang lain)

1 2 3 4 5

Strongly Disagree      Strongly Agree

8. I read English books to get news about the world (Saya membaca buku-buku berbahasa Inggris untuk mendapatkan informasi tentang dunia)

1 2 3 4 5

Strongly Disagree      Strongly Agree

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**Bagian 6 dari 6**

**TIME SPENT ON READING**

SD : Strongly Disagree (1)  
D : Disagree (2)  
N : Neutral (3)  
A : Agree (4)  
SA : Strongly Agree (5)

\*\*\*  
\*\*\*  
\*\*\*

1. I read 30 minutes-1 hour every day (Saya membaca 30 menit-1 jam setiap hari) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

2. I read 1-2 hours every day (Saya membaca 1-2 jam setiap hari) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

3. I read 2-3 hours every day (Saya membaca 2-3 jam setiap hari) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

4. I read 4 hours every day (saya membaca 4 jam setiap hari) \*

1 2 3 4 5

Strongly Disagree      Strongly Agree

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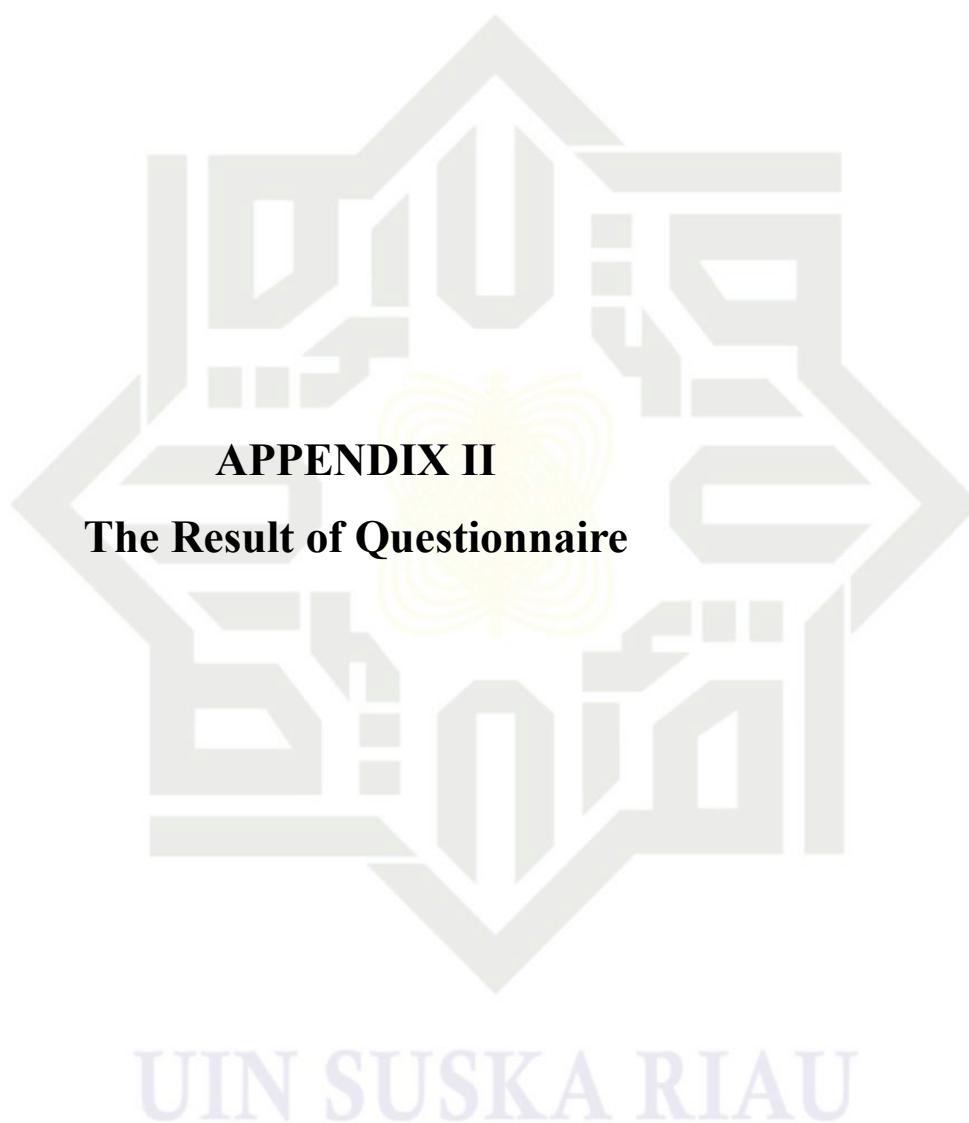
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## APPENDIX II

