

**FACTORS INFLUENCING GOOD ENGLISH READING HABIT**

**(An investigation of EFL Students' Perception)**

**THESIS**

Submitted by

**NURUL FITRI**  
**NIM. 150203060**

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN**  
**UNIVERSITAS ISLAM NEGERI AR RANIRY**

**BANDA ACEH**

**2020 M / 1441 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
in Partial Fulfilment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching.

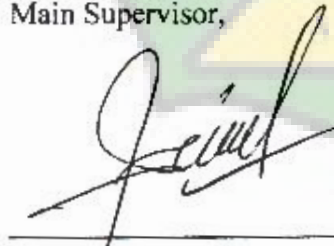
by:

**NURUL FITRI**  
**NIM. 150203060**

Student at *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education

Approved by:

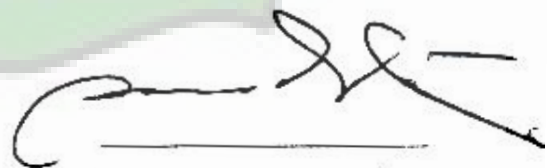
Main Supervisor,



Dr. phil. Saiful Akmal, MA

Date: 15 / 07 / 2020

Co-Supervisor,



Drs. Amiruddin, M.Pd.

Date: 06 / 07 / 2020

It has been defended in *Sidang Munaqasyah*  
in front of the board of the Examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for the Bachelor Degree of Education in English Language Teaching

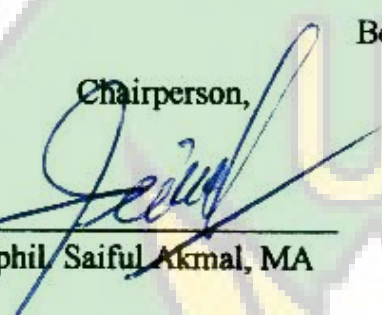
On:


Monday, 27 July 2020  
6 Dzulhijdah, 1441 H  
In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

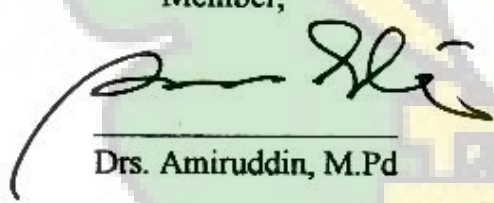
Secretary,

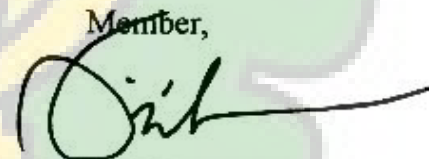
  
Dr. phil Saiful Akmal, MA

  
Ikhwan Dhivah, S.Pd

Member,

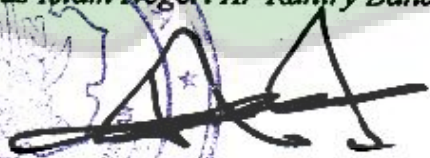
Member,


  
Drs. Amiruddin, M.Pd

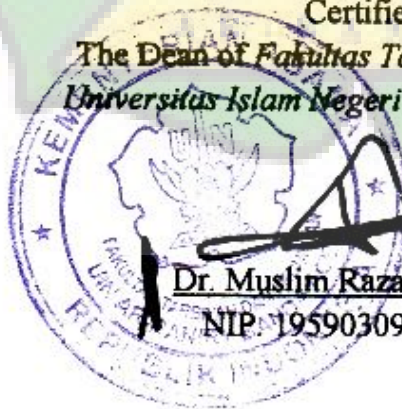
  
Fithriyah, M.Pd

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*

  
Dr. Muslim Razali, S.H., M.Ag.

NIP. 195903091989031001 



## SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Nurul Fitri  
NIM : 150203060  
Tempat/Tgl.Lahir : Usi Mesjid, 10 Februari 1997  
Alamat : Desa Lamduro, Darussalam, Aceh Besar  
Judul Skripsi : Factors Influencing Good English Reading Habit (An Investigation of EFL Students' Perception)

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalam nya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 16 Juli 2020,

Saya yang membuat surat pernyataan



Nurul Fitri

## ACKNOWLEDGEMENT



Alhamdulillah, all praises to Allah, who has blessed and given me the chance, inspiration, and power to finish this thesis. Peace and salutation to the Prophet Muhammad S.A.W (Peace Be Upon Him), the perfect example of the greatest human being.

This thesis would not have been accomplished without generous help from some people. I sincerely thank my supervisors Dr.phil Saiful Akmal MA and Drs. Amiruddin M.Pd who have given me a lot of advice, motivations, recommendations, suggestions, help, and feedback. May Allah bless them and their family with happiness in this world and hereafter.

My biggest thanks are presented to my beloved parents, Ibrahim and Ainal Mardhiah who always pray for my success and sacrifice their life for my education and all aspects in my life. They are my heroes and inspirations in this world. Moreover, I would also like to express gratitude to my beloved brothers, sisters, Zikri Mardhatillah, Khairunnisa, Lainunnisa, Nida Ufairah, Ahmad Ziyadh, Rania Mahira, Thifal Talida and all of my big family members who have been praying and contributing in helping me to achieve my dreams.

Furthermore, I express my gratitude to my best friends Muliana, Raudhatul Jannah, Irhamna, Nuraini, Sri Maya Sari, Fereni Nurissalami, Radhiatul Kamila, who have been significantly supporting me, motivating me, and lend me their

back. Forever thankful to Rika Andika, Zulfa Rahmah, Mardhatillah, Noviani, and Pardi Karliza who have been assisting me in finishing my thesis. May Allah reward them all Jannah and ease their way in this world and hereafter.

Banda Aceh, July 16<sup>th</sup> 2020  
The Writer,

Nurul Fitri



## ABSTRACT

Name : Nurul Fitri  
NIM : 150203060  
Faculty : Fakultas Tarbiyah dan Keguruan  
Major : Department of English Language Education  
Thesis working title : Factors Influencing Good English Reading Habit (An Investigation of EFL Students' Perception)  
Main Supervisor : Dr. phil. Saiful Akmal, MA  
Co-Supervisor : Drs. Amiruddin, M.Pd.  
Keywords : EFL students' perception; reading habit; factors; challenges

This research was conducted based on the fact that many students do not engage reading as a habit. As a department of English language students, reading habit should become a necessity since the students pretty much engage with English text. Therefore, the purpose of this study was to investigate what are factors and challenges that 8<sup>th</sup>-semester students Department of English Language Education Faculty of Education and Teacher Training, Ar-Raniry State Islamic University faced in establishing good English reading habit. The data of this qualitative research was collected by using in-depth interview to seven 8<sup>th</sup> semester students Department of English Language Education students, Faculty of Education and Teacher Training, Ar-Raniry State Islamic University. The research participants were chosen by using purposive sampling with eight adapted criteria. The result of the study showed that the factors influencing good English reading habit of the students were internal factors such as curiosity and having goals; and the external factor such as home environment, academic environment, first language reading habit influence, internet, and social media influence. Moreover, the students faced some challenges in establishing good English reading habit such as lack of vocabulary mastery, information overload, social media distraction, mood swings, financial problem, and book unavailability.



## TABLE OF CONTENTS

<b>DECLARATION OF ORIGINALITY .....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF APPENDICES.....</b>	<b>x</b>
 <b>CHAPTER I INTRODUCTION</b>	
A. Background of Study .....	1
B. Research Question .....	5
C. Research Aim .....	5
D. Significance of the Study .....	6
E. Terminology .....	6
 <b>CHAPTER II LITERATURE REVIEW</b>	
A. Reading Habit.....	8
B. The Concept of Students' Perception.....	18
 <b>CHAPTER III METHODOLOGY</b>	
A. Research Design .....	21
B. Research Participants .....	21
C. Data Collection.....	22
D. Data Analysis .....	23
 <b>CHAPTER IV FINDING AND DISCUSSION</b>	
A. Finding.....	24
B. Discussion .....	44
 <b>CHAPTER V CONCLUSION AND RECOMMENDATION</b>	
A. Conclusion.....	50
B. Recommendation.....	51
 <b>REFERENCES.....</b>	<b>53</b>
<b>APPENDICES</b>	
<b>AUTOBIOGRAPHY</b>	



## LIST OF APPENDICES

Appendix A Appointment Letter of Supervisor

Appendix B List of Interview Questions



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Reading is the source for continuing education, obtaining new knowledge and competencies (Chettri & Rout, 2013). Students learn new knowledge and become more competent in their subjects by reading. Loan (2009) emphasized that people with good reading habits have a chance to broaden their mental zones and multiply their successful opportunities. Besides, Chettri and Rout (2013) added, reading habit has a crucial role in achieving people's practical efficiency.

Many studies have been conducted to investigate the purpose of EFL students reading. The findings were reported that most of the students read the book to pass their exams (Acheaw & Larson, 2014). Daniel, Esoname, Chima, & Udoaku (2017) also revealed the same finding with Acheaw and Larson with some addition that students read for self-development and for the development of spoken and written English. Moreover, Akmal, Dhivah and Mulia (2020) found that the reasons the students read journals were to prepare the assignments and to find references for the thesis proposal. Similarly, Iftanti (2012) found in her study that school assignments motivated students to read books, and only a few of the students who read for pleasure, knowledge, and skill improvement. It is in line with Adetunji (2007), he stated that higher school students relate reading with academic assignment not for knowledge nor pleasure. Above all, it can be seen that most of the students still do not engage reading as a habit. They use their

reading skill to read for particular purpose only. This would not enable them to maximize their reading skill for self and social development (Adetunji, 2007).

As English has become an international language and lingua franca, there are many books and other sources that were not translated into other languages such as Bahasa. Due to lack of translating sources, it should be one of the indicators to increase EFL students' motivation to read and obtain knowledge from the authentic sources to enrich their intellectual and emotional insight. Loan (2009) stressed this point by stating a good reading habit is important for "intellectual healthy" while Chettri and Rout (2013) added that "emotional growth" also takes part in this aspect.

In addition, reading English sources like books, journal articles should become a necessity for EFL students. Especially the students majoring in English. This is because they are very much engaged with English text and English references in their learning process. Consequently, having a good command of reading and good English reading habit are required (Iftanti, 2015).

Regarding increasing good command of students' English reading skill, some studies focusing on reading strategies were conducted such as teacher teaching styles in introducing concept mapping strategy in reading comprehension activity (Syahabuddin et al., 2019), strategies in improving reading comprehension through vocabulary acquisition (Razali & Razali, 2013), teaching reading through Know-Want-Learned (KWL) strategy (Usman et al., 2019), partnership activity in EFL reading (Dahlana, 2016), and using Cooperative Integrated Reading and Composition (CIRC) Method to improve Students'

reading comprehension (Hayati, 2018).

