THE CORRELATION BETWEEN RECREATIONAL READING HABIT AND READING ACHIEVEMENT

THESIS

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ABSTRACT

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The title of this thesis is "The Correlation between Recreational Reading Habit and Reading Achievement". The purposes of this study were to discuss the time that English Language Education students spend in recreational reading, the impact of recreational reading habit on students' reading score, and the correlation between the amounts of time spent in reading and students' reading achievement. This study was a quantitative research using document analysis and interview as research instrument. Pearson's product moment formula was used through SPSS 16.0 application to analyze the data. It was conducted in Department of English Language Education of UIN Ar-Raniry Banda Aceh. The respondent of this study was 8 students consist of 1 male student and 7 female students. The result of this research indicated that the calculation of r value reveals that recreational reading habit strongly correlates with students' reading achievement. Students' of English Language Education generally spent two hours daily for recreational reading activity. Most of them prefered to read novel and magazine instead of other reading materials such as newspaper, articel, and journal. Thus, result suggests that there is correlation between recreational reading habit and reading achievement.

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Banda Aceh, 03rd January 2018

The writer

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CHAPTER I

INTRODUCTION

A.   Background of Study

English becomes a very important language as an international communication tool. Many people are trying to comprehend everything in English in order to compete in a global world. In order to achieve that purpose, there must be a supporting factor that encourages people to become familiar with English; for example, reading articles and texts written in English.

Nowadays, many sources of knowledge are written and published in English. There is no doubt that students' reading ability in English as a foreign language is of a vital importance to academic studies. Reading is an essential part of language learning at every level. Reading activities can support students in learning English because reading can enlarge their knowledge, vocabulary, and information. From reading, English learners also can learn about foreign language people's habit and culture. When learners want to learn about language, they have to learn about the habit and the culture of those foreign peoples. It can help them to learn about those foreign languages easily. For example, the student may do reading activities in order to learn the language. In this case they use reading material as language input.

Grabe and Stoller (2011, p.3) state "Reading is the ability to draw meaning from the printed page and interpret this information appropriately". It means that without having good reading skill, the students cannot understand the English text easily. In education, reading skill is a requirement for students.

Evidently, students read a lot especially if the reading task is part of their academic requirements. They spend amount of time, even sleepless nights before examinations to pass the subject and eventually complete the course. The kind of reading which this particular study investigated from among the freshmen is the recreational reading. It refers to an array of fun reading activities in which students freely engage in self-directed reading on a wide range of interesting topics (Hung, 2002). Recreational readers aged three to 60 indicate some reasons for pleasure reading: first, they read to check reality; second, they read to escape; and third, they read to learn specific skills of information (Cohen, 2005).

There have been several studies pointing out the significant benefits of recreational reading to academic attainments. Laubach Litscape (2002) explains that recreational reading has cognitive effects as it improves skill and strategy, builds fluency and enlarges vocabulary. Furthermore, Patterson and Proust (2008) indicate strong correlation between pleasure reading and academic excellence as noted in the following results: 1) voluntary readers are better readers and writers than non-readers; 2) children and teenagers who read for pleasure on a daily or weekly basis score better on reading tests than infrequent readers; and 3) frequent readers also score better on writing tests than non-readers or infrequent readers.

Despite some similarities that previous study shares with this study, there are also some differences. This study will indicate the amount of time that students spend in recrational reading and the impact of recreational reading habit on students' reading score. Additionally the writer will analyze the data to see the correlation between the amount spent in reading and their academic achievement.

Based on above explanation, writer conducted the study entitle "The Correlation between Recreational Reading Habit and Reading Achievement".

B.   Research Questions

Based on the above consideration, the writer point out some problems, they are:

1.   How much time do English language education students spend in recreational reading ?

2.   To what extend does recreational reading habit affect students' reading score?

3.   Is there a correlation between the amount of time spent in reading and students' reading achievement ?

C.   The Aims of Study

Having known the research questions above, the writer basically focus on knowing and identifying:

1.   To identify the time that English language education students spend in recreational reading.

2.   To identify the impact of recreational reading habit on students' reading score.

3.   To identify the correlation between the amounts of time spent in reading and students' reading achievement.

D.   The Significance of Study

The significances of this study are formulated as follows:

1.   For researcher

To know more about recreational reading habit of English language education students.

2.   For the readers

This study hopefully could increase their knowledge especially about the recreational reading habit of English language education students.

3.   For students

This study could help the understanding toward an improvement at the recreational reading habit to improve students language learning achievement.

E.   Hypothesis

Rogers (1966, as cited in Prasad, 2001) states that hypotheses are single tentative guesses, good hunches-assumed for use in devising theory or planning experiments intended to be given a direct experimental test when possible. The hypotesis of this study is:

H_a: there is a correlation between recreational reading habit and reading achievement.

H_0: there is no correlation between recreational reading habit and reading achievement.

F.   Terminology

1.   Recreational reading

Recreational reading that can be defined as reading or listening to any text for which the reader has a choice in selection and the selection is for enjoyment (Moyer, 2007). Hence, reading in this study means voluntarily reading, reading for fun which is the material of reading may take in many forms like novels, books, newspapers, magazines, comics, and others. Terms that have been used interchangeable with recreational reading include voluntary reading, spare time reading, leisure reading, independent reading, reading outside of school, self-selected reading, and hobby related reading.

2.   Reading Achievement

According to Bashir & Mattoo (2012), reading and academic achievement are essential for research workers and educationists to know that every student whether he or she is gifted, average, normal or backward should be educated in his or her own way but if he or she possesses good study habits, he or she can perform well in academics and in every situation. It is the reading habits which help the learner in obtaining meaningful and desirable knowledge. Good reading habits act as a strong weapon for the students to excel in life.

The writer expects that their recreational reading can improve their reading achievement, especially in Reading Comprehension I, Reading Comprehension II, Reading Comprehension III and Academic Reading lesson.

CHAPTER II

THEORETICAL REVIEW

To support this study, the literature review is set up in this chapter by reviewing important theories on recreational reading habit which covers its definition that includes importance of reading habits and factors influencing reading habits. The writer also explains about reading achievement and the correlation between recreational reading habit and reading achievement.

A. Recreational Reading Habit

Recreational Reading refers to the reading that a students does for recreation or by their choosing. While students may choose what to read. Recreational reading for the purpose of this study refers to reading that was done outside the classroom.

Spiegel (1981, p.3) defines recreational reading "As voluntary reading of self selected materials, either for information or for pleasure." According to the explanation above, the writer's aim was to confine the reading of texts to those read purely for fun and in which the use of imagination was required. Texts that were read for information were excluded, but it must be pointed out here that no pupil was forbidden to read factual books during the time of the study. Spiegel (1981, p.3) continues by stating that "The final goal of a recreational reading program is that students will enjoy reading and seek it as an activity."

The activity of reading is regarded as a habit when it is repeatedly carried out. In measurable terms reading habits is often considered in terms of the amount of

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

Reading interests often refer to the selection of subject matter or preference for a genre of literature being read (Rudman, 1957). It is therefore often equated that an individual has developed a reading habit and interests when such activity is repeatedly carried out voluntarily for leisure. Krashen (1996) believed that this habit and interests could be nurtured at an early age. There would naturally be differences in interests between individuals of different age, gender and greatly influenced by internal factors such as the home, motivation and attitude as well as external factors such as peers, schools, teachers, and the library facilities available to the individuals.

Reading habit refers to the behaviour which expresses the likeness of reading of individual types of reading and tastes of reading (Sangkaeo, 1999). It is a pattern with which an individual organizes his or her reading. Similarly, Shen (2006) identifies reading habits, as how often, how much, and what students read. writer in the past decade have devoted efforts to examining learners' reading habits. With their

endeavours, these study have discovered that reading habits are associated with students' gender, age, educational background, academic performance and professional growth. There have been attempts to categorise readers. Beers (1996) categorized 7th grade students into 3 groups. The "dormant readers" were those who liked to read and considered themselves readers but did not take the time to read regularly or update their knowledge. They were not negative to reading but gave priority to other activities such as sports, social life and school work. They would read during convenient times such as during school breaks or after completion of major projects. The second and third groups were the non-committed and unmotivated readers. Those in these two groups have negative attitude towards reading and did not like to read. The non-committed readers were open to suggestion of reading in the future and have positive attitudes towards other readers. The unmotivated readers were not open to the suggestion of future reading and were negative towards people who do read.