### The Result of Questionnaire

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## Karya Cipta Milik UIN Sultan Syarif Kasim Riau

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NO	NAMA	Item 1					Item 2					Item 3					Item 4					Item 5					Item 6					
		SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	
1	Student 1	5							3			4						3					4					2				
2	Student 2	5							3			4						4					4					3				
3	Student 3		4							1			3					4					3					4				
4	Student 4		4						4			4						4					4					4				
5	Student 5									1			2					4					1					1				
6	Student 6	5										4					4					5					4					
7	Student 7	5										3					4					4					3					
8	Student 8		4									4					3					3					3					
9	Student 9			3								2					2					3					3					
10	Student 10		4									2					3					4					3					
11	Student 11	5										2					3					4					3					
12	Student 12	5										3					2					3					4					
13	Student 13		4									2					3					3					3					
14	Student 14	5										2					4					5					3					
15	Student 15											1	5				2					3					5					
16	Student 16											5					5					1	5				5					
17	Student 17	5										3					2					4					2					
18	Student 18											3					3					3					3					
19	Student 19											2					1					2					1					
20	Student 20	5										3					5					5					2					
21	Student 21											1					2					3					2					
22	Student 22											4					3					5					4					
23	Student 23											4					3					2					3					
24	Student 24											4					3					4					3					
25	Student 25											3					2					3					2					
26	Student 26	5										3					3					4					3					
	Sub Total	50	32	9	4	3	10	12	33	16	2	10	28	33	10	1	20	32	30	4	2	10	16	39	10	2	5	20	45	8	1	
	Tally	10	8	3	2	3	2	3	11	8	2	2	7	11	5	1	4	8	10	2	2	2	4	13	5	2	1	5	15	4	1	
	Percentage	38,46	30,77	11,54	7,69	11,54	7,69	11,54	42,31	30,77	7,69	7,69	26,92	42,31	19,23	3,85	15,38	30,77	38,46	7,69	7,69	7,69	15,38	50,00	19,23	7,69	3,85	19,23	57,69	15,38	3,85	
	Total																															

SA	A	N	D	SD	Item 7					Item 8					Item 9					Item 10					Item 11						
					4					4					3					4					3						
4					3					4					3					3					4						
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3					4					4					1					3					4						
3					2					3					3					3					2						
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5	28	36	8	2	10	24	39	8	1	10	36	24	10	2	10	16	39	12	1	5	16	39	14	1							
1	7	12	4	2	6	13	4	1	2	9	8	5	2	2	4	13	6	1	1	4	13	7	1								
3,85	26,92	46,15	15,38	7,69	23,08	50,00	15,38	3,85	7,69	34,62	30,77	19,23	7,69	7,69	15,38	50,00	23,08	3,85	3,85	15,38	50,00	26,92	3,85								

dan menyebutkan sumber:  
ya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan  
ngutipan tidak merugikan kepentingan yang wajib UIN Sultan Syarif Kasim Riau.

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Item 12					Item 13					Item 14					Item 15					Item 16						
SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD		
		3						2					2					2					2			
4						4					4							3					3			
4			2					2				3						3					3			
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35	24	27	6	1	5	28	33	12	1	10	40	30	6	1	5	12	48	6	3	5	20	30	16			
7	6	9	3	1	1	7	11	6	1	2	10	10	3	1	1	3	16	3	3	1	5	10	8			
26,92	23,08	34,62	11,54	3,85	3,85	26,92	42,31	23,08	3,85	7,69	38,46	38,46	11,54	3,85	3,85	11,54	61,54	11,54	11,54	3,85	19,23	38,46	30,77	7		
	26						26				26					26					26					
100							100				100					100					100					