Furthermore, several studies were conducted relating to EFL students reading habit. The first is the study of Adetunji (2007). His study discussed factors affecting reading habit of secondary school students in Osogbo Metropolis toward 120 secondary students in Osogbo by using a random sampling technique. The finding of the study showed that most of the parent from lower-class students are busy and most of the students have access to electronic devices, furthermore, they claimed that watching video make their academic performance low. While brilliant students said that reading novels is one of the ways that will improve their speaking and writing English skills and spending more time reading suggested that will improve students' academic performance.

Another study was presented by Alharafsheh and Pandian (2016). Their study was about the influence of school factors on English language reading habits among Jordanian EFL students in Al-Mafraq Province. This was quantitative research that was conducted in six secondary schools in Al-Mafraq province. The researcher distributed 275 questionnaires but only 268 questionnaires were filled and returned. The study indicated that the school library affects the reading of the English language. Another result of this study also revealed that English teachers and peers have no impact on the reading habits of the English language respondents.

Although many studies have been conducted related to EFL students reading habit, few studies were conducted on EFL reading habit in Indonesia. Such, the study of Khalisa (2018) that discussed the correlation between students'

reading habit and their writing ability. The researcher conducted quantitative research with 40 samples of second-year students at SMAN 4 Banda Aceh. The result of the study showed that the correlation coefficient of the students' reading habit and writing ability is 0.899 and this confirms that students engage a high reading habit. Most of them read English sources online and they highly aware that reading English sources supported their writing ability.

Next, the study of Maharsi, Ghali, and Maulani (2019) discussed High School Students' reading habit and perception of reading for pleasure. This study was conducted to 41 high school students grade XI by using questionnaires, observation, and interviews. The result of the study indicated there was a low reading interest among the students while in fact they were aware that reading for pleasure has many benefits. The researcher claimed that this happened as the effect of lack reading culture. Furthermore, the availability and accessibility to the reading material also have a significant role in improving reading interest to the students. The researcher suggested that the school need to provide various book collection whether it printed or digital book, facilities and interesting library design.

The last is the study of Iftanti (2015), it explored what make EFL students established good English reading habit. Her research focused on finding factors affecting EFL students to establish good English reading habit. She collected the data by doing in-depth interview to five English department students. The finding of her research showed that good literacy environment, motivation to read books regularly and first language good reading habit, and having access to digital text

and phenomenal literacy contributed to the students' good English reading habit.

However, Iftanti's research finding could not represent all of the EFL students in Indonesia. Therefore, in the present research, the researcher conducted a similar study with Iftanti's research with some additional focuses and different samples.

### **B. Research Question**

1. What are factors influencing good English reading habit of eighth-semester students Department of English Language Education Faculty of Education and Teacher Training, Ar-Raniry State Islamic University?
2. What are challenges faced by the eighth-semester students Department of English Language Education Faculty of Education and Teacher Training, Ar-Raniry State Islamic University to establish a good English reading habit?

### **C. Research Aim**

The aims of the present study are as follow:

1. to identify factors influencing good English reading habit of eighth-semester students Department of English Language Education Faculty of Education and Teacher Training, Ar-Raniry State Islamic University.
2. to identify challenges faced by eighth-semester students Department of English Language Education Faculty of Education and Teacher

Training, Ar-Raniry State Islamic University to establish good English reading habit.

#### **D. Significance of the Study**

This study is significant to the process of teaching and learning English by identifying the reasons why they read. Since this research is conducted to study factors influencing a good English reading habit of EFL students, the present study, in my view, will be useful to identify factors and challenges encountered by the eighth-semester students of Department of English Language Education Faculty of Education and Teacher Training, Ar-Raniry State Islamic University in establishing English reading habit. Besides, this research will give insights and previous knowledge for the EFL teachers or researchers who are interested in conducting their study in this area.

The finding of this research is also hoped to be fruitful for the EFL students because by knowing the factors and challenges they can improve English reading habit so that it enables them to accomplish their final project to obtain the degree of Sarjana Pendidikan.

#### **E. Terminology**

##### **1. Reading Habit**

In this study, reading habit is defined as the activity of reading carried out repeatedly by the eighth semester Department of English Language Education students Faculty of Education and Teacher Training, Ar-Raniry State Islamic University.



## **2. EFL Students**

In this research, EFL students refer to the eighth semester Department of English Language Education students Faculty of Education and Teacher Training, Ar-Raniry State Islamic University who learn English as a foreign language.

## **3. Perception**

Perception defines as the way people arrange and perceive their views toward their surroundings. Langton and Robbins (2005). In addition, utilizing and understanding the information about the surrounding is needed to make meaningful experiences of the people (Bernstein & Nash, 2008).

In this study, the researcher defined perception as the way how the eighth semester Department of English Language Education students Faculty of Education and Teacher Training, Ar-Raniry State Islamic University interpret the factors that influencing their good English reading habit.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Reading Habit**

##### ***1. Definition of Reading Habit***

Reading habits refer to the activity that reflects the likeness of reading and describes the function and preference for reading as well as the regularity of reading (Aramide, 2015). Wagner as cited in Abeyrathna and Zainab (2004) said, the amount of material to be read, frequency of reading and the average time spent on reading are some indicators that consider the reading habit. Furthermore, Tuba (2017) emphasized, reading will be a habit if an individual perceives it as a pleasurable necessity and do it regularly over a long period. While Goctu (2016) stated, pleasure reading is important to help students learn, listen, and most importantly, express themselves freely and it also encourages them to develop specific language skills. Besides, Clark and Rumbold (2006) said, reading is done based on an individual's own will to get the satisfaction from reading itself. Furthermore, an individual's reading interest also plays a significant role that will determine the number of books that he will read, and the frequency he will carry out through reading activity (Noor, 2011).

According to Tella and Akande (2007), reading is a crucial part of life that is not just about enjoyment but a necessity and the basic instrument of training. Reading is important for every person to deal with new and changing ways of

learning in the evolving world of technological progress. In today's world where knowledge is rapidly rising and science and technology are constantly changing human life, it is observed that human beings are constantly in need of improvement in their professional and social lives. After formal education, lifelong learning has become a necessity in occupational and career growth, especially to adapt to change (Erdem, 2015). In this case, Chettri and Rout (2013) used the term “right to read” that relating to lifelong learning. It means the right of people to grow their intellectual and spiritual capacity, right to study, and make a change to their life.

Furthermore, reading is taken as a recognized activity that helps an individual in gaining unique power and develops the ability to think critically. Reading habits along these lines are seen as a fundamental means of promoting individual characteristics, mental capacity, learning, information, and understanding of a person (Clark & Rumbold, 2006).

## **2. *Advantage of reading habit***

Kurtus as cited in Ameyaw and Anto (2019) said the habit of reading is a basic activity that has a positive impact on all age groups. Furthermore, they emphasized that acquiring knowledge through reading is a decent approach, but it must be productive information, encourage someone to become a professional, pass an examination, be good at decision-making or have a learning status. Erdem (2015) emphasized the practice of reading is one of the most essential elements of a powerful and integrated personality.

According to Chandra, Rao, Satya, and Durga (2017), Reading habits are essential to broaden experience and knowledge. In addition, the habit of reading helps to develop a person's mind and personality to give insight into human problems and to influence attitudes and behavior. While Das (2011) emphasized that regular reading habits provide various ways of benefit, such as improving vocabulary, memory, creativity, reasoning skills, focus, concentration, glimpsing other cultures and places, building self-esteem, and reducing stress.

Moreover, Priajana (2015) said healthy reading habits are important for younger generations especially for the students to compete in the global marketplaces of the future. Furthermore, reading habits should be started at the early age because it will prepare the children with learning skills for reading and reading to learn how to enhance their overall ability for life-long learning and whole individual growth.

### **3. *Topology of Reading Habit***

Ogbodo (2011) stated, there are four typologies of reading habit. These are a hobby, recreational, concentration, and deviational. The first is reading as a hobby. This is an activity that one carries out because it receives some pleasure and satisfaction. Many people enjoy reading as their hobby after they have completed formal education. The goal is to expand the scope of the reader in matters of culture, religion, politics, economics, current affairs, fiction, and non-fiction. The practice of reading as a hobby makes one flexible in knowledge in many fields, and the people may discuss it with others knowingly. This method of

reading is a constructive way to learn not only in the development of thought but also to help the individual to fulfill his interests and aspirations.

Second, recreational reading or reading for pleasure. reading for leisure or relaxation is very popular among the educational elite. In the classroom, Students should be encouraged to read magazines, instead of constantly reading textbooks. Students who at intervals read magazines learn to relax, cool their brain, and prevent mental fatigue. This type of study gains positive results as it retains the interests of the students, allows them to gain more knowledge, and makes their school life controlled. in some cases, it helps students reduce sleeping and resting after tedious reading in the classroom or the library and this is a good health habit.

Third, concentration reading. Reading of concentration is not perfect, but it is the most critical that yields the desired result. It is the cornerstone and result-oriented reading that allows for accomplishment. This reading habit aims to have a successful or fulfilling accomplishment. This type of reading habit usually uses by the students in studying large materials, difficult materials, and preparing for tough exams.

The last, deviational reading. This is a negative or bad reading norm. The students pretend to read while they're distracted from their thoughts or worrying about something else. This usually happens only to please parents or teachers. The bad effect is a loss of interest in making the text understood.

#### ***4. Indicator of Reading Habit***

According to Gaona and González (2011) there are some indicators of reading habit such as attitude toward reading, books reading frequency, time spent on academic reading, time spent on non-academic reading, motivation in the family environment and motivation in the academic environment.

##### ***a. Attitude Toward Reading***

Attitude toward reading is described as an individual's feeling of reading. This allows students to accept or resist reading situations (Rosli et al., 2018). In addition, Reading attitude influences the reading activity of people, it will consider whether they read the books or not (Chotitham & Wongwanich, 2014). Besides, Seitz (2010) said, reading attitude contributes to the main factor that affects students' reading performance. Overall, it describes the concept of reading attitude and the concept of how much the reader likes or dislikes reading.

##### ***b. Books Read and Reading Frequency***

Books read means a specific estimate of the number of books that individual read during some sort of time. While reading frequency is the level at which the individual reports reading the books in their spare time. Schmidt & Retelsdorf (2016) defined reading habits as reading frequency since habit is referred to as behavioral frequency. The question that is asked in measuring reading frequency is how often the students read as a pleasure activity. Furthermore, Clark and Douglas (2011) said, reading frequency has a significant effect on reading achievement. The result of their study showed that students who

are struggling in reading have less reading frequency or never read outside the classroom. Overall the number of books to be read and reading frequency have a strong correlation one to another. If a person reads books frequently it means the amount of book that he/she read will be more either.