In a more recent study, Bullent (2002) categorised reading levels of 108 children between the ages of 11 and 12 into four groups; the heavy readers (reading 24 or more books per year or 2 books per month); the moderate readers (reading 7-23 books per year or 1 book per month); rare readers (reading 1-6 books per year (1 book every 2 month) and the non-readers. The last two groups form a big percentage of children between the ages of 9 to 10, which indicated that the reading habits have not been well developed.

Reading habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic

subjects and passing at examinations. Reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits. While some students have good reading habits, others tend to exhibit poor reading habits. Academic achievement means how much knowledge the individual has acquired from the school (Bashir & Mattoo, 2012).

The effective reading is important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context (Palani, 2012).

Ogbodo (2010) further identifies three main types of reading habits. These are hobby, recreational and concentration. A hobby is an activity one does because one derives some joy and satisfaction from doing it. After formal education's attainment, some people like reading as their hobby. It is purpose to widen the reader's horizon areas like educational, religious, political, economic, current affairs, fiction and non-fiction. The practice of reading as a hobby helps one to be versatile in knowledge in many areas and the person can discuss issues knowledgeably with others.

Fundamentally, reading for recreation or relaxation is very common among the educated elite. People who have gainful employment spend the whole day in the offices trying to solve problems related to the jobs they do. When they come back

from work, they normally desire a change by reading books, newspapers and other written materials which are different and of interest to them. Students should be encouraged to read magazines instead of reading textbooks all the time. Students, who read magazines at intervals learn to relax, cool their brain and avoid mental fatigue and also makes them live a disciplined life in the school. In most cases, its effect in inducing sleep and rest after tedious reading in the classroom or the library adds to good health habits. The concentration reading is the most important type of reaching the desired outcome. It is the bedrock and the result oriented reading which makes for achievement (Ogbodo, 2010).

Palmer (1995, p.10) refers to study conducted by Gray and Rogers who compiled a list of reasons why people read extensively. According to their study, it appears that "the habit of reading is based upon real human needs". People, they have found choose to read for the following reasons:

a. As a ritual or from force of habit

b. From a sense of duty

c. Merely to fill in or kill time

d. To know and understand current happenings

e. For immediate personal satisfaction or value

f. To meet practical demands of daily living

g. To further vocational interests

h. To carry on and promote professional or vocational interests

i. To meet personal-social demands

j. To meet socio-civic needs and demands (good citizenship)

k. For self-development or improvement, including extension of cultural background

l. To satisfy strictly intellectual demands

m. To satisfy spiritual needs.

Clearly, people read for many more reasons than simply for recreation. However, the term recreational reading although it is wholly inadequate to describe the full range of purposes and motivation for reading actively or voraciously will continue to be used to describe reading above and beyond the functional.

Palmer (1995, p.8) quotes Londsdale and Mackintosh who list some of the benefits for children and declare that recreational reading:

a. Provides opportunities for fun, relaxation, and recreation

b. Helps individuals define their roles in the home school and community

c. Helps them to understand society and the people in it

d. Helps them to become acquainted with different cultures in the world

e. Helps them to understand their problems and the problems of others

f. Develops pride in their own cultural heritage

g. Helps them to develop their own set of values which are in harmony with society

h. Builds a sensitivity to beauty in them

i. Helps to develop a permanent interest in literature.

1.   Importance of Reading Habit

Reading is one of the three R's with which a child starts his education. In fact the success and failure of his academic life depends to a large extent upon his reading ability. Reading may be regarded as a basic skill to be acquired by

every learner and hence every effort should be directed towards its development in student from early life. Studies have shown that schools and teachers do not have as big an influence on student as parents and friends do. The people that student spend the most time with are the ones who govern their thoughts and directions in life. To be around people who propagate learning and reading is always a good thing for a student. There are many benefits to picking up such reading habits, especially when it comes to matters that pertain to the students mental growth. Without a reading habit, a student can grow up with some difficulties, especially if in a line of work that requires reading at any level. Reyhene (1998) observed that when student read for pleasure, they involuntarily and unconsciously improve their language skills. Bignold (2003) indicated that the habit of reading improved students' reading skills. Hence, the issue of reading whether it is for learning or leisure is important since it helps broaden young people's experiences and knowledge (Green, 2002).

A good reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. Furthermore, an individual's interests are determined to a considerable extent by the amount he will read and the intensity with which he will pursue his reading activity. By reading books, one gets confirmation or rejection of one's own ideas, which makes one think more critically about right and wrong in the society. Reading provides people with a sense of values, which enable them gradually to develop the greatest of all virtues, that is the ability to understand

rather than condemn. Books can also be very comforting, especially at times when one doubts one's self and one's beliefs.

Pleasure reading furthers the development of reading as life-long habit which strengthens both language skills and fluency noted that children improve their reading skill when they read for pleasure. Cunningham and Stanovich (1998) reported that reading volume both inside and outside the school has a significant impact on the development of reading speed and fluency, vocabulary, general knowledge overall verbal ability and academic achievements.

2. Factors Influencing Reading Habit

The reading habits of children have long been a matter of much interest to educators, parents, librarians, publishers and other stake holders. An understanding of reading habits and preferences of children would help them to take necessary measures for promoting reading among children. It is widely acknowledged that life-long habit of reading can best be inculcated and nurtured at the early stage. It is however a general observation that there is over emphasis on study reading rather than recreational or voluntary reading among children.

Cheah (1998) noted that while students in Singapore will not hesitate to read school related materials, getting them to become life-long readers and read for the pleasure remains an uphill task. There are many factors that motivate reading among children. An international survey has shown that nearly half of

the UK students participating in the study said that they read for relaxation while majority of the children from twelve developing countries revealed that they read for passing examinations.

A study of young people in Britain aged between 11 and 18 years found that peer influence was the top most reason for reading books. A survey in the United States found that 71% of the students who perceived themselves as good readers had a positive attitude towards reading while none of the students who regarded themselves as poor readers enjoyed reading (Cosgrove, 2001).

A Malaysian study of 6th form students (Lim, 1974) found that the most important motivating factor was self or personal interests and this favourable attitude was well formulated among the girls and those in the Arts stream. In Sri Lanka, the National Library and Documentation Service Board (NLDB) carried out a survey in 2002 and found the following situations; reading habits of students was poor, the condition of the school libraries was not encouraging as book collections were old and most students read "light" materials such as magazines, novels, comic books and newspapers. Gunasekara (2002) studied reading problems in Sri Lankan secondary schools and found three major hindrances to the promotion of reading habits. These include, preference to chat and listen to the radio, insufficient reading resources in school libraries to be borrowed and preference for television viewing. Most reading was done mainly for examination purposes.

A survey in Britain, found that student had very diverse reading. A similar survey conducted in Denmark on student, aged between nine and

twelve years, noted a great deal of variations in students' reading preferences. It was found that over a span of one month, the student read a total of 1598 fictions and non-fiction books written by more than 700 authors. Among the Singapore student, adventure stories were the most popular, followed by the mystery stories (Balasundaram, 1991). In Australia primary school students liked reading action adventure as much as science fiction and fantasy (Woolcott study, 2001) while in Britain, fantasy fiction was at the top, followed by humour, horror and thriller books.