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Item 25					Item 26					Item 27					Item 28					Score	Category	
SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD	SA	A	N	D	SD			
		3				4					4						3			97	Very High Level	
		3							1								2			99	Very High Level	
		2				4											2			85	Very High Level	
			1							1							1			100	Very High Level	
		1								1							1			40	Low Level	
			1							1							2			100	Very High Level	
		3					3					3					3			96	Very High Level	
		3					3					3					3			86	Very High Level	
		2						2				3					3			79	High Level	
		3					3					3					3			93	Very High Level	
		3						2								1			1	87	Very High Level	
		3									3						3			94	Very High Level	
		2						2									2			81	Very High Level	
			1			4					4								1	99	Very High Level	
		3						2								1	4			69	High Level	
		3						3				3					3			99	Very High Level	
			5						5							5				99	Very High Level	
		3					3					3					3			83	Very High Level	
			1						1							1	5			98	Very High Level	
		3					3					3						2			100	Very High Level
		3					3						2						1	58	Enough	
		3						4									3			96	Very High Level	
		3						3									3			83	Very High Level	
			4								4								1	85	Very High Level	
		4									2							2			78	High Level
			2														3			98	Very High Level	
		3						4														
5	4	45	8	5	5	28	24	10	5	5	12	33	12	5	10	4	33	12	6	2282		
1	1	15	4	5	1	7	8	5	5	1	3	11	6	5	2	1	11	6	6	87,77		
3,85	3,85	57,69	15,38	19,23	3,85	26,92	30,77	19,23	19,23	3,85	11,54	42,31	23,08	19,23	7,69	3,85	42,31	23,08	23,08			
		26				26					26					26						
		100				100					100					100						



UIN SUSKA RIAU

## State Islamic University of Sultan Syarif Kasim Riau

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## APPENDIX III

### Thesis Guidance Letters

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Pekanbaru, 11 Juni 2025

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada  
Yth. Dekan  
Fakultas Tarbiyah dan Keguruan  
UIN SUSKA RIAU  
Di Pekanbaru

*Assalamualaikum Wr. Wb*

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Nursalimah Rodiah

NIM / HP : 11810421355 / 082284259436

Tempat / tanggal lahir : Bengkalis / 06 Oktober 2000

Semester / Tahun : XIV / 2025

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul " AN ANALYSIS OF STUDENTS' READING HABITS AND THEIR PERCEPTIONS OF READING COMPREHENSION AT THE SECOND SEMESTER DEPARTMENT OF ENGLISH EDUCATION IN UIN SUSKA RIAU" Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Kurnia Budiyanti, M.Pd

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy Cover Synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapan terima kasih.

*Wassalmua'alaikum Wr. Wb*

MENGETAHUI  
Ketua Jurusan

Dr. Faurina Anastasia, S.S, M.Hum.  
NIP. 198106112008012017

Hormat Saya,



Nursalimah Rodiah  
NIM. 11810421355



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FAKULTAS TARBIYAH DAN KEGURUAN  
كُلِّيَّةُ التَّرْبِيَّةِ وَالْتَّعْلِمِ  
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Nomor : B-11300/Un.04/F.II.1/PP.00.9/06/2025  
Sifat : Biasa  
Lampiran : -  
Hal : **Pembimbing Skripsi**

Pekanbaru, 13 Juni 2025

Kepada Yth.  
Kurnia Budiyanti, S.Pd, M.Pd  
Dosen Fakultas Tarbiyah dan Keguruan  
Universitas Islam Negeri Sultan Syarif Kasim Riau

*Assalamu'alaikum warhamatullahi wabarakatuh*  
Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NURSALIMAH RODIAH  
NIM : 11810421355  
Jurusan : Pendidikan Bahasa Inggris  
Judul : An Analysis Of Students' Reading Habits And Their Perceptions Of Reading Comprehension At The Second Semester Department Of English Education 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.



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 b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Kurnia Budyanti, M.Pd  
 a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Nursalimah Rodiah
4. Nomor Induk Mahasiswa : 11810421355
5. Kegiatan : Bimbingan Proposal

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	11 Juni 2025	Chapter 1, 2, 3		
2.	13 Juni 2025	Technical problem		
3	14 Juni 2025	Approved		
4				
5				

Pekanbaru, 14 Juni 2025  
Pembimbing,

Kurnia Budyanti  
NIP/NIK.

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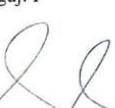
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Fax. 0761-561646 Web www.uin-suska.info tarbiyah. E-mail: tarbiyah-uinsuska@yahoo.com

### LAMPIRAN BERITA ACARA UJIAN PROPOSAL

Nama: *Mursalimah Rodiah*  
Nomor Induk Mahasiswa: *11810401355*  
Hari/ Tanggal: *Senin, 16 Juli 2015*  
Judul Proposal Penelitian: *An analysis of students' reading habits & their perceptions of reading comprehension at the second semester department of english education uin suska riau*

NO	URAIAN PERBAIKAN
1.	Revise the title
2.	Revise background
3.	Revise formulation of the problem
4.	Revise significance of the research
5.	Revise definition of the terms
6.	Revise numbering system on chapter II
7.	Revise relevant research
8.	Revise tense on chapter III
9.	Revise data analysis
10.	Revise reference
11.	See examiner's notes