### ***c. Time Spent on Academic Reading***

Time spent on academic reading is the time the individual reports devoting to read books on his or her subjects of study. Davidovitch, Yavich, and Druckman and (2016) provided the aims of academic reading, (1) academic reading is important to familiarize the students with the research and make it as a basis of new studies that they will conduct in the future. (2) Reading texts helps students to develop the consistency of their thought, encourages intellectual thinking and teaches students new values and ideas that can be applied to deal with the modern academic environment. (3) For certain lessons, reading texts is important as teachers are unable to cover all the lesson content, or in some situations, the lesson is designed comparatively easier to make the students able to learn it independently. From several aims above, it can be concluded that the more students spend their time on academic reading the more benefit that they will get in their study.

### ***d. Time Spent on Non-Academic Reading***

Time spent on non-academic reading is the time that the student claims to commit to reading books that are not directly related to his / her study subjects. Non-Academic reading has a close relationship with pleasure reading because



students read based on their preferences and they view reading as an enjoyable activity. Clark and Foster (2005) reported that common resources that are read by students outside of the class are magazines, comics, blogs, novels, encyclopedias, and audiobooks. While the latest research of PISA 2018 reported that in this digital era there is a changing trend that has been happened. Students tend to read online sources including text conversation with their friends, online news pages, or other information on the websites rather than read printed books, magazines, and newspapers (OECD, 2019)

***e. Motivation in Family Environment***

Motivation in the family environment is frequently reported by the individual when buying books, suggesting books, and reading family interest. Bano, Jabeen, and Qutoshi (2018) said, parents play important role in improving children's reading habit by introducing the method of reading for fun and reading out of school, as a result, this reading activity will help their children learn quickly in the school and beyond. Furthermore, Mudrák, Záborská, and Takács (2020) added, family environment influences the growth of learning abilities, such as children's reading literacy by providing them with the appropriate social and material sources that related with their preference and school outcome.

***f. Motivation in Academic Environment***

In the academic environment, motivation is the level that the student reports on the teacher's promoting literature in the classroom. The study of Adetunji and Olagunju (2014) showed that school factors such as teachers' quality

and learning facilities influence the students' reading and linguistics skills. Rosli et al. (2018) emphasized teacher has a major role to play in facilitating the reading habit of the students. Furthermore, they said all stakeholders should make a real effort to improve reading habits of the students. Sani, Chik, Nik, and Raslee (2011) recommended the teachers or lecturers to try to boost students' enthusiasm for reading by enhancing their inner motivation to help the students to become active readers. Rosli et al. (2018) added, school librarian ought to provide extensive training for students or provide a nice reading corner for some part around the school

### ***5. Factors Influencing Reading Habit***

The following are some factors influencing reading habit of the students such as home environment, academic environment, the influence of social media, book availability and access.

#### ***a. Home Environment***

Home environment contributes an important influence of children's reading habit. It is because home is the first place where the children learn before going to school. Children who are being exposed to literature at an early age experience more progress in reading and develop complex language structures and systems as well. As Flouri and Buchanan (2004) emphasized, parental involvement in the literacy activities of their children is a stronger force than other variables of family background, such as social status, size of the family, and parents' education level. Moreover, Iftanti (2015) said successful reading habits

are influenced by several factors, such as the student's home environment, including the influence of parents and the involvement of parents.

According to the research finding of (Yusof, 2010), there is a significant influence on parents' encouragement and students' reading habit and interest. The students who obtain encouragement from their parents are more engaged with reading habit. Besides, good reading facilities and comfortable home environments play role in encouraging the students to engage reading habit. Similarly, Morni and Sahari (2013) said, providing a good home reading atmosphere and parents' positive reading attitude will affect the children's reading habit.

Tella and Akande (2007) concluded, there are some home factor that contributes to reading literacy development such as activities fostering literacy at home (reading aloud by parents to the children), the language in-home, economic resources, social and cultural resources, home school connection and students' out-of-school literacy activities.

#### ***b. Academic Environment***

Academic environment is one of the factors that influence the students' reading habit. Tella and Akande (2007) said that school policy and curriculum may include decisions about emphasizing reading instruction with content areas. This decision helps to shape the school environment within reading habit. Furthermore, they said, School-wide initiatives that provide the basic needs of students and their families and other school-wide programs that focus specifically

on the development of reading and literacy also will directly promote the acquisition of literacy skills and attitudes.

In line with Tella, Clark and Rumbold (2006) stated that the national school curriculum involves an emphasis on reading a variety of texts to encourage reading and debate, not only contributing to participation in reading but also making it easier to draw on the value pupils bring to reading.

***c. Influence of Social Media***

Priajana (2015) stated that the advancement of technology and media make the students have less reading time or even no reading time. The students will spend their free time watching television, listening to music, playing electronic games, and interacting on social media. Consequently, they will spend more time on these items than reading and this will make their reading preference getting less.

***d. Book Availability and Access***

According to Tella & Akande (2007), access to books refers to the provision of quality literature in classrooms, schools, or home libraries. children with sufficient access to books have a lot of books to choose for daily reading both in and out of school. Mokatsi (as cited in (Tella & Akande, 2007) specified the requirements for learning to read and to retain literacy skills are including an ideal home environment for encouraging reading, good teachers and schools, abundant books that are relevant and up-to-date, and computer access.

Furthermore, Iftanti (2015) found in her study that accessibility to reading material influence a good reading habit of the students.

#### **6. *Factors Limiting Reading Habit***

According to Das (2011), the following are responsible for poor reading habit among us such absence of a reading culture, illiteracy, poverty, poor education systems, inadequate library systems, absence of a conducive reading environment, demotivated library staff, the role of parents in promoting reading habits among their children, libraries and the promotion of reading habit.

Moreover, Akande and Oyedapo (2018) said some factors related to limited reading habits such as less accessible school library, outdated reading material in the library, lack of librarian skill services, unconducive reading environment, lack of government fund to provide reading material, illiteracy, and poverty.

#### **B. The Concept of Students' Perception**

According to Schirillo and Goldstein (2010), perception is a field that attempts to explain the operation of the senses and the impressions and actions arising from the stimulation of the senses such as visual, audio, taste, smell, touch, proprioception kinesthesia (consciousness of body positions and limb position and movement), and vestibular sense (balance).

While George and Jones (2012) give a sight that perception is the process by which people choose, organize, and interpret the information from their senses (vision, hearing, touch, smell, and taste) to give meaning to their surroundings.

Through perception, people are trying to be compatible with their surroundings, things, activities, and other people in it. There are three components of perception such as the perceiver, the target of perception, and the situation.

### ***1. Perceiver***

The perceiver means the person who tries to understand any interpretation that he or she had made or input (George & Jones, 2012). The perceiver's characteristics are strongly affected by his/her perception when interpreting his or her surroundings (Langton & P. Robbins, 2005).

Characteristics of the perceiver are (1) Schemas; it is a basic abstract knowledge system that is preserved in memory of the perceiver that makes it possible to coordinate and understand facts regarding the target of perception. (2) Motivational state; it is included the value, need, and desire of the perceiver that influences the way she or he interprets the target. 3) Mood; it means how is the feeling of the perceiver toward the target of perception (George & Jones, 2012).

### ***2. The Target of Perception***

The target of perception means anything the perceiver is attempting to interpret. The target can be another individual, numbers of people, activities, circumstances, concepts or ideas, and anything else the perceiver trying to insist on (George & Jones, 2012). In addition, A target's connection to its background affects the perception. The originality, movement, sound, size, and other features influence the way the perceiver perceives the target (Langton & P. Robbins, 2005).

George and Jones (2012) gave a view of characteristics of the target, they are: (1) ambiguity; a vagueness that makes it difficult to decide what a person, location, or object is like. (2) social status; it shows how the status of a target in a community or organization that influences the perception (3) use of impression management; how the target control certain people's views toward him or her.

### **3. *The Situation***

The situation means the atmosphere in which the activity occurred. The moment an entity or activity is observed will affect perception, just like place, light, heat, or any other situational variables that may impact. Furthermore, it can be said that reality is often in the perceiver's eye rather than some objective fact (Langton & P. Robbins, 2005).

Characteristics of the situation are (1) additional information; it is the atmosphere or setting around the perceiver and the target that supports the perceiver with additional information that is included in understanding the target. (2) Salience; the level to which the target in a community of individuals or items sticks out (George & Jones, 2012).



## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

The present study used qualitative method to explore and analyze the data. Creswell (2009) defined qualitative as a tool to explore and understand the meaning of individuals or groups ascribe to a social or human problem. Qualitative research aims to discover the underlying motive or desire (Kathori, 2004). In this research, the researcher used qualitative method to explore the perception of students about the factors and challenges that influence their good English reading habit.

#### **B. Research Participants**

In this research, the researcher used purposive sampling to select participants. Purposive sampling (known as judgmental, selective, or subjective sampling) means a group of sampling techniques that rely on the researcher's judgment in the selection of units for example like people, case/organizations, events, data sets that is analyzed (Sharma, 2017). In addition, Creswell (2009) said that the purposeful sampling is used to identify people as they have encountered the core phenomena.

The researcher chose the participant based on the following criteria that were adapted from (Iftanti, 2015) :

1. Reading 3-6 pages a day about various English sources.
2. Having target to finish reading
3. Selecting his/her reading.
4. Having passion to read printed or electronic book
5. Showing great interest in reading English, determined by having preference to read English sources to Indonesian ones.
6. Reading for pleasure, information, or general understanding.
7. Feeling happy and keeping joy and comfort of reading English
8. Having consistency of reading English

The participants of the present research were 8<sup>th</sup>-semester students Department of English Language Education, Faculty of Education and Teacher Training, Ar-Raniry State Islamic University. A total of 8<sup>th</sup>-semester students in the academic year 2019/2020 are 182 students. Due to a large number of the students and limited access to communicate with all the students, twenty-two students who fulfilled the criteria were asked to be participants but only ten students were agreed to participate in this research. Furthermore, from the result of the interview, the researcher only chose seven students who gave the best answer as the data of the present research.