A study investigating the favourite past time activities of primary and middle school students in China reported that "watching TV" was the most popular leisure activity, followed by reading books (Liu, 2000). A similar survey of primary 1 to secondary 5 students in Hong Kong found that watching TV and playing computer games were the two most preferred after school leisure activities (Education Department, 2001). Another study in Britain concluded that young people aged between 11 and 18 years were more likely to watch TV or use the internet than reading books. The literature review suggests that several factors particularly technological changes are likely to influence reading habits of student.

As the conclution, the writer proposed some factors that influence students' reading habit:

a. Peer influence

b. Self or personal interests

c. The condition of the school libraries

d. Insufficient reading resources in school libraries to be borrowed

e. Preference for television viewing

B.   Reading Achievement

Reading is a key skill that affects all other academic contents. One must be able to read proficiently to achieve success more readily in all other areas of instruction. There is a continual rise in expectations for reading more complex texts and while this is a substantial endeavor, it appears more difficult for the reluctant, unmotivated reader.

Reading is the ability to understand words contained in a document and make use of the knowledge for personal growth and development (Dadzie, 2008). This implies making meaning out of recorded information either printed or non-printed in the life of an individual. People read for different reasons and purposes, some of which include for pleasure, leisure, relaxation, information and for knowledge.

Reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context (Palani, 2012). He believes reading is a process of thinking, evaluating, judging, imagining, reasoning and problem solving.

Reading is an essential tool for knowledge transfer and the habit of reading is an academic activity that increases skills in reading strategies. To know about the world and its environment, a student helps himself through reading books, newspapers and other magazines. Once the student has been taught to read and has

developed the love for books, he can explore for himself the wealth of human experiences and knowledge through reading. student, who miss the opportunity of getting in touch with books in their early stages of life, find it hard to acquire good reading habits in their later years (Deavers, 2000). Reading is an intellectual action which is possible only if a man forms a habit of reading and practices these from childhood. Reading habits, therefore play a very crucial role in enabling a person to achieve practical efficiency. "Laws die but books never." Indeed, books are the most suitable medium through which knowledge is transmitted from generation to generation (Issa et al, 2012).

Reading and academic achievement are essential for research workers and educationists to know that every student whether he or she is gifted, average, normal or backward should be educated in his or her own way but if he or she possesses good study habits, he or she can perform well in academics and in every situation. It is the reading habits which help the learner in obtaining meaningful and desirable knowledge. Good reading habits act as a strong weapon for the students to excel in life (Bashir & Mattoo, 2012).

Singh (2011) examined academic achievement and study habits of higher secondary students. The study was conducted on hundred (100) higher secondary students randomly from two higher secondary schools. The result indicates that girls and boys differ significantly in their study habits and academic achievement. Bhan and Gupta (2010) on the other hand examined study habits and academic achievement among the students belonging to scheduled caste and non-scheduled

caste group. The results revealed that sex has no significant impact on the study habits and academic achievement of students.

C.   The Correlation between Recreational Reading Habit and Reading Achievement

Reading researchers have found positive relationships to exist between the amount of independent reading student do and their achievement in school (Anderson, Wilson & Fielding, 1988; Greaney, 1980; Maxwell, 1977; Taylor, Frye & Mamgama, 1990). Morrow (1983) reports that student who demonstrates voluntary interest in books is observed by teachers to be significantly higher on school performance than are student with little or no interest in books. They also score significantly higher on standardized tests and in the areas of social and emotional maturity, work habits and language arts skills.

Results of a study by Shannon (1980) indicate a positive attitude among better readers and that a negative attitude is reinforced by low test scores. Greenshields (1979) study suggests similar findings. It seems as though interest has a greater influence than readability on comprehension, particularly among lower ability readers. Epstein (1980) promotes the idea that often found at the root of many reading difficulties is a negative attitude. The results of these studies indicate that the degree of interest expressed in reading does show some relationship to reading comprehension.

The benefits of early exposure to literature and the continued support of recreational reading have been well documented. Morrow and Weinstein (1982) write that young student, when read to frequently, develop more sophisticated

language, acquire more background information, have more of an interest in learning to read and generally do learn faster and easier than their peers. Mason (1984) and Tovey suggest that daily read-aloud sessions have been found to stimulate language development and promote awareness about how to approach the task of reading.

The results of a study done on the impact of a literature-based program on literacy achievement indicate that literature-based instruction, with heavy emphasis on recreational reading, does not diminish reading achievement test scores. Rather, there seems to be an advantage in combining a literature program with basal instruction (Morrow, O 'Connor, & Smith, 1990; Walmsley & Walp, 1990). Felsenthal (1989) indicates that the incorporation of students' literature into any reading instruction program will provide an ideal opportunity to develop critical thinking.

In conclusion, Morrow (1992) found that the implementation of regularly scheduled literature activities and the existence of appealing literacy centers, which engage the students in independent reading and writing, led to a substantial increase in students' performance.

There is a growing body of evidence that supports early exposure to literature, literature activities and the promotion of voluntary reading. Many of the early childhood researchers and educators referred to in this review of literature, will agree that these kinds of early childhood experiences with literature will promote voluntary reading as well as aid in the development of other reading skills.

Better understanding of recreational reading's link to academic achievement is important to this study's quest to better understanding of what recreational reading is

and its role in an elementary classroom. This group of studies examines the correlation between recreational reading and academic achievement. Gallik (1999) examines the recreational reading habits of college students in order to determine any correlation between recreational reading and academic achievement as measured by Cumulative Grade point Average (GPA). Gallik created a survey completed by 151 college students enrolled in an English composition course at a private university in central Texas. The results indicate that there appears to be "an insignificant" (p.484) relationship between pleasure reading and cumulative grade point average throughout the semester. There was, however, a significant correlation between reading for pleasure during vacations and cumulative GPA. An implication from this study is that "students who spend more time reading have in general, superior academic skills and these skills help them achieve academic success" (p.488). The results of this study begin to demonstrate the correlation between recreational reading and academic success.

While Gallik (1999) explores recreational reading and its link to academic achievement among college students, four years earlier Arthur (1995) explored the impact of recreational reading on the reading achievement of elementary students. Participants were 55 students in grades 4, 5, and 6. Five students who identified reading as a hobby and five students who did not choose reading as a hobby were chosen at random to have their reading achievement scores compared. The results of the study indicate that the students in grade 4 who read recreationally had "higher reading achievement scores than students who have not identified recreational reading as a hobby" (p.10). Arthur suggests a reason students choose not to read

recreationally may be that students have "limited opportunities to practice reading skills with self-selected reading materials" (p.11). If reading recreationally has such a positive impact on reading achievement, it appears important for students to be encouraged to read recreationally.

D.   The Relevant Studies

Allam (2016) conducted a study entitled "Recreational Reading Habit of College Freshmen in Relation to Their Academic Performance". This study attempted to look into the significant relationship between the recreational reading habits and the academic performance of the first year college students. Specifically, it sought responses to determine relationship of the selected variables such as the gender and areas of specialization with the respondents' recreational reading habits. A survey questionnaire served as the instrument to collect data from the respondents for their profile and questions relative to their reading preferences for recreation and the amount of reading time spent weekly in two separate periods: in session and on vacation. The results from this questionnaire and the academic grades were tabulated and analyzed using the percentage system, weighted mean, Chi-square test and Pearson Product Moment Correlation. The findings revealed a significant relationship between the academic performance and the recreational reading habits of the respondents in session and on vacation. There were no significant differences between the variables --gender and areas of specialization and the reading habits of the respondents. Their academic grades clustered on average level. More than half of the total respondents spent one to two hours per week for their recreational reading.

As to their reading preferences, the frequently read by them are magazines, letters, non-fiction, newspapers, short story, and internet.