Pengaji I

  
Dr. Fauzina Anarkista, M.Hum  
NIP. 19810611 200801 2017

Pekanbaru, 16 Juli 2015  
Pengaji II

  
Rizki Anelia, M.Pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : Nursalimah Rodiah  
 Nomor Induk Mahasiswa : 11810421355  
 Hari/Tanggal Ujian : Senin/16 Juni 2025  
 Judul Proposal Ujian : An Analysis Of Students' Reading Habits At The Second Semester Department Of English Education In Uin Suska Riau  
 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  
 Dekan  
 Wakil Dekan I  
 Dr. Zarkasih, M.Ag.  
 NIP. 19721017 199703 1 004

Pekanbaru, Juni 2025  
 Peserta Ujian Proposal

Nursalimah Rodiah  
 NIM. 11810421355

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 a. Nomor Induk Pegawai (NIP) :  
 3. Nama Mahasiswa : Nursalimah Rodiah  
 4. Nomor Induk Mahasiswa : 11810421355  
 5. Kegiatan : Bimbingan Skripsi

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	18 Juni 2025	Chapter 4 & 5	<i>Ywqsi</i>	
2.	19 Juni 2025	Appendices	<i>Ywqsi</i>	
3	20 Juni 2025	ACC	<i>Ywqsi</i>	
4				
5				

Pekanbaru, **20** Juni 2025  
Pembimbing,

*Ywqsi*  
Kurnia Budiyanti  
NIP. 19840714202512015

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Nomor : B-11508/Un.04/F.II.3/PP.00.9/2025  
Sifat : Biasa  
Lamp. : -  
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 17 Juni 2025

Yth : Ketua  
Prodi Pendidikan Bahasa Inggris  
di  
Tempat

*Assalamu 'alaikum Warhamatullahi Wabarakatuh*

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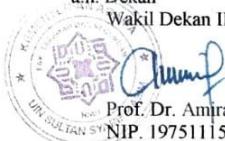
Nama : Nursalimah Rodiah  
NIM : 11810421355  
Semester/Tahun : XIV (Empat Belas)/ 2025  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan 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.

Wassalam,  
a.n. Dekan  
Wakil Dekan III



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

Tembusan:  
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

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**SURAT KETERANGAN**

Pekanbaru, 17 Juni 2025

*Assalamu'alaikum Warahmatullahi Wabarakatuh*

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	:	Nursalimah Rodiah
NIM	:	11810421355
Pendidikan	:	S1 Pendidikan Bahasa Inggris
Judul Penelitian	:	An Analysis Of Students' Reading Habits and Their Perceptions of Reading Comprehension At The Second Semester Department Of English Education In UIN Suska Riau

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.  
Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Program Studi  
Pendidikan Bahasa Inggris

  
Dr. Faurina Anastasia, M.Hum  
NIP. 198106112008012017

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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Fax. (0761) 561647 Web. www.ftk.unsuska.ac.id, E-mail: effak\_unsuska@yahoo.co.id

Nomor : B-11554/Un.04/F.II/PP.00.9/06/2025  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 17 Juni 2025

Yth : Ketua  
Program Studi Pendidikan Bahasa Inggris  
Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Di Pekanbaru

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Nama	:	Nursalimah Rodiah
NIM	:	11810421355
Semester/Tahun	:	XIV (Empat Belas)/ 2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : AN ANALYSIS OF STUDENTS' READING HABIT AT THE SECOND SEMESTER DEPARTMENT OF ENGLISH EDUCATION IN UIN SUSKA RIAU  
Lokasi Penelitian : Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Waktu Penelitian : 3 Bulan (17 Juni 2025 s.d 17 September 2025)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Tembusan :  
Rektor UIN Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## CURRICULUM VITAE

Nursalimah Rodiah is the first child of Sulamto S.Pi, and Lindawati S.Pd. She was born on Bengkalis, October 6<sup>th</sup>, 2000. In 2012, she graduated from SDN 05 Bengkalis. Then she continued her studies at Dar-El Hikmah Islamic Boarding School, she finished her studies at MTs Darul Hikmah in 2015 and MAS Darul Hikmah in 2018.

In 2018, she was accepted to be a students at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On June until Agustus 2022, he was doing *KKN (Kuliah Kerja Nyata)* Program at Sepahat Village in Bandar Laksamana District, Bengkalis. Then, on October until December 2022, she was doing Pre-Service Teacher Practice (*PPL*) program at SMA N 2 Pekanbaru. to fulfill requirements for undergraduate Degree in English Education, he conducted the research on June 2025 by thesis entitled “An Analysis of Students’ Reading Habits at The Second Semester Department of English Education in UIN Suska Riau”