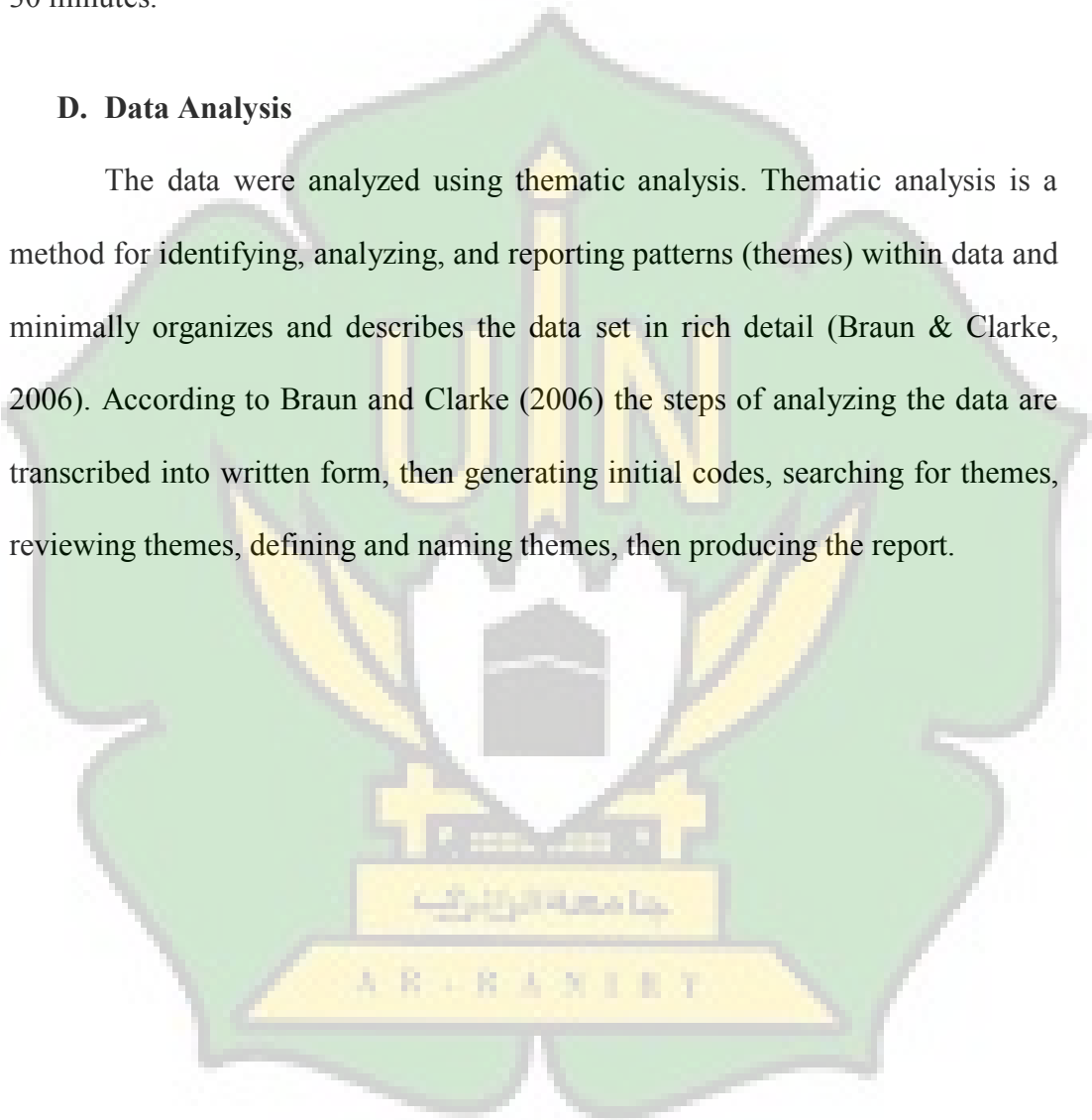
### **C. Data Collection**

The data was collected by using an in-depth interview. In-depth interview defined as a qualitative research technique includes conducting intensive individual interviews with a small number of participants to explore their perception of a distinct idea, program, or situation (Boyce & Neale, 2006).

The researcher did in-depth interview to explore and gain more information about factors and challenges that influence English reading habit based on EFL students' perceptions. The duration of the interview was about 25-30 minutes.

#### **D. Data Analysis**

The data were analyzed using thematic analysis. Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data and minimally organizes and describes the data set in rich detail (Braun & Clarke, 2006). According to Braun and Clarke (2006) the steps of analyzing the data are transcribed into written form, then generating initial codes, searching for themes, reviewing themes, defining and naming themes, then producing the report.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the research finding and discussion about data from the interview session. The study was conducted to answer 2 research questions. The first question was "What are factors influencing good English reading habit of 8<sup>th</sup>-semester students Department of English Language Education students Faculty of Education and Teacher Training, Ar-Raniry State Islamic University " and the second question was "What are challenges faced by the 8<sup>th</sup>-semester students of Department of English Language Education students Faculty of Education and Teacher Training, Ar-Raniry State Islamic University "

#### A. Finding

The result of this research was based on the data interview of 7 (seven) 8<sup>th</sup>-semester students Department of English Language Education Faculty of Education and Teacher Training, Ar-Raniry State Islamic University. They were 5 (five) females and 2 (two) males. 10 (ten) questions were asked related to their perception of factors influencing good English reading habits and the challenges that they were faced in establishing good English reading habits. The 7 (seven) participants were marked as P1, P2, P3, P4, P5, P6, and P7.

### **1. *Students' Perception of Factors Influencing Good English Reading Habit***

The first analysis is focused on students' responses toward factors influencing good English reading habits. There are two factors to be concerned such as internal factors and external factors.

#### **a. *Internal factors***

Based on the interview, most of the participants agreed that the first factor that influences their good English reading habit was the internal factors. The internal factors that included here were curiosity and having goals.

##### **1) *Curiosity***

According to the interview, the first internal factors that influenced good English reading habit of the students was curiosity. As P6 stated that:

*"The first primary reason for me to increase my motivation in increasing my habits to have a good English reading habit is my curiosity... the intention to know something new."*

Furthermore, P3 added:

*"The Curiosity...curiosity is like guidance on guiding us to search about the something that we're interested in."*

From the statement above it can be concluded that curiosity was the first factor that influences good English reading habits. Curiosity would lead the students to look for something they are interested in and make them want to read more and more books. As P7 stated:

*"...(if) I found a story that makes me so curious about the story and makes me so excited to read the story (so) based on that story my reading habit will be more motivated yeah ... then... I have (will be) interested to read another, another story..."*

It is in line with the finding of Alhamdu (2016). He found that there was a positive relationship between interest and reading motivation. It means that the students who have a high reading interest will be motivated to read many more books.

Furthermore, P5 claimed that:

*"...(if) I'm curious I have to read. When I see a book and I'm not curious of that book I leave it when I see a book that I'm interested and I'm curious about the content, so I read it."*

According to P5, curiosity would be a consideration of whether he wants to continue reading or not. This finding related to Alhamdu (2016) finding before, interest would lead the students to read willingly and happily. In contrast, if the students do not have the reading interest they tend to leave or avoid the reading activity.

Moreover, P2 said:

*"It is more of the curiosity. I am sometimes feeling the urge to find something especially based in English, because not everything, not every material, especially when there's something I need to learn in college there is no material provided in Indonesia. So that's why I search for the English instruction language."*

According to P2, limited materials in Bahasa encouraged her to find them by using English as language instruction. Her curiosity and the need for campus led her to find the materials even in another language.

## **2) Having goals**

Besides curiosity, having goals are important in influencing individuals to establish good English reading habit. It is like the response from P1:

*“having the internal motivation like goals when...why you need to read something why you need to have good reading habits because you have a goal to achieve so that attract you to read regularly in a day.”*

P1 viewed that having goals were important in establishing English reading habit. Having goals would make the people having a clear vision about what they wanted to achieve through reading itself and it would motivate them to read every day without missing it. Regarding this, Wood and Neal (2007) said goal direct the habit to be done repeatedly to motivate an individual to achieve the outcome.

Based on the interview there were some goals that the students want to achieve by establishing good English reading habits such as enhancing knowledge, insight, and mastering the language or having a good command of the language.

***a). Enhance knowledge and insight***

The first goal that the student wanted to achieve by reading were enhancing their knowledge and insight. As P2 stated:

*“the biggest factor is the necessity to find some, you know, like knowledge or insights that I need to find by reading like reading journals or articles or anything with English as the instructional language. So that by reading it, then I will gain the knowledge I need.”*

P6 added:

*“My knowledge will be added, my insight will be wider and I will know some...many things in the world, much information will be provided by reading such articles or books.”*

Based on the statement above, it can be seen that by establishing good English reading habits, the individual's goals will be achieved. The goals that are meant here such as enhancing new knowledge and insight. This finding was in line with the result of the study of Erdem (2015) which found the students read



the book to get new information, to be up to date toward the information, and to develop personality. Furthermore, broadening the knowledge and insight were the benefit that students would get from reading habit (Chandra et al., 2017; Chettri & Rout, 2013).

***b). Master the Language***

Mastering the language is the second goal that the students tend to achieve by establishing good English reading habit.

P1:

*"I have a goal in the future like I want to get into a scholarship to go study abroad so I need to make like motivation letters and I need to make essays. So it required good English reading habit because you need to write later on and when you...when you're going to write something, you need to have like a variety of vocabularies and a good understanding in English and how to make a good essay like paraphrasing, or any kind of that."*

Agreed with this, P5 strengthened:

*"...after we read a lot of books, we will know a lot of strange vocabularies, we know more language than that."*

According to the statement above it can be concluded that by establishing good English reading habit, it would enrich the students' vocabulary and a good understanding of the language. Consequently, their language ability would be improved and the dream to continue the study abroad would be achieved.

***b. External Factors***

The next factors that play a significant role in establishing good English reading habits were external factors. The external factors included here were home environment, academic environment, peer influence, first language reading habit influence, internet, and social media influence.

### **1) Home Environment**

The home environment is the first place where the students spent most of their time since they were young. Thus, home environment plays a significant role in influencing good English habit of the students. As Clark and Hawkins (2010) found in their study that the students who received encouragement from their parents and had the parents who discussed reading materials tend to give a positive attitude toward reading. Moreover, Andayani and Maryam (2019) found that a good reading environment influence to the growth of students reading habit.

Based on the interview the students mentioned some kind of home environment that influence them to establish good English reading habit such as family Influence, good home environment, and family support.

#### **a). Family Influence**

As has been mentioned before that family is the first place where the children spend most of their time. Therefore, the habit of one family member tends to contribute to the other family members. Regarding this issue, P1 said that:

*"... my sisters really like English and they read a lot in English like news, listening to English music and its really... I mean like affect me to also to read in English"*

In this case, the one who loved reading would introduce and familiarize the other family members to read either. Therefore, parents should familiarize children with books at the early age.

### ***b). Good Reading Environment***

A good reading environment at home would lead the student to have good English reading habit. As P7 stated:

*“...When I read some books, they are not...they are not disturbing me when I read and it made me feel comfortable to read in my home....”*

According to the statement above, it can be concluded that providing a good environment to read played an essential role that would motivate the students to establish a good and maintain the reading habit. A good reading environment here can be described as a comfortable place to read with no distraction.

### ***c). Family support***

There are various family supports that parents can do at home such as providing books and money to buy books. As P4 stated:

*“I have a family that very supports me in reading habits, they provide me some books They give me money to buy books. So, this is one of the motivations for me to have reading habits. So, the family is the biggest factors for me to have reading habits”*

Providing books and money to buy books are essential since these are the first aspects of where the reading process will be able to start.

Moreover, P2 said:

*“Usually after I..., I read a book or something. I tend to discuss it with my parents or my siblings so that we can discuss the book later on”*

The other type of support that parents could do at home was spending time discussing books with the family. By discussing what the children had been read it would maintain and motivate the children to read more and more. Physical support such as providing money and books is important. However, psychological

support such as providing discussion time with the children about a certain topic in the book was way more important either because it would make reading more interesting.