Micheal Owusu-Acheaw (2014) conducted a study entitled "Reading Habits Among Students and its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic". The study sought to assess the reading habits among students and their effects on their academic performance. The study was conducted in Koforidua Polytechnic situated in the Eastern Region of Ghana. A questionnaire was used for the data collection. The data collected were analyzed quantitatively with the use of Statistical Package for Social Science (SPSS). Figures and tables were used to present the results of findings. From the total of 1052 copies of questionnaire distributed, 1000 copies, representing 95.0% were filled and returned. The findings showed that majority of the respondents acknowledge the importance of reading, 81.9% of the respondents neither read novel nor fiction within the last two semesters while 62.0% of the respondents only read for the purpose of passing examination. The study confirmed that reading habit has influence on academic performance and there is a relationship between reading habit and academic performance. The study recommended among others that lecturers should be advised to stop providing handouts to students but rather encourage them to use the library for research and also, the current system of assessing students should be given a second thought with respect to the formula of assessment.

CHAPTER III

RESEACH METHODOLOGY

Research methodology deals with how the research questions proposed in the first chapter are processed with a particular method. Therefore, in this chapter the writer discusses about the time and place of the research, research method, research subject, research procedure and the technique of data analysis.

A.   Time and Place of the Research

The writer conducted the study on October 16, 2017 to November 30, 2017 in UIN Ar-Raniry which is located at Jln. Syeikh Abdul Rauf, Kopelma Darussalam, Syiah Kuala, Banda Aceh, Aceh. The writer spend time for a month in conducting this study. It depends on the time the informant has. The writer interviewed the students of the seventh semester of English Language Education. Later, the writer asked the questions and record the answer from the interviewees. This procedure was applied by the writer to gain the information about their recretional reading habit and how it effect their reading achievement.

B.   Research Method

Finding the correlation between two variable is considered as quantitative study. This study is a correlational study which aims at finding out the correlation between recreational reading habit and reading achievement. Hatch & Farhady

(1982, p.192-196) adds that correlational study is a study which testing the correlation between two variables (Bivariate) or more than two variables (Multivariate). In this study, the writer tests the correlation between two variables namely recreational reading habit and reading achievement. Finding the correlation between variables can be done by finding the correlation coefficient.

Fenton & Neil (2012, p.51-55) states that there are three types of correlation which are linear positive correlation, linear negative correlation, and no linear correlation. The type of correlation is decided from the range of correlation coefficient which is between +1 to -1. If the correlation coefficient closer to +1, the correlation is linear positive which means if one variable is high, the other variable is high too and if one variable is low, the other variable is low too. In other hand, if the correlation coefficient closer to -1, the correlation is linear negative which means if one variable is high, the other variable is low and if one variable is low, the other variable is high. If the correlation coefficient is 0 it means there is no linear correlation or there are no correlation between variables.

According to Singh (2006, p.305-310), there are two different methods of computing correlation coefficient in bivariate correlation, which are:

1. Rank-Difference Method

Rank-Difference method is also called as Spearman's correlation coefficient. Singh (2006, p.305) states that computing coefficient of correlation between two sets of scores achieved by the individuals, with the help of this method, require ranks. In other words, this method uses students' rank to get

the correlation coefficient. Correlation coefficient in this method is representing as a Greek letter ρ (rho).

2. Product-Moment Method

Kothari (2004, p.131) adds that product-moment method is also called as Pearson's product-moment. This method is the most widelly used to measure the correlation between two variables. According to Hatch & Farhady (1982, p.197), this method can compute the correlation from the students score. Person's product-moment correlation coefficient is representing as the letter *r*. In this study, the writer decides to use product-moment method to compute the correlation between recreational reading habit and reading achievement.

Fenton & Neil (2012, p.56) also states that to confirm the correlation between variables is really exist, the correlation is not only measure with the correlation coefficient but also with the significant value (p-value). The p-value determine the correlation is significant or not. Typically, the value 0.05 is used to determine the significant of the correlation. If the value is lower than 0.05, the correlation is significant which means the variables is really connected with each other and if the value is higher than 0.05, the correlation is not significant which mean the variable is not really connected.

C. Research Subject

The seventh semester English students of UIN Ar-Raniry, Banda Aceh consist of 237 students. They were the total population of the study. The writer selected

eight students purposively as the respondent collect the data. Purposive sampling technique is used for specific purpose to generate a more efficient non-probability sample in term of monetary and/or time resources (Teddlie and Yu, 2007). The standard used in choosing group of participants is whether they are "information rich" for the study (Patton, 2002, as cited in Creswell, 2008). The "information rich" means that participants where data are collected have information that the writer needs for the study.

D.   Research Instrument

In order to collect data, the writer should be able to access the data that needs to be collected for the study. Data can be gathered from a number of sources including written documents, records, workplaces, the Internet, surveys or interviews. Documents and interview are used as the subject of this study.

According to Creswell (2008) document consists of public and private document, which can include newspaper, journals, letters, notes, and others. These sources provide valuable information in helping the writers understand the phenomena in quantitative studies. The student's academic transcript can be categorized as personal or private document in which the writer can use document analysis technique to obtain the data from the texts. Document analysis is required in this study when the writer determines the respondents. The writer analyzed all population's transcripts. The writer seeks for respondents who got score A in all reading levels (Reading Comprehension I, Reading Comprehension II, Reading Comprehension III and Academic Reading).

According to Creswell (2008) interview occurs when the writer ask one or more participants general, open-ended questions and record their answers. The writer then transcribes and types the data into a computer file for analysis. Interview is a systematic way of talking and listening to people and another way to collect data from individuals through conversations. Cohen, Manion and Morrison (2000) defined the interviews as the ways for participants to get involved and talk about their views. In addition, the interviewees are able to discuss their perception and interpretation in regards to a given situation. It is their expression from their point of view.

There are many types of interviews, which include: structured interviews, semi-structured interviews, and unstructured interviews (Kajornboon, 2005). The writer of this study tends to use semi-structure interview in collecting data. semi-structured interviews are non-standardized and are frequently used in qualitative analysis. The writer has a list of key questions to be covered. There are 6 key questions are asked to participants but in this type of interview the order of the questions can be changed depending on the direction of the interview. An interview guide is also used, but additional questions can be asked. As additional point, tape record the entire interviewee used to document the contents of the interaction. Then transcribe the text word for word and the transcribed text then becomes the data that are analyzed.

E.   Research Procedure

In collecting the data of the study, the writer used a interview technique. Some procedures or steps are explained as follow:

1. The writer observed the seventh semester English students of UIN Ar-Raniry consist of 237 students to determine the subject of study. Then, select eight students who has criteria that are predetermined by the writer to collect the data. The criteria is the students who have score "A" on a lesson Reading Comprehension I, Reading Comprehension II, Reading Comprehension III and Academic Reading.

2. After observed the students, the writer ask questions to the interviewee who was choosed about they recreational reading habit.

3. Then, the writer records all the information obtained from the interviewee.

4. Next, the writer analyzed and classifies all the information obtained from the interviewee.

5. Then, the writer compare the results of interviews with the scores they get in their reading lessons.

6. Then the writer interpreted the data based on statistical calculation using SPSS software.

7. The last step, the writer made conclusion of her study.

F.   The Technique of Data Analysis

To obtain the valid data of this study, the writer rearranged the data. So, that it could be calculated by using the formula. The first step is separating the reading score and reading time. Furthermore the reading score is called variable X and the reading time is called variable Y. Next, the data are inputted and analyzed using SPSS 16.0 application program.

Using SPSS 16.0 the writer analyzed the data with the formula of pearsons' correlation, which is:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

In which:

r_{xy} : correlation coefficient variable X and Y

X   : grammar score

Y   : speaking score

N   : number of sample

Source: Hatch & Farhady (1982)

Besides the correlation coefficient, the application also analyzed the significant value automatically from the data that the writer inputted, to find whether or not the correlation is significant (see *Appendix VII*). According to Nickerson (2000, p.242-243), the null hypothesis (H_0) is rejected if the significant value is equal or less than the significant level sets by the writer. In this study, the significant set by the writer

is 0,05 which means if the significant value is equal or less than 0,05, H_0 is rejected and H_a accepted.