P6 emphasized:

*"if at home my parents ask me to read but they do not ask me to read specific books..."*

From P6 view, it can be inferred that the next support that parents could do at home was giving the children the freedom to read the books that they like. It is because the first way to establish good reading habits was by reading for pleasure. Moreover, one of the characteristics of pleasure reading is by letting the children select their reading material based on their interests.

## **2) Academic environment**

The next external factor that contributed to the students' good English reading habit was the academic environment. Besides the students' home environment, their academic environment was the second place where the students spent most of their time. Based on the interview the students mentioned two kinds of academic environment that influence their good English reading habit as explained below:

### **a). Teachers/lecturers influence**

Teachers/lecturers are the core people in the teaching-learning process who interact a lot with the students in the class.

P3 said:

*"When I was in senior high school I'm closed to a teacher's...English teacher of course, and she likes to share me information and I also like to ask her where she got the news and she also shares me about the link and*

*that helped me to enrich my knowledge.... I felt the same like I was in senior high school, in campus, our lecturer is also sharing a lot of or we can see a bunch of links or sources...”*

The statement above clearly shows that the teachers at school and the lecturers on campus gave huge influence on the students reading habits. Suggesting interested books and informing various online reading sources were two significant ways that the lecturers could do to help students finding a suitable source for reading. In addition, giving encouragement and tips on how to read should be introduced by the teacher or the lecturer to the students. It is because through that the students would have some point of view about the importance of reading that would motivate them to read.

Furthermore, P5 added:

*“...I think the lecturer teacher has to force the student to read a book and make the reading easier and funnier. Like after they read the book, ask them to ask their point of view what is their perspective to this book? what they think will build their critic criticize and yeah ask them about their opinion of the books and their sort of way to make them love the book because like I said before readings like drug or smoking at first time you'll be you'll, you'll be struggling, you'll be coughing but after you read one book, you will be addicted to the book.”*

P6 uttered:

*“Basically, there are some demands from the university from lecturers to ask to read some books related to the lecture or skill or the view of previous lessons. So, from the demands, I was encouraged to look for some books and read them So, related to university life or the subject taught at university.”*

Based on P5, and P6 experienced, forcing the students to read was the first step that the teachers and lecturers could do to encourage the students to read books. In this case, reading would be a difficult activity to do at first. Thus, if the teacher or the lecturers keep demanding the students to read for such a period of

time, this force would become a habit of the students. Besides, to make reading more interesting the lecturer should ask the students their point of view and discussed it together in the classroom. In line with this P2 said:

*“... I am taking an international class so that when I am in class, I am supposed to have a lot of readings in English. And also, my friends and lecturers are also encouraging me to ... to read more because we have a lot of discussions going on in the class regarding the books or articles in journals”*

P2 emphasized that her reading English habit was related to the major that she took in the university and the discussion process in the classroom. Consequently, it encouraged her to establish good English reading habits.

#### ***b). Peer influence***

According to the interview, peer influence was another factor that gave a positive influence to establish good English reading habits of the students. A good friend will give a good influence on others and vice versa. P1 said:

*“(having) peer or friends that have good reading and then you are (also) want to be good in reading (either) ...(having) friend like they invite you to read some news or something that kind of it also will boost your motivation to read and to have good reading habit so that all factors are influencing the reading habit of mine”*

It can be concluded that friends played a significant role in one's habit. in this case, having friends who love reading would give a positive influence either to the other friends. It is because when one of the friends read the books or other information, she/he would tell the other friends about that information that she/he just got and gradually it would influence her/his friends to read.

Moreover, P5 experienced:

*“When I was in a boarding school, I joined a journalist club, you know, kind of a journalist club, you write a lot, you read a lot. You do some articles you do some observation.”*

Being in a positive circle would be beneficial to the students because it will influence their habit little by little. Besides, having friends who supported one's reading habit would be the best companion for discussing the book or other information. As P2 said:

*“(having) friends or any circumstances that supports you to read in English, then you can discuss it later. Then it will help you to build an English reading habit”*

Moreover, P5 said:

*“... having friends with the same hobbies you can borrow another book. You can borrow lots of book from your friend you can change it...friends help you to read a lot book. So, make friends with ... with a book worm people so they get to effects you to read more books.”*

P5 viewed that having friends who love reading as same as one's reading habit would be beneficial because besides being able to discuss the books, each of them could borrow the book from one another. Therefore, it is better to be surrounded by good friends for example like a worm book and diligent friend because this would influence and maintain one's reading habit. The finding of this study was similar to Mansor et al. (2013) and Merga (2014). They found that there was a positive relationship between peer and students' reading habit.

### **3) First Language Reading Habit**

Most of the students agreed that first language reading habit influences their good English reading habits. As P2 said that:

*“I used to only read sources in Bahasa Indonesia first when I was little. But then the most important thing is to...to build the feeling. I just started the feeling of liking to read just started habits of good reading. So that the English reading habit will gradually come after we love to read because*



*the curiosity will always you know like it will always grow, you know so that we need to find the first step first by reading in the first language and then starting to develop it into the second language and others”*

From the statement above it can be concluded that having first language reading habits was essentials. It is because in establishing a reading habit, the first thing that one should have was the interest to read. The interest would lead a person to the curiosity, to always find something new such as new insight, new knowledge. In addition, the first language became a starting point to establish foreign reading habits because by reading in the first language it would make one familiar with reading beside it easier to understand either before she/he was able to master the other language. It was just like what P5 had been experiencing:

*“I read a lot of Indonesian books when I was in high school but for the last two years, I bought some English books. And yeah, it helps me but it's easier if you read it in, in your first language and it takes you in it challenge you to read another language' books”*

*“...it's it's only the language but the habit is the same reading but it's up to you whether (you read) in English in .... in Spanish in Arabic or in Indonesian.”*

As like what it had been discussed before, P5 experienced that reading in the first language made him easier to understand the books. Besides, reading in another language would just become a challenge that can be done to improve the language and get new knowledge. The important point that should be remembered was it just matter of the language the habit of reading was just the same no matter what language it was as long as one had the intention and curiosity to wider her/his insight. This finding was relatable with the finding of Yamashita (2004) and Pichette et al. (2003) both of their study found that there was a positive attitude from first language reading habit toward second language reading habit.



#### 4) *Internet*

In this globalization era, the use of the internet is something that cannot be split out with human life. It is because every information is available online. In the case of establishing a reading habit, most of the students agreed that online sources played crucial roles to establish their good English reading habits. However, the user should use it wisely unless they would just get the negative side of the internet. Some studies were found that the internet was used to increase reading habit due to easy to access, expanded exposure to the information, utilized international sources, reduce reliance on printed material (Loan, 2011; Tanjung et al., 2017; Verma & Malviya, 2010).

Based on the interview the students gave some reasons for the positive sides of the internet to their English reading habit such as accessible, one of the ways to overcome insufficient book supply and financial problems in providing books.

##### *a). Accessible*

The positive side of the internet was, it helped the students to find the source easily. As P6 said:

*“I think the effective way for me now is directly download books from internet... And read them by using PDF reader in my phone or my laptop so I rarely use book to read they are not specified in the materials that I was looking for.”*

According to the statement above, it can be inferred that online sources gave the students easier access to read books rather than looking for a printed book. It is because the users could just type the book or the journal articles that they wanted and then the result of it would come out less in a second.

**b). Insufficient book supply**

The other side of why students prefer to search online was as stated by P2:

*"We don't have a sufficient supply or for English sources. So, I think students can be anticipated by searching for the English materials in online sources."*

P3 added:

*"I read it e-books or online books from the online sites because I cannot find it in more research because we can't find it easily in the real life in a bookstore. But hmm ... the, the simple way for me is by searching in the internet, if it is available online."*

The statement above showed that insufficient English books supply in the campus library and bookstore led the students to find the material on the internet.

**c). Financial problem**

To cope with the financial problem in providing reading material, the online source provided a good solution to the students. As P2 experienced:

*"Sometimes if I don't have money, I can't pay it (books). The solutions of that, that based on my lecturer has been taught that there is a link...that we can go search free if the journal should be paid, so we go to another link, that can be accessed to get the free Journal."*

The statements above showed that the internet helped the students to look for the material online freely instead of buying a printed book.

**5) Social Media**

Besides online sources, social media platforms help the students establish good English reading habits. Regarding this, P2 said:

*"when we surround ourselves with some media by good accounts, with a great, like, insightful sources. They usually also provide like, hey, this is a journal you can read so that you have insightful knowledge of this topic. And that's right. Well, the the most helpful social media that I experience is Twitter, because there are a lot of threat there that this post several topics. And they also provide the references from international journals."*

P4 voiced:

*“we live in In 4.0 so social media take rules in effecting us influence us to have a good reading habits. I like to read some news in social media is such as Instagram, for example, there are an account that provide us some information about the news that happens in around the world. So I also spend time spend my time to search on social media to know what is the hottest news that happens today, Yeah.”*

The statement above showed that social media gave positive influence on the users in establishing good English reading habits. even it cannot be ignored that there were also negative sides of social media. Based on P2 and P4 experienced, social media gave the positive side to them. It was a helpful site for updating English news and find the suggested reading or link for reading materials. The good influence of social media toward English reading habits would have existed if the users followed the good accounts or insightful accounts only. This finding was similar to the result of the study of Rafiq et al. (2019) which found there was a positive effect of social media to the students in terms of increasing socialization, exchanging reading material, keeping updated to the related study project or academic matter.

***c. Students' Perception of Challenges to Establish Good English Reading Habit***

The participants of this research were the students who already established good English reading habits. However, all of the participants agreed that they still faced some challenges in establishing good English reading habits. Based on the students' perception, there were some challenges that they faced in establishing good English reading habits. The challenges were lack of vocabulary mastery,

social media distraction, finding mood, financial problems, and lack of book availability.

**a. Lack of Vocabulary Mastery**

English is a foreign language for Indonesian students. Therefore, although the participants of this research were English department students who already establish good English reading habit but they admitted that vocabulary was still the first challenge they faced. This is a normal challenge faced by non-native English-speaking learners due to the least exposure to the language (Iftanti & Shofiya, 2018; Kasim & Raisha, 2017; Babaiba, 2015; Seyabi & Tuzlukova, 2015).

Regarding this problem, P7 said

*"vocabulary is one of the problems because maybe I do not understand or something that I don't know the context of the vocabulary there."*

Lack of vocabulary would lead to other challenges to the students reading habits. As P3 remarked:

*"lack of the vocabulary, for example when I read an article and then I find the words dazzling me...really spinning my mind is out of topic for them it is changing my mood."*

Moreover P1 said:

*"... when I read something that I find the word I don't understand, or in a really high vocabulary reading, so I will just like to leave it. So even it's sometimes that the genre or the title is that what I like to but when I spell reading, it's really like it's all the difficult vocabulary so I need to to open to open the dictionary and the read again, I will always just leave it because it's really too difficult."*

It could be inferred that difficult words in reading would change the mood of the reader. If the mood was changed, she/he could leave the reading material

that she/he read before. It was a serious problem because if it happened for several of time it could make the reader stop reading. This proved the statement of Akande and Oyedapo (2018). They said that lack of vocabulary contributed to discouragement to read. Therefore, finding a suitable reading based on the level of the reader is important to cope with this problem.