According to Hatch & Farhady (1982), pearsons' product-moment correlation formula is used when the writer want to measure the correlation with raw data from the test. The range of correlation in this formula is from 1,00 until 0,00 in which 1,00 stands for a very strong correlation between both variables, and 0,00 stands for a very weak or no correlation at all. To provide better explanation the writer presents a complete correlation coefficient table that could be seen below:

Table 3. 1. Correlation Coefficient Table

Correlation Coefficient (r)	Interpretation
0,80 – 1,00	Very Strong
0,60 – 0,79	Strong
0,40 – 0,59	Moderate
0,20 – 0,39	Weak
0,00 – 0,19	Very Weak (or no correlation)

Source : Evans (1996)

CHAPTER IV
RESULT AND DICUSSION

This chapter covers the study findings and discussion. The first finding focuses on the result of documents and the second will reveal the interview result, where both results will be discussed in the discussion session.

A.   Result of the Interview

The interview is used to answer the first question about the time that English Language Education students spend in recreational reading. The interview was aimsed at getting more information from eight selected participants regarding their best score in reading comprehension 1, reading comprehension 2, reading comprehension 3, and academic reading. The interview was conducted from November 1 to November 25, 2017. It consisted of six primar questions and probed by several questions when necessary. At times, the questions were not asked in fixed order as it was tailored to the nature of responses of each participant. The following is the analysis of the interview:

YR is one of the participants in the study. In interview, she admitted that she was familiar with recreational reading. She was quick in responding when asked about its simple definition. She cited that recreational reading was "read for pleasure" that according to our own desires without any demands from others and she also said that she was happy to read the recreational reading because it makes her more focused and not stress because he felt enjoy with reading. Because of that, she spends 1.5 hours a day to do recreational reading. Usually she reads when there is

free time and holidays. The books that she likes to read are like a novel with a type of humor, fantasy, romance.

Then participant TU also said that recreational reading is read for fun not purpose for academic. In line with YR, she also feel happy to read the recreational reading because it makes her quick to understand and easier to remember what she reads because the reading that is read not the coercion of a person, but the desire of ourselves. In a day she can spend time for recreational reading about 2 to 3 hours and it is done when she has nothing else to do. Usually she likes to read online magazines and books that discusses about information. Her thoughts were best described as follows:

> "The information, like the existing reading of the information. such as how to prevent belching or which we usually mistaken, for example how to peel the skin of fruit. Sometimes funny stories. If for example a book, I like about biography, Steave Job's book, Harry Potter, hehe ..."

Z is one of the participants in the study. He had an average score that is relatively higher than other participants. In the interview, he admitted that he was familiar with recreational reading, describing it as:

> "Recreational reading is that reading you do in your spare time and hmm.. recreational reading is done by people without any command from teachers. Reading done in course is not recreational reading. You read some books at home without any recomment from teacher or lecturer, that is recreational reading. I think recreational reading is good, because we need to read some books without command from someone."

Later on, he revealed that "Recreational reading is important because we need to read a lot of books, not only the books that we got from our teacher or lecturer but

also we have read it and we like to read it, we want". He said that he normally spent at list about 4 hours a day for reading those kind of book every day.

He also said that he like read newspaper and books that tell about religion, beneficial and valuable information, and funny stories. He usually does that before his sleep or in holiday. He revealed more as follows:

> "I love reading some book that contain humor element, I mean hmm.. the book that tell me or they want that can make me laugh, the book is humorist. And besides that, I also like reading book that contain much beneficial or valuable information for me such as the book that tell about hmm.. another religion, a book that tell about something unique, and I also reflection book. I love novel, I love comic book, and sometimes I also read hmm.. the book at the content romantic element. I usual read the most before I go to sleep and holiday without have any scadule, I not go to campus, I don't have to study, so I have nothing to study, I don't have lecturer to join, so I spent most my holiday time to read a book, like I said just now, scientific book's, detective novel, and another kind of books. Hmm.. but I consider as the most interesting such as linguistic book. So, I really read interested book in my spare time for my recreational reading."

RI is another participant with an average score that is relatively higher in reading lesson. Regarding recreational reading, she admitted having heard about it, in which she regarded it as "read without load" and "reading because like, without any instruction from anyone". She also said that, she loves to read. So reading it is already a daily activity that is done willful or not. She usually reads when there is spare time. She was happy because by reading she got a lot of new sciences. Being asked about how much time she spend for recreational reading each day, she reflected:

"Hmm .. it depends on my activity. Usually if my days is full of activities, than I do not do reading activity. Usually I read the book after prayer magrib until insya. Then later after prayer insya I read the book again to sleep. Then after the prayer subuh I also read the book again. Anyway if I have got spare time, I definitely read the book. If I do not read the book, I read the short caption in Instagram, I also like to improve my reading skills as well. Because I like to follow the accounts that hmm .. west, for example, like BBC, CNN, I am so happy because I can get new sciences, new vocabs."

Subsequently, RI also said that she likes to read books, newspaper, journal that discuss about religion.

NS is also one of the participants in the study. In interview, she admitted that she was familiar with recreational reading. She was quick in responding when asked about its simple definition. She cited that recreational means "recreation". So recreational reading is reading to get fun without having anything to do with academic reading. Then, she said that she was happy to read the recreational reading. She spends 2 hours a day to do recreational reading. Usually she reads noon, around 3 o'clock when people sleep. She like read magazine, books like novel and comic with a type of legend, fantasy, romance.

AR is one of the participants in the study. In the interview, she admitted that she was familiar with recreational reading. She said that recreational reading is like we are recreation. It's mean like we feel exited in reading. Later on, she revealed that she feels satisfied when she reads recreational reading because when she reads she feels discovering a new world, then like any curiosity what she wondered before could answer. She said that she usually spent at list 2 hours every day in the morning. She also said that she like read books, blog, magazine and newspaper that tell about history, astronomy, romance and mythology.

YAU is one of the participants in the study. YAU admitted being familiar with recreational reading to which she considered "Reading according to our motivation, without any compulsion from others". She also said that she was happy and satisfied because she can learn many things that she wants to know. When the interviewer ask about the time that she spend for recreational reading each day and when she read the most, she slightly hesitantly responded :

> "If for recreational reading, I have certain books, there are certain readings that I like. So, if I just buy a new book it can run out in a day or 2 days depending on the book also. Maybe about 1,5 hours a day. Then, usually if I just buy a book or want to read a new book, I will bring anywhere I go, if I have spare time, I immediately read the book. That's when in outside, but if I'm at home I will read it before I go to sleep and after doing my homework."

YAU also said that she usually reads books. The books that she likes to read are like a novel with a type of romance, fiction, legend, and autobiographies.

Unlike the other participants, YF said that she does not like reading. But when asked about recreational reading, she says that she is familiar with the word recreational reading, but she rarely do it because she is less likely to read. Therefore, she only spent about 1 hour a day to read. She said that she read only when there is spare time and that even if there is a reading material that she thinks is good. So there is no specific time she spends to read. Subsequently, she also said that she likes to read books and magazine that discuss about humor and horror.

Based on the result of interview with eight of English education students concluded that they were quite familiar with recreational reading. They spend averagely spend 2 hours for reading each day and the type that the English Language Education students are as diverse as books, magazines, articles, newspapers, and

caption in Instagram. They usually read in their free time. The detail of the result is explained in table bellow:

Table 4.1 The Student's Time and Type of Reading

No.	Name	Hours per Day	Type of Reading
1.	RI	3 hour	Magazines, Articles, and Newspapers
2.	TU	2 hour	Books and Magazines
3.	Z	4 hour	Books and Newspapers
4.	YF	1 hour	Books and Magazines
5.	NS	2 hour	Books and Caption in Instagram
6.	AR	2 hour	Books, Magazines, and Newspapers
7.	YAU	1,5 hour	Books
8.	YR	1,5 hour	Books

In table 4.1 it showed that the amount of time that English education students spent recreational reading habit. The minimum time that English education students spent on recreational reading is one hour and the maximum time they spent on recreational reading is four hours. So, it can be concluded that their average reading time is two hours. Besides, the average reading type that the English Language Education students are interested in recreational reading are books and magazines.