#### ***b. Information Overload***

The presence of internet in this globalization era brings a positive effect on the people especially to access the information. However, the availability of too much information caused a bad impact on people such as confusing in choosing the right and appropriate source. As P7:

*“The first challenge when using internet (is) I have to choose the appropriate specific right materials to read because sometimes there were so many... too many sources.”*

Regarding this topic, Khan and Shafique (2011) in their study said that the growth of unlimited data contributed to the difficulty in managing the information. Consequently, information overload is happening. Moreover, Bawden and Robinson (2009) emphasized, too much information will lead to a “paradox of choice”. It is the condition where people experience “infobesity”, information avoidance, information, and library anxiety.

#### ***c. Social Media Distraction***

Despite the positive side of social media, the result of the interview showed that social was found as the factor that distracted the process of a reading habit of the students. Regarding this problem, P3 stated:

*“almost all the time I'm distracted from social media Of course when we turn on the notifications of WhatsApp or Instagram it's really like disturbing our intentions in reading.”*

P3 viewed that turn on the notification of social media was the worse way that people did when they read the book. By turning on the notification of the social media the users would automatically check the phone regularly. Besides, social media would be a distraction when the students read an uninterested book.

As P2 stated:

*“... usually because I found that what I am reading is not interesting enough that is (social media) distracting me, (When) It seems the social media works to distract me so that I anticipate it. I usually use like different devices for playing social media than to read e-book so that I don't really get much distracted. So yeah, I do get distracted, but I try to find ways to cope with that.”*

From the statement above it can be concluded that having the awareness of getting distracted from social media in the early stage of the distraction was the best way to anticipate it. Besides, if the reader reads online make sure to read it in a different device or just turn off the social media notification. Moreover, P4 viewed:

*“...sometimes we're distracted with another entertainments for example, from another accounts (in social media), from advertisements, from our friends maybe...I can't deny I spend my half day in operating, playing gadget or smartphone. This is the toxic it can be toxic for me. If I can't If I can't spend my time wisely...”*

Here was where the worse part of playing social media would appear. In this case, If the users could not control themselves in playing social media It would make them addicted to using it. So, controlling or set time is the best way to cope with it. Some previous studies found a similar finding with the present result regarding the impact of social media toward students' establishment in the

reading habit (Adu-Sarkodee et al., 2015; Kojo et al., 2018; Obaidullah & Rahman, 2018; Rafiq et al., 2019).

#### *d. Mood swing*

The mood was an essential aspect of establishing a reading habit. a good mood would lead to good reading habits while bad mood would distract the reading habit. As Bohn-Gettler and Rapp (2011) found in their study that there was an influence between mood and reading text comprehension and post-reading. Similarly, Scrimin and Mason (2015) found that the students with a bad reading mood tend to comprehend the text lesser and spent a shorter time on reading than the students in a good or positive reading mood.

P7 said:

*“Reading need a mood, So, when ... when I do not have mood for reading or something. It will affect me to not to do it. Just like reading if I don't have a reading mood, I will not do it...mood is one of the problems...”*

P2 added:

*“...I find that the biggest obstacle is that to find, you know, a mood to really concentrate on the reading, because sometimes it's hard, especially if the topic is not interesting enough.”*

Based on the statement above, it could be summarized that finding mood in reading was a challenging part of establishing English reading habits. An uninterested topic of reading would lead the readers to be in a bad mood or uninterested to read. Overall to overcome this problem, find an interesting genre to read. Besides, to increase mood in reading find a comfortable place to read, or take a little bit of pause of reading and do self-reflection regarding the importance and think about goals that wanted to be achieved.



**e. Financial Problem**

All of the participants of this research were still the students. Therefore, they still relied on a monthly allowance from their parents to buy books. Although few students supported the financial by their parents to buy a book, most of them need to cut off their allowance if they want to buy a book. Saving up was the only way that they could do to buy the book they like. As P2 and P3 stated:

P2 said:

*"I think it does influence the reading habits because not every source is free. So that sometimes I need to save up first due to finally buy a book I want. So yeah, that is much of a bigger factor for me."*

P3 mentioned:

*"...sometimes I have a I have a cut off some of money just all for example 20% for saving. So, the saving I will use it to buy interested book."*

Furthermore, P5 declared:

*"Yeah, yeah. When I found a good book, I like the title I love the author, but I can't afford it. So, I just read the reference the the article from that book, that's it. I can't read the whole book because we can't afford the book. it's too expensive because books expensive. A good book is expensive."*

A good book or Bestseller book would cost a lot. Moreover, English books are usually cost more expensive than Indonesian or translated versions of the book. Therefore, the financial problem was a challenge that the students face to establish good English reading habits.

**f. Book unavailability**

Beside of financial problem, the campus library was still lack of book references. P4 said:

*"...in Banda Aceh, either in UNSYIAH or UIN we don't have a sufficient supply for English sources."*



P5 emphasized:

*“.... lack of book reference, I think that's the biggest factor from me and the students are not comfortable in library in our library because the facility the books option is not enough. our campus they did not provide etiquette books etiquette library, because if you go to our library, there are some boring books”*

From the statement above it can be concluded that Lack of availability books in the library made the students difficult in finding the source and reluctant to visit the library. Besides, if the students wanted to buy the English book, there was not available in Banda Aceh book store. As P7 said:

*“...when I want to buy some... some of English books, I can't find it in Banda Aceh ... that makes me so sad.”*

To face this challenge finding the source online was the only way that helped them to overcome this problem. However, the library should provide various English books in the future to make students establish good English reading habits widely.

## **B. Discussion**

The purpose of this research was to discuss the students' perception of factors and challenges faced by the eighth-semester students Department of English Language Education Faculty of Education and Teacher Training, Ar-Raniry State Islamic University.

The researcher elaborated some brief explanations based on the result of the interview. The first research question was "what are factors influencing good English reading habit of eighth-semester students Department of English Language Education Faculty of Education and Teacher Training, Ar-Raniry State

Islamic University?". According to the result of the interview, generally, the researcher divided the factors influencing good English reading habits into two factors. They were internal factors and external factors. The internal factors were the factors that come from the students themselves. Specifically, the internal factors that influenced the students to establish good English reading habits were curiosity and having goals. Curiosity was the intention to know something new. Curiosity is mentioned as the first factor because it would lead the students to look for something interesting to read. Besides, it determined the reading attitude of the student. In addition, (Seitz, 2010) said reading attitude would affect the students' reading performance.

The second internal factor that influenced the good English reading habit of the students was having goals. Having goals would give the students a clear vision about what they wanted to achieve from reading. The more the students have a goal-oriented way of thinking the more they can absorb and digest the information of the text. The goals that meant here such as enhance the knowledge and insight and master the language. Regarding this, Chandra et al. (2017) supported, reading habit would broaden the experience and the knowledge of the readers. Furthermore, Das (2011) added regular reading habits would give several benefits such as improving vocabulary, memory, creativity, reasoning skills, focus, and concentration, glimpsing other cultures and places, building self-esteem, and reducing stress. Besides, the study of Akmal, Dhivah and Mulia (2020) showed that goal orientation was an essential way to increase the students reading interest.

The next factor was the external factors. External factors are defined as the elements that influenced the students' good English reading that comes from outside or the students' surroundings. The external factors that included in this present study were home environment, academic environment, first language reading habit influence, and internet and social media influence

The home environment played a crucial role in establishing good English reading habits of the students. A good reading environment at home, supportive parents who tend to encourage, spend reading time with their children, and support financially to their children to buy books were some of the ways to establish good English reading habit at home. This present study was in line with the finding of the previous studies of Yusof (2010) and Morni and Sahari (2013) revealed that encouragement from parents, good reading facilities, and a comfortable home environment played a role to engage students reading habit.

Next, the academic environment. In the present study, the academic environment components that gave positive influence to establish good English reading habit were the teacher/lecturer and peer influence. The encouragement of the teacher or the lecturer to the students such as by suggesting some book references, sources, discussed the book in the classroom and demanding the students to read the books are giving positive influence to the students' reading habit. Regarding this finding, Sani et al. (2011) recommended in their study that the lectures or the teacher should boost the students' enthusiasm for reading. Furthermore, Adetunji and Olagunju (2014) supported, teacher quality and learning facilities influence the students reading skills and linguistics skills.

Furthermore, having friends who have the same hobby would motivate each of the students to read. They could discuss the book together, suggest a good book to read, borrow each other's books, and build a good support system. The finding of the present study supported by Creel (2015) who found that the peers may encourage students to read by exchanging books. Whereas it was inconsistent with the study of Alharafsheh and Pandian (2016) who found peer and teacher did not influence the students reading habit.

Moreover, the students' first language reading habit influenced a good English reading habit as well. No matter what language it was, the habit of reading would be just the same if the students already have a good reading habit in their first language. The challenges to read in another language would naturally come when the students are surrounded by English environments such as campus. Besides, the awareness to widen the knowledge, master in the target language, finding new circumstances of reading the original text of the book would lead the students to establish good English reading habits. This result of the study consistent with the resulting study of Iftanti (2015), it revealed the positive relation of students good English reading habit with the first language reading habit.

The final factors were the influence of the internet. In this digitalization era, the internet played a significant role in every part of human life. Likewise, in establishing a reading habit the students likely use the internet to find reading material due to easy to use, free, insufficient book supply in the library, and financial problem to buy a book. Besides that, some students agreed that social

media influenced their good English reading habit either for updating reading English news and getting suggested reading materials from friends. Wise users strictly required if the students wanted to get the benefit of using social media.

The last research question of this study was "what are challenges faced by 8<sup>th</sup>-semester students Department of English Language Education Faculty of Education and Teacher Training Ar-Raniry State Islamic University to establish good English reading Habit?". From the result of the interview, the researcher found that even the students were majoring in English and already establish good English reading habit, however, they were still faced several challenges. The first challenge was a lack of vocabulary. As EFL students, lack of vocabulary mastery was a common problem that happened in understanding English text (Iftanti & Shofiya, 2018; Kasim & Raisha, 2017; Babaiba, 2015; Seyabi & Tuzlukova, 2015). Furthermore, found a suitable text to read and tried to understand by the context was one of the ways to solve it.

The second challenge was information overload. The growth of the data in this digital era caused the problem such as confusing in choosing the appropriate reading material. Too much information lead to difficulty in managing information (Khan & Shafique, 2011). Moreover, Bawden & Robinson (2009) called this phenomenon as "paradox of choice".