B. **Result of the Documents**

The document used in this study was students' academic transcript. The result of document analysis shown that only eight students from 237 population who met the criteria that have set by writer. The writer were seeking for students who loved reading and got score A on all their reading courses. The detail of the result is explained in table bellow:

Table 4.2 The Student's Score of Reading

No	Name	Reading Comprehension 1	Reading Comprehension 2	Reading Comprehension 3	Academic Reading	Mean
1.	RI	88	90,75	86,2	87,65	88,15
2.	TU	87	96,75	88	86,9	89,66
3.	Z	93	94	86,6	87,65	90,31
4.	YF	88	86	86.2	86,5	86,67
5.	NS	86	94	86	86,5	88,12
6.	AR	87	92,2	86,05	86,7	87,98
7.	YAU	86	88	86,05	86,25	86,57
8.	YR	91	87,5	87,45	86,5	88,11

In table 4.2 it showed that there are eight students belongs to the excellent grade, whose score ranges from 86 to 100 (score A) from their all reading courses such as reading comprehension 1, reading comprehension 2, reading comprehension 3, and academic reading.

C. **The Correlation between the Amount of Time Spent in Recreational Reading and Students' Reading Achievement**

1. **The Students' Reading Achievement and Their Time Spending in Recreational Reading**

The data obtained from the tests is presented below:

Table 4.3 Reading Time (X) and Reading Achievement (Y)

No	Name	X	Y
1	RI	180 Minutes	88,15
2	TU	120 Minutes	89,66
3	Z	240 Minutes	90,31
4	YF	60 Minutes	86,67
5	NS	120 Minutes	88,12
6	AR	120 Minutes	87,98
7	YAU	90 Minutes	86,57
8	YR	90 Minutes	88,11

The table 4.3 above is used to analyze the correlation between the variable X (Reading Time) and variable Y (Reading Achievement). They were used to compute the correlation between variables.

2. **Correlation between Variables**

Furthermore, to measure the correlation between variables, Pearson Product Moment Correlation was used. The formula is as follows:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

In which:

r : Correlation coefficient variable X and Y

X : Reading achievement

Y   : Reading time

N   : Number of sample

The formula was computed automatically with SPSS 16.0 application program.

3.   Correlation Calculation Result

Table 4.4 The Result of Pearson Correlation

		Reading Time	Reading Achievement
Reading Time	Pearson Correlation	1	.769[*]
	Sig. (2-tailed)		.026
	N	8	8
Reading Achievement	Pearson Correlation	.769[*]	1
	Sig. (2-tailed)	.026	
	N	8	8

*Correlation is significant at the 0.05 level (2-tailed).

The result of mathematical calculation of Pearson Product Moment Correlation formula above shows the coefficient correlation (*r)* is 0,769 or +.769. It means that there is a linear positive correlation between the two variables. As written in chapter III, the table also automatically compute the significant value (p-value) of the correlation. the table shows the p-value 0,026 which is lower than 0,05. It means that there is significant correlation between the two. The following is the interpretation of correlation coefficient in reference to theory of Evans (1996):

Table 4.5 Correlation Coefficient Table

Correlation Coefficient (r)	Interpretation
0,80 – 1,00	Very Strong
0,60 – 0,79	Strong
0,40 – 0,59	Moderate
0,20 – 0,39	Weak
0,00 – 0,19	Very Weak (or no correlation)

Source : Evans (1996)

The table 4.5 shows that the score is +.769. The means that the correlation between the time spending in recrational reading habit and reading achievement is strong.

D.   Discussion of the Results

The main purposes of this study were to discuss the time that English language education students spend in recreational reading, the impact of recreational reading habit on students' reading score, and the correlation between the amounts of time spent in reading and students' reading achievement.

After analysis the data of interview with eight of English Education students, the writer concluded that they averagely spend 2 hours for reading each day. Books and magazines were their choice of reading material type to read in their spare time.

Interview is not the only instrument used in carrying out this study, document analysis also used to gain the important data. The document used in this study was students' academic transcript. It was analyzed to find the students who got score 86 to 100 (A) in all reading courses; reading comprehension 1, reading comprehension 2, reading comprehension 3, and academic reading. The result of document analysis shown that only eight students from 237 population who met the criteria that have set by writer.

The final aim of conducting this study is to find out the correlation between the amounts of time spent in reading and students' reading achievement. The collected data were calculated using SPSS 16.0 application. The correlation coefficient calculation result revealed that r score is 0,769 which means the strength of correlation is strong. So it is possible that the correlation between variable is exist. However, the significant value shows 0,026 which is lower than 0,05. It means the correlation between variables is significant and according to Nickerson (2000) theory, H_0 is rejected and H_a is accepted. Thus, it can be concluded that the recreational reading habit does correlate students' reading achievement.

It means that students who spend more time read recreational reading; the score of their reading courses is higher in comparison to the students who spent less time to read reacretional reading. The result of this study reveals some similarities with the study conducted by Micheal Owusu-Acheaw (2014) that found the existence of correlation between recrational reading habit and reading achievement.

E.   The Implication of the Study

The result of this study reveals that there is correlation between recrational reading habit and reading achievement. This result shows that recrational reading habit significantly affect reading achievement. It means the habit of recreational reading can enhance the students' reading achievement. Therefore, the students can use it as a reference to increase their reading habit. In addition, the students not only focus on academic reading but also focus more in recreational reading.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and discussing the findings in the previous chapter, the writer would like to draw conclusion of this study in this current chapter. Afterward, he also has several suggestions to offer here with in the light of the results of this study.

A.   Conclusion

Based on the result of the study and the explanations in previous chapters, the writer would like to draw some conclusions, they are:

1. The time that English language education students spend in recreational reading is average about 2 hours each day and they usually do that when it is free time.

2. The document used in this study was students' academic transcript. It was analyzed to find the students who got score 86 to 100 (A) in all reading courses; reading comprehension 1, reading comprehension 2, reading comprehension 3, and academic reading.

3. The correlation coefficient calculation result revealed that *r* score is 0,769 which is the strength of correlation is strong and the significant value shows 0,026 which is lower than 0,05. It means Ho is rejected and Ha is accepted. Thus, it can be concluded that there is the correlation between the amount of time that students spent in reading and their reading achievement.

B.   Suggestions

After having the findings of this study, the writer suggests some points according to the findings, they are:

a. The writer suggests the students' to apply reading habit by recreational reading, because recreational reading can help students development in their reading lesson.

b. The students need to be self-aware in recreational reading, because it can increase their reading score better and it will help them facilitate their reading achievement.

c. Since this study has many limitations and may not generalize to other contexts, the writer suggests the further researchers to do research on other aspects related to recreational reading habit.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6039/UN.08/FTK/KP.07.6/07/2017
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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

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 Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Juli 2017

MEMUTUSKAN

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. Salami Mahmud, MA   Sebagai Pembimbing Pertama
2. Dr. Maskur, M.A   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Bella Dalila**
NIM   : **231222678**
Program Studi   : **Pendidikan Bahasa Inggris**
Judul Skripsi   : **The Correlation between Recreational Reading Habit and Reading Achievement**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

KEEMPAT : 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: 18 Juli 2017
An. Rektor
Dekan,

Mujiburrahman

Nomor : B-10063/Un.08/TU-FTK/ TL.00/10/2017   27 Oktober 2017
Lamp   : -
Hal   : Mohon Izin Untuk Mengumpul Data
            Menyusun Skripsi

Kepada Yth.