The third challenge was the distraction from social media. Despite its positivity, social media would become the factors that distract the intention and the concentration of reading. As (Priajana, 2015) said in his previous study, the advancement of technology and media lead the students less reading time or even

no reading time. Moreover, some studies found similar findings with the present study regarding the impact of social media toward students' establishment in the reading habit (Adu-Sarkodee et al., 2015; Kojo et al., 2018; Obaidullah & Rahman, 2018; Rafiq et al., 2019). To cope with this problem turned off the social media notifications and set time for reading and playing social media would be the alternative that can be tried.

The fourth challenge was mood swing. Reading needs a mood. A good mood would lead to a good reading habit and vise-versa. An uninterested topic of reading was the main problem that caused a bad reading mood. Consequently, find an attractive genre of reading was important to maintain a good mood. Furthermore, take a break for a while and reflect on the goals that wanted to be achieved would be the best way to face this challenge.

The fifth was a financial problem. This happened because the students did not have their own money yet and they still relied on a monthly allowance from parents. Besides, not all families support financially to buy books due to financial problems in the family. Consequently, the students have to save little by little their allowance to buy the books they like.

The last was book unavailability. English books availability in the campus library were far from perfect. As a result, the students would be difficult in finding the reading source in the library and reluctant to visit the library. Besides, if the students wanted to buy the book, the English book was not available in Banda Aceh bookstore. Therefore, the only way to solve this problem was by using online sources.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter provides the conclusions and suggestions related to the finding and discussion of the previous chapter.

#### **A. Conclusion**

The conclusions of the present study were categorized into two-point. The first, factors influencing good English reading habits 8<sup>th</sup>-semester students Department of English Language Education students Faculty of Education and Teacher Training, Ar-Raniry state Islamic University was divided into two general factors. They were internal factors and external factors. The internal factors including curiosity and having goals to achieve. While the external factors including the home environment, academic environment including teacher and peer influence, first language reading habit influence, internet, and social media influence.

Furthermore, the challenges faced by 8<sup>th</sup>-semester students Department of English Language Education students Faculty of Education and Teacher Training, Ar-Raniry state Islamic University to establish good English reading habit were lack of vocabulary mastery, information overload, social media distraction, mood swing, financial problem, and book unavailability.

## **B. Recommendation**

Regarding the finding of the research, the researcher would give some suggestions to the parents, teachers or lecturers, campus libraries, and future researchers.

For the parents, the researcher suggests that the parents should create good literacy at home such as introducing reading to the children since at an early age, providing sufficient books at home, creating a friendly reading environment, and finding a regular discussing time with the children at home.

While For the teachers or the lecturers, the researcher hopes that the teachers or lecturers should encourage the student to read in every subject being taught about the importance of reading habit especially English reading habit. Besides, they should demand the students to read before the class, promote the pleasure reading outside of the class, discuss an interesting book in the classroom, and suggest some book references and provide the links of the sources.

Moreover, for the campus library, the researcher recommends that the campus should provide an e-library campus website and promote English reading by holding a competition about some interesting topics related to reading.

Finally, since the present study only focused on the students' perception of factors and challenges faced by the English department students, the next researchers are suggested to do the research about the teachers' or lecturers' perceptions toward English reading habits of the students with a wider context and region. Besides, due to the present study only focused on the general factors and



challenges, the next researchers are recommended to do the research focused on the specific factor or challenges. Consequently, the result of the research will be deeper.



## REFERENCES

- Abeyrathna, P. H. A. S., & Zainab, A. N. (2004). The status of reading habit and interests among secondary school children in Sri Lanka. *Malaysian Journal of Library & Information Science*, 9(2), 107–121.
- Acheaw, M. O., & Larson, A. G. (2014). Reading habits among students and its effect on academic performance: A study of students of Koforidua Polytechnic. *Library Philosophy and Practice (e-Journal)*. <https://doi.org/10.1080/10556699.1993.10616359>
- Adetunji, A. (2007). Factors affecting the reading habits of secondary school students in Osogbo metropolis. *Medwell Journals* (pp. 102–105).
- Adetunji, & Olagunju, T. O. (2014). A study of the effect of home, school, and personal variables on students' reading comprehension achievement. *Journal of Education and Practice*, 5(14).
- Adu-Sarkodee, R., Asante, E., & Akussah, M. (2015). Relationship between uses of social media on reading habits: Evidence from senior high students in Ghana. *Information and Knowledge Management*, 5(11). [www.iiste.org](http://www.iiste.org)
- Akande, S. O., & Oyedapo, R. O. (2018). Developing the reading habits of secondary school students in Nigeria: The way forward. *International Journal of Library Science*, 7(1), 15–20. <https://doi.org/10.5923/j.library.20180701.03>
- Akmal, S., Dhivah, I., & Mulia. (2020). Investigating students' interest on reading journal articles: Materials, reasons and strategies. *Studies in English Language and Education*, 7(1), 194-208.
- Alhamdu, A. (2016). Interest and reading motivation. *Psikis: Jurnal Psikologi Islami*, 1(1), 1–10. <https://doi.org/10.19109/psikis.v1i1.552>
- Alharafsheh, A. N., & Pandian, A. (2016). The influence of school factors on English language reading habits among Jordanian EFL students in Al-Mafraq province. *International Journal of English Research*, 2(2), 1–6.
- Ameyaw, S. K., & Anto, S. K. (2019). Read or perish: Reading habit among students and its effect on academic performance: A case study of Eastbank Senior High School-Accra. *Library Philosophy and Practice*, 2019(2001).

- Andayani, U., & Maryam, S. (2019). The portrait of reading habit and interest of Tangerang city's community. *Proceedings of the 2nd Internasional Conference on Culture and Language in Southeast Asia (ICCLAS 2018)*. Proceedings of the 2nd Internasional Conference on Culture and Language in Southeast Asia (ICCLAS 2018), Tangerang Selatan, Indonesia. <https://doi.org/10.2991/icclas-18.2019.56>
- Aramide, K. A. (2015). Effect of parental background factors on reading habits of secondary school students in Ogun State, Nigeria. *Journal of Applied Information Science and Technology*, 8(1), 70–80.
- Babaiba, W. (2015). *Reading comprehension difficulties among EFL learners: The case of third-year learners at Nehali Mohamed secondary school* (doctoral dissertation)
- Bano, J., Jabeen, Z., & Qutoshi, S. B. (2018). Perceptions of teachers about the role of parents in developing reading habits of children to improve their academic performance in schools. *Journal of Education and Educational Development*, 5(1), 42. <https://doi.org/10.22555/joeed.v5i1.1445>
- Bawden, D., & Robinson, L. (2009). The dark side of information: Overload, anxiety and other paradoxes and pathologies. *Journal of Information Science*, 35(2), 180–191. <https://doi.org/10.1177/0165551508095781>
- Bernstein, D. A., & Nash, P. W. (2008). *Essentials of Psychology* (4th ed.). Houghton Mifflin Company.
- Bohn-Gettler, C. M., & Rapp, D. N. (2011). Depending on my mood: Mood-driven influences on text comprehension. *Journal of Educational Psychology*, 103(3), 562–577. <https://doi.org/10.1037/a0023458>
- Boyce, C., & Neale, P. (2006). Conducting in-depth interviews: A guide for designing and conducting in-depth Interviews for evaluation input.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in Psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Chandra, V., Rao, S., Satya, M. V., & Durga, S. (2017). Developing English language reading habits among children. *Journal for Research Scholar and Professionals of English Language Teaching*, 1(4).
- Chettri, K., & Rout, S. K. (2013). Reading habits—an overview. *IOSR Journal of Humanities And Social Science (IOSR-JHSS)*, 14(6), 13–17.

- Chotitham, S., & Wongwanich, S. (2014). The reading attitude measurement for enhancing elementary school students' achievement. *Procedia - Social and Behavioral Sciences*, 116, 3213–3217. <https://doi.org/10.1016/j.sbspro.2014.01.737>
- Clark, C., & Douglas, J. (2011). Young people's reading and writing. *National Literacy Trust*.
- Clark, C., & Foster, A. (2005). Children's and young people's reading habits and preferences: The who, what, why, where and when. *National Literacy Trust*.
- Clark, C., & Hawkins, L. (2010). Young people's reading: The importance of the home environment and family support. *National Literacy Trust*.
- Clark, C., & Rumbold, K. (2006). Reading for pleasure: A research overview. *National Literacy Trust*, 35.
- Creel, S. (2015). The impact of assigned reading on reading pleasure in young adults. *Journal of Research on Libraries & Young Adults*.
- Creswell, J. W. (2009). *Research Design Qualitative, Quantitative, And Mixed Methods Approaches* (3rd ed.). SAGE publications, Inc.
- Dahlia, S. (2016). Partnership activity in EFL reading. *Englisia Journal*, 3(2), 83–90.
- Daniel, O. C., Esoname, S. R., Chima, O. O. D., & Udoaku, O. S. (2017). Effect of reading habits on the academic performance of students: A case study of the students of Afe Babalola University, Ado-Ekiti, Ekiti State. *Teacher Education and Curriculum Studies*, 2(5), 74–80. <https://doi.org/10.11648/j.tecs.20170205.13>
- Das, G. (2011). Reading habit and its importance in society. *Arunav*, 37, 88–91.
- Davidovitch, N., Yavich, R., & Druckman, E. (2016). Don't throw out paper and pens yet: On the reading habits of students. *Journal of International Education Research (JIER)*, 12(4), 129–144. <https://doi.org/10.19030/jier.v12i4.9799>
- Erdem, A. (2015). A research on reading habits of university students: (Sample of Ankara University and Erciyes University). *Procedia - Social and Behavioral Sciences*, 174, 3983–3990. <https://doi.org/10.1016/j.sbspro.2015.01.1145>

- Flouri, E., & Buchanan, A. (2004). Early father's and mother's involvement and child's later educational outcomes. *British Journal of Educational Psychology*, 74(2), 141–153. <https://doi.org/10.1348/000709904773839806>
- Gaona, J. C. G., & González, E. R. V. (2011). Relationship between reading habits, university library and academic performance in a sample of psychology students. *Revista de la Educación superior*, 15(157), 55-73.
- George, J. M., & Jones, G. R. (2012). *Understanding and managing organizational behavior* (6th ed). Prentice Hall.
- Goctu, R. (2016). The impact of reading for pleasure on Georgian University EFL students' reading comprehension (IBSU case). *Journal of Education in Black Sea Region*, 1(2), 73–81. <https://doi.org/10.31578/jrebs.v1i2.20>
- Hayati, M. (2018). *Using cooperative integrated reading and composition (circ) method to improve students' reading comprehension*. Ar-Raniry State Islamic University.
- Iftanti, E. (2012). A survey of the English reading habits of EFL students in Indonesia. *TEFLIN Journal*, 23, 149–164. <https://doi.org/10.15639/TEFLINJOURNAL.V23I2/149-164>
- Iftanti, E. (2015). What makes EFL students establish good reading habits in English. *International Journal of Education and Research*, 3(5), 365–374.
- Iftanti, E., & Shofiya, A. (2018). EFL students' responses on the implementation of extensive reading program to build love of reading in English. *Jurnal Bahasa Lingua Scientia*, 10(1), 143–158. <https://doi.org/10.21274/lj.2018.10.1.143-158>
- Kasim, U., & Raisha, S. (2017). EFL students' reading comprehension problems: Linguistic and non-linguistic complexities. *English Education Journal*, 8(3).
- Kathori, C. R. (2004). *Research methodology Methods and techniques* (2nd Rev). New Age International (P) Ltd., Publishers.
- Khalisa, N. (2018). *The correlation between students' reading habit and their writing ability*. Ar-Raniry State Islamic University.
- Khan, S. A., & Shafique, F. (2011). Information needs and information-seeking behavior: A survey of college faculty at Bahawalpur. *Library Philosophy and Practice (e-Journal)*. <http://digitalcommons.unl.edu/libphilprac/484>