Di -
   Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry   Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Bella Dalila
N I M	: 231 222 678
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: XI
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Flamboyan II. No. 26 Prada Utama Banda Aceh

Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris UIN Ar- Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Correlation between Recreational Reading Habit and Reading Achievement

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

                                                         An. Dekan,
                                                 Kepala Bagian Tata Usaha,

                                                    M. Said Farzah Ali

Kode 7516

Surat Keterangan

No: B-4658/UN.08/KJ.PBI/TL.00/11/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-10063/Un.08/TU-FTK/ TL.00/10/2017 tanggal 27 Oktober 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : **Bella Dalila**
NIM : **231 222 678**
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

The Correlation between Recreational Reading Habit and Reading Achievement

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 November 2017
Ketua Prodi Pendidikan Bahasa Inggris

Zulfikar

INSTRUMENT RESEARCH
QUANTITATIVE QUESTIONS FOR STUDENT INTERVIEWS

Name: _____   Date: _____

1. What do you know about recreational reading ?
2. How do you feel about recreational reading ?
3. How much time did you spend for recreational reading each day ?
4. When and where do you read the most ? (i.e. vacation, weekends, before going to sleep, etc.)
5. Mention types of reading material you find interesting, such as :
   a. Adventure
   b. Autobiographies
   c. Biographies
   d. Fantasy
   e. Fiction
   f. Historical fiction
   g. Humor
   h. Informational text
   i. Legends/tall tales
   j. Mysteries
   k. Poetry
   l. Romance
   m. Science fiction
   n. Scripts for plays
   o. Sports stories

6. What your choices of reading formats:
   a. Newspapers
   b. Magazines
   c. Books
   d. Journal

<center>**SEMI-STRUCTURED INTERVIEW PROTOCOL**</center>

The questions will answer the first and second research question **"How much time do English language education students spend in recreational reading ?"** and **"What type of reading materials that the English language education students are interested in ?"**

Name of the interviewee : **YR**

1. What do you know about recreational reading ?

   Answer : Recreational reading itu, kita membaca sesuatu buku atau majalah itu sesuai dengan habit kita, kesukaan kita, tanpa ada tuntutan dari orang lain, itu dari diri kita sendiri.

2. How do you feel about recreational reading ?

   Answer : Hmm.. kalau saat kita membaca sesuatu yang kita suka, kita lebih fokus. Hmm.. tidak ada stres, maksudnya kita enjoy, enjoy the reading, terus saat membaca itu ada kepuasan tersendiri, senang, karena kita membaca tanpa ada orang yang mendorong. Beda dengan kalau misalnya kita di akademik disuruh oleh dosen, misalnya disuruh baca, hmm.. itu beda, kita akan lebih stress saat bacaan itu disuruh oleh dosen daripada kemauan sendiri.

3. How much time did you spend for recreational reading each day ?

   Answer : Sekitar 1,5 jam paling lama.

4. When and where do you read the most ? (i.e. vacation, weekends, before going to sleep, etc.)

   Answer : Hmm.. biasanya kalau recreational reading, kapan aja kalau ada waktu luang. Biasanya kalau hari libur, gak ada jam kuliah, biasanya hari sabtu minggu. Ketika weekend baca novel.

5. Mention types of reading material you find interesting ?

    Answer : Biasanya karena sering baca novel, biasa suka tentang humor, fantasi, romance gitu. Kalau misalnya tentang science fiction kurang.

6. What your top choices of reading formats ?

    Answer : books, misalnya seperti novel.

Name of the interviewee : **NS**

1. What do you know about recreational reading ?

    Answer : Recreational berarti rekreasi, berarti kita bersenang-senang gitu kan, berarti recreational reading itu gak ada hubungannya dengan academic reading. Tapi membaca untuk kesenangan kita aja.

2. How do you feel about recreational reading ?

    Answer : Oh tentunya sangat senang dan sangat bahagia. Tetapi, hmm.. kalau recreational reading itu, tergantung reading dan moodnya juga. Kalau misalnya reading itu bagus, tetapi kalau moodnya lagi gak bagus, gak juga. Tapi kalau moodnya bagus, bacaannya pun bagus, apa yang dirasakan pada saat membaca recreational reading itu pastinya sangat bahagia, sangat senang.

3. How much time did you spend for recreational reading each day ?

    Answer : Oh biasanya, dalam sehari itu sekitar 2 jam. Soalnya nanti kalau misalnya udah lama baca, biasanya cepat bosan dan banyak tugas lain yang harus dikerjakan.

4. When and where do you read the most ? (i.e. vacation, weekends, before going to sleep, etc.)

    Answer : Biasanya siang sekitar jam-jam 3, diwaktu orang-orang tidur.

5. Mention types of reading material you find interesting ?

Answer : Hmm.. biasanya terkait dengan romance, legend, kalau fantacy terkadang tergantung ceritanya. Biasanya kalau romance itu lebih ke dunia nyata, diangkat dari kisah nyata, itu suka kali bacaannya.

6. What your top choices of reading formats ?

Answer : Biasanya novel, magazine, comic, baca caption-caption di IG.

Name of the interviewee : **AR**

1. What do you know about recreational reading ?

Answer : Recreational reading itu kayak misalnya kita rekreasi. It's mean like you really feel good, I mean enjoy. Kita kayak melakukan sesuatu karena memang kita senang kok rekreasi kan. Nah recreational reading itu berarti kamu membaca sesuatu hal ya karena kamu enjoy to read.

2. How do you feel about recreational reading ?

Answer : Rasanya puas, kayak menemukan dunia yang baru, terus kayak segala curiosity apa yang saya wonder sebelumnya kaya dapat jawabannya gitu kan. Atau misalnya kayak, yah hmm.. enjoy the time misal kayak ada waktu-waktu lagi free gak tau mau ngapain, dari pada useless ya mending baca.

3. How much time did you spend for recreational reading each day ?

Answer : Bisa jadi beberapa spesifik waktu. Kalau misal kita kumpulin waktunya mungkin kisaran 2 jam.

4. When and where do you read the most ? (i.e. vacation, weekends, before going to sleep, etc.)

Answer : Kalau saya kan tipicalnya kan moody ni, cuma kalau mood membaca itu keseringannya sih setiap pagi, pagi pas udah selesai rutintas pagi misal kayak shalat dan gak ada waktu lagi tunggu-tunggu jadwal kampus, biasanya saya baca

kayak misal baca majalah, baca koran. Karena saya kan di asrama. Jadi di asrama itu ada koran kan setiap paginya kan, jadi sambilan nunggu-nunggu anak asrama biasanya saya baca koran atau baca majalah atau searching google, baca blog orang.

5. Mention types of reading material you find interesting ?
    Answer : Saya sukanya history sama kayak mithology gitu. Misal kayak novel saya gak terlalu suka yang romance, tapi baca. Bukan berarti gak suka gak baca kan, baca juga. Tapi suka yang mithology misal kayak Percy Jackson yang tentang Yunani Kuno trus suka baca kayak science juga kayak astronomi. Suka wonder juga, jadi dicariin yang gitu-gitu.

6. What your top choices of reading formats ?
    Answer : Kalau saya baca memang langsung ke bentuk scrip, memang bentuk textnya, bukan yang kayak baca online. Karena saya kan gak terlalu suka pegang hp. Jadi saya langsung baca, misalnya baca koran, majalah, buku. Karena saya kan juga bobi membeli buku, jadi buku langsung yang saya baca.

Name of the interviewee : **TU**
1. What do you know about recreational reading ?
    Answer : Reading di waktu luang yang misalnya gak academic-academic kali yang bukan purpose untuk academic, jadi kayak untuk senang-senang.

2. How do you feel about recreational reading ?
    Answer : Senang, abistu pun kalau kita baca atas kemauan sendiri cepat paham. Kan kalau misalnya nanti pas kita baca, kan bacaannya dalam bahasa inggris jadi dapat vocab baru, gak ada paksaan. Jadi, hmm.. vocabnya itu lebih berthan lama di kepala kita.

3. How much time did you spend for recreational reading each day ?

Answer : Hmm.. paling kalau misalnya hari-hari minggu bisa setengah hari, kalau misalnya hari kuliah sekitar 2 sampai 3 jam, mungkin gak sempat juga sih.