- Kojo, D. B., Agyekum, B. O., & Arthur, B. (2018). Exploring the effects of social media on the reading culture of students in Tamale technical university. *Journal of Education and Practice*, 9(7), 11.
- Langton, N., & P. Robbins, S. (2005). *Organizational behavior*. Pearson Education.
- Loan. (2011). Impact of internet on reading habit of the net generation college students. *International Journal of Digital Library Services*, 1(2), 43–48.
- Loan, F. A. (2009). Impact of new technology on reading habits: A glimpse on the world literature.
- Lunenburg, F. C. (2011). Goal-setting theory of motivation. *International Journal of Management, Business, And Administration*, 15(1).
- Maharsi, I., Ghali, M. I., & maulani, S. (2019). High school students' reading habit and perception on reading for pleasure. *International Journal of Indonesian Education and Teaching*, 3(1).
- Mansor, A. N., Rasul, M. S., Rauf, R. A. A., & Koh, B. L. (2013). Developing and sustaining reading habit among teenagers. *The Asia-Pacific Education Researcher*, 22(4), 357–365. <https://doi.org/10.1007/s40299-012-0017-1>
- Merga, M. K. (2014). Peer group and friend influences on the social acceptability of adolescent book reading. *Journal of Adolescent & Adult Literacy*, 57(6), 472–482. <https://doi.org/10.1002/jaal.273>
- Morni, A., & Sahari, S.-H. (2013). The impact of living environment on reading attitudes. *Procedia - Social and Behavioral Sciences*, 101, 415–425. <https://doi.org/10.1016/j.sbspro.2013.07.215>
- Mudrák, J., Záborská, K., & Takács, L. (2020). Systemic approach to the development of reading literacy: Family resources, school grades, and reading motivation in fourth-grade pupils. *Frontiers in Psychology*, 11, 37. <https://doi.org/10.3389/fpsyg.2020.00037>
- Noor, N. M. (2011). Reading habits and preferences of EFL post graduates: A case study. *Indonesian Journal of Applied Linguistics*, 1(1), 1. <https://doi.org/10.17509/ijal.v1i1.95>
- Obaidullah, Md., & Rahman, M. A. (2018). The impact of internet and social media on the habit of reading books: A case study in the southern region of Bangladesh. *Studies in English Language and Education*, 5(1), 25–39. <https://doi.org/10.24815/siele.v5i1.8966>



- OECD, P. (2019). Results (Volume I): What Students Know and Can Do; PISA. <https://doi.org/10.1787/5f07c754-en>
- Ogbodo, R. (2011). Effective study habits in educational sector: Counselling implications. *Edo Journal of Counselling*, 3(2), 230–242. <https://doi.org/10.4314/ejc.v3i2.63610>
- Pichette, F., Segalowitz, N., & Connors, K. (2003). Impact of maintaining L1 reading skills on L2 reading skill development in adults: Evidence from speakers of Serbo-Croatian learning French. *The Modern Language Journal*, 87(3), 391–403. <https://doi.org/10.1111/1540-4781.00197>
- Priajana, N. (2015). Student teachers' reading habits and preferences. *Journal on English as a Foreign Language*, 3(2), 71. <https://doi.org/10.23971/jefl.v3i2.65>
- Rafiq, M., Asim, A., Khan, M. T., & Arif, M. (2019). The effects of social media on reading habits. *Pakistan Journal of Information Management and Libraries*, 21, 46–65.
- Razali, K., & Razali, I. (2013). Strategies in improving reading comprehension through vocabulary acquisition. *Englisia Journal*, 1(1). <https://doi.org/10.22373/ej.v1i1.136>
- Rosli, N. A., Razali, N. F., Zamil, Z. U. A., Noor, S. N. F. M., & Baharuddin, M. F. (2018). The determination of reading habits among students: A concept. *International Journal of Academic Research in Business and Social Sciences*, 7(12), Pages 791-798. <https://doi.org/10.6007/IJARBS/v7-i12/3710>
- Sani, B. B., Chik, M. N. bin W., Nik, Y. B. A., & Raslee, N. A. binti. (2011). The reading motivation and reading strategies used by undergraduates in University Teknologi MARA Dungun, Terengganu. *Journal of Language Teaching and Research*, 2(1), 32–39. <https://doi.org/10.4304/jltr.2.1.32-39>
- Schirillo, J. A., & Goldstein, B. (2010). Gestalt approach. *Encyclopedia of Perception/Ed. by EB Goldstein. SAGE Publications*, 469-472.
- Scrimin, S., & Mason, L. (2015). Does mood influence text processing and comprehension? Evidence from an eye-movement study. *British Journal of Educational Psychology*, 85(3), 387–406. <https://doi.org/10.1111/bjep.12080>
- Seitz, L. (2010). Student Attitudes toward Reading: A Case Study. *Journal of Inquiry and Action in Education*, 3(2), 30-44.

- Seyabi, F. A., & Tuzlukova, V. (2015). Investigating EFL reading problems and strategies in post-basic schools and university foundation programs: A study in the Omani context. *Malaysian Journal of ELT Research*, 11(2), 35–51.
- Sharma, G. (2017). Pros and cons of different sampling techniques. *International journal of applied research*, 3(7), 749-752.
- Syahabuddin, K., Yusny, R., & Zahara, N. (2019). Teacher teaching styles in introducing concept mapping strategy in reading comprehension activity at senior high schools in Meureudu, Aceh. *Englisia Journal*, 6(2), 130. <https://doi.org/10.22373/ej.v6i2.4548>
- Tanjung, F. Z., Ridwan, R., & Gultom, U. A. (2017). Reading habits in digital era: A research on the students in Borneo university. *LLT Journal: A Journal On Language and Language Teaching Journal*, 20(02), 147–157. <https://doi.org/10.24071/llt.2017.200209>
- Tella, A., & Akande, S. (2007). Children reading habits and availability of books in Botswana primary schools: implications for achieving quality education. *The Reading Matrix*, 7(2), 117–142. <https://doi.org/10.1016/j.compedu.2015.11.001>
- Tuba, S. B. (2017). A study on reading habits of social studies and history teachers in Turkey. *Bircan Educational Research and Reviews*, 12(10), 569–582. <https://doi.org/10.5897/err2017.3245>
- Usman, B., Fata, I. A., & Pratiwi, R. (2019). Teaching reading through know-want-learned (KWL) strategy: The effects and benefits. *Englisia Journal*, 6(1), 35. <https://doi.org/10.22373/ej.v6i1.3607>
- Verma, J., & Malviya, V. (2010). *The impact of internet and digital media on reading habit*.
- Wood, W., & Neal, D. (2007). A new look at habits and the habit-goal interface. *Psychological Review*, 114(4), 843–863. <https://doi.org/10.1037/0033-295X.114.4.843>
- Yamashita, J. (2004). Reading Attitudes in L1 and L2, and Their Influence on L2 Extensive Reading. *Reading in a foreign language*, 16(1), 1-19.
- Yusof, N. M. (2010). Influence of family factors on reading habits and interest among level 2 pupils in national primary schools in Malaysia. *Procedia - Social and Behavioral Sciences*, 5, 1160–1165. <https://doi.org/10.1016/j.sbspro.2010.07.253>



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B- 14100/UN.08/FTK/KP.07.6/09/2019**

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR UN.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-6689/UN.08/FTK/KP.07.6/06/2018 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

**Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Mei 2018

**MEMUTUSKAN**

**Menetapkan** :  
**PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-6689/UN.08/FTK/KP.07.6/06/2018 tanggal 26 Juni 2018

**KEDUA** : Menunjuk Saudara:

1. Dr.phil. Saiful Akmal, S.Pd.I., M.A	Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M. Pd	Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Nurul Fitri

NIM : 150203060

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Factors Influencing Good English Reading Habit (An Investigation of EFL Students' Perception)

**KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;

**KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020

**KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.



Ditetapkan di: Banda Aceh  
Pada Tanggal: 20 September 2019

**- Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

### **List of Interview Questions**

1. What are factors influencing you to have good English reading habit?  
please elaborate them!
2. Why do you think those factors influence your English reading habit?
3. Do you think those factors give a positive or negative influence to your English reading habit? Please explain why!
4. Which one of those factors is the crucial factor that influences your English reading habit? Please explain why you choose it!
5. Did you have any challenges or problems in establishing good English reading habit?
6. What are the challenges or problems that you face in establishing good English reading habit? please elaborate them!
7. Do the challenges give a positive/negative influence on your English reading habit? please elaborate and explain why!
8. Which one of those is the most difficult challenges that influence your English reading habit? Please why you choose it?
9. How do you deal with those challenges or problems? What strategy do you use to face or solve the challenges or problems?
10. Do the strategies are worked? Please explain each result of the strategy that you use to solve the challenges or problems!

## AUTOBIOGRAPHY

Name	: Nurul Fitri
Place/ Date of Birth	: Usi Mesjid / February 10 <sup>th</sup> , 1997
Sex	: Female
Religion	: Islam
Nationality/Ethnic	: Indonesian/Acehnese
Marital Status	: Single
Address	: Jalan Tgk Glee Iniem Desa Lamduro, Kecamatan Darussalam Kabupaten Aceh Besar
Occupation/ NIM	: PBI/ 150203060
Parents	
Father	: Ibrahim
Occupation	: Farmer
Mother	: Nurul Fitri
Occupation	: Guru
Address	: Jl. Medan-Banda Aceh, Desa Mesjid Usi, Kecamatan Mutiara Timur, Kabupaten Sigli
Educational Background	
Elementary School	: MIN Beureunuen (2003-2009)
Junior High School	: MTsN Beureunuen (2009-2010)
	: MTsN Model Banda Aceh (2010-2012)
Senior High School	: MAN Model Banda Aceh (2012-2015)
University	: UIN Ar-Raniry (2015-2020)

Banda Aceh, 16 Juli 2020

## The Writer,

Nurul Fitri