4. When and where do you read the most ? (i.e. vacation, weekends, before going to sleep, etc.)

Answer : Saya suka baca kalau sudah weekend, kalau udah hari sabtu minggu kalau gak ada kerjaan. Kalau misalnya ada kerjaan, gak bisa baca juga. Jadi, kapan libur bacanya.

5. Mention types of reading material you find interesting ?

Answer : Yang informasi, kayak bacaan yang ada informsinya. Kayak misalnya gimana cara mencegah sendawa gitu, atau gak yang biasanya kita salah-salah buat, misalnya cara kupas kulit buah yang salah yang kayak-kayak gitu. Kadang-kadang cerita lucu. Kalau misalnya buku, saya sukanya tentang biografi, buku steave job, harry potter, hehe...

6. What your top choices of reading formats ?

Answer : Kalau saya majalah online, pakek hp juga. Tapi kalau biografi biasanya buku.

Name of the interviewee : **YF**

1. What do you know about recreational reading ?

Answer : Recreational reading itu hmm.. sebuah text atau suatu reading yang kita baca sesuai dengan kemauan kita.

2. How do you feel about recreational reading ?

Answer : Hmm.. pastinya kalau misal membaca dengan kemauan sendiri dibanding dengan kemauan orang lain, pasti lebih bagus dengan kemauan sendiri

kan, hmm.. lebih nampak pesannya itu di kemauan sendiri karena betul-betul mau melihat apa sih isi text itu, apa sih pesannya gitu.

3. How much time did you spend for recreational reading each day ?
    Answer : Tergantung sama hmm.. readingnya. Kalau misal readingna enak, ya pasti kita ambil kita baca, tapi kok misal gak, ya gak baca. Kalau waktu untuk membaca hmm.. mungkin sekitar 1 jam lah.

4. When and where do you read the most ? (i.e. vacation, weekends, before going to sleep, etc.)
    Answer : Saya yang honestly gak suka membaca, ya kalau ada waktu luang baca, kalau ada topic yang enak dibaca itu aja sih, gak ada waktu khusus atau kayak liburan.

5. Mention types of reading material you find interesting ?
    Answer : humor, itu paling suka. Fiksi sedikit, hmm.. horor saya juga suka.

6. What your top choices of reading formats ?
    Answer : book lah ya, karena novel. Magezine juga saya suka, karena saya suka membaca majalah bobo.

Name of the interviewee : **RI**

1. What do you know about recreational reading ?
    Answer : Recreational reading misalnya kayak kita membaca buku tapi gak terbeban, tapi karena memang kita suka. Without any instruction from anyone, kita mau baca.

2. How do you feel about recreational reading ?
    Answer : Memang karena saya memang hobi membaca kan. Jadi kok emang baca itu memang kayak daily activity yang memang terlakukan mau disengaja

atau gak. Saya memang membaca kalau memang ada spare time pasti baca buku gitu. Dan yang saya rasakan karena memang itu hobi menyenangkkan. Waktu baca dapat ilmu baru, dapat sesuatu yang baru, senang aja.

3. How much time did you spend for recreational reading each day ?
Answer : Hmm.. itu tergantung aktifitas saya. Biasanya kalau misalnya saya kan aktifitas dari pagi sampek sore itu kan diluar jadi udah pasti gak baca gitu kan. Biasanya saya baca buku itu habis magrib nanti habis ngaji langsung baca sampai insya. Trus nanti sesudah shalat insya, baca lagi buku sampai tidur. Terus nanti kalau misal subuh bangun, juga baca buku lagi gitu. Pokoknya kalau udah ada waktu luang pasti baca buku. Kalau gak baca buku, saya baca caption di instagram yang short-short itu, saya udah suka juga sekalian improve reading skill juga. Karena saya suka follow akun-akun yang hmm.. yang barat- barat kek gitu, misal kayak BBC, CNN, jadi kayak dapat ilmu-ilmu baru, vocab-vocab baru gitu.

4. When and where do you read the most ? (i.e. vacation, weekends, before going to sleep, etc.)
Answer : Saya baca setiap kali ada free waktu saya baca gitu. Gak mesti waktu liburan, kapan pun saya dapat buku baru, saya baca gitu.

5. Mention types of reading material you find interesting ?
Answer : Kalau dulu saya suka membaca novel, tapi sekarang udah kurang. Tapi lebih suka baca buku-buku religion gitu. Sekarang udah suka baca buku-buku agama, trus juga baca jurnal bahasa inggris. Trus kalau baca buku juga sekarang sukanya buku dalam bahsa inggris tertariknya gitu. Vocab sih yang lebih penting kalau membaca.

6. What your top choices of reading formats ?

Answer : Kalau misal baca majalah suka, cuma ketidakadaan majalah itu. Jadi sekarang saya sukanya baca artikel di internet, karena kan gak ada majalah. Kalau koran juga suka sih, misal kayak serambi, karena di rumah ada koran.

Name of the interviewee : **YAU**

1. What do you know about recreational reading ?

Answer : Recreational reading itu adalah sebuah kegiatan membaca dimana kita membaca itu sesuai dengan motivasi kita membaca, maksudnya ada waktu-wktu tertentu kita mau membaca tanpa ada paksaan dari orang lain. Jadi memang dari motivasi internalnya.

2. How do you feel about recreational reading ?

Answer : Hmm.. perasaan yang pertama puas, kemudian senang karena memang keinginan kita sendiri. Terus kita juga merasa kayak hmm.. udah mengetahui sesuatu yang ingin kita ketahui gitu.

3. How much time did you spend for recreational reading each day ?

Answer : Kalau misalnya untuk recreational reading, saya itu kan ada buku-buku tertentu, ada bacaan-bacaan tertentu yang saya suka, jadi kalau misalnya baru beli buku baru itu bisa habis dalam sehari atau 2 hari tergantung bukunya juga. Mungkin sekitar 1,5 jam . Tapi kalau misalnya academic reading itu biasanya kalau ada ujian, kalau ada tugas, ataupun mau masuk kelas baru baca gitu.

4. When and where do you read the most ? (i.e. vacation, weekends, before going to sleep, etc.)

Answer : Kalau saya pribadi, kalau saya baru beli buku ataupun mau baca sebuah buku baru nih, saya akan bawa kemanapun buku itu, kalau misalnya saya ada waktu luang. Saya langsung baca buku itu. Itu kalau di luar, tapi kalau di rumah, saya akan bacanya sebelum tidur dan kalau misalnya setelah mengerjakn

pekerjaan rumah saya, saya akan baca itu, saya akan luangkan waktu untuk membaca. Tapi seringnya ya sebelum tidur.

5. Mention types of reading material you find interesting ?

   Answer : Saya suka romance, trus kayak autobiographies saya juga suka, trus kayak fiction juga, hmm.. kalau lagend itu kadang-kadang.

6. What your top choices of reading formats ?

   Answer : Saya suka book. Karena kalau newspaper itu saya agak malas sih baca-baca berita, paling kalau dengar berita itu pun sekilas. Paling kalau magezine, itu kayaknya infonya masalah gosip gitu ya, ataupun tidak berkaitan dengan sebuah bacaan maksudnya tidak seperti buku atau novel. Jadi saya lebih suka book.

Name of the interviewee : **Z**

1. What do you know about recreational reading ?

   Answer : Recreational reading is that reading you do in your spare time and hmm.. recreational reading is done by people without any command from teachers. Reading done in course is not recreational reading. You read some books at home without any recomment from teacher or lecturer, that is recreational reading. I think recreational reading is good, because we need to read some books without command from someone.

2. How do you feel about recreational reading ?

   Answer : I personally think that recreational reading is important because we need to read a lot of books, not only the books we got from our teacher or lecturer but also those hmm.. we have read it and we like to read it, we want. It's not the order and command from somebody.

3. How much time did you spend for recreational reading each day ?

   Answer : Hmm.. I read everyday. I read some books or novel, siencetific book and sometimes jurnal and hmm.. another kind of books. So, I normally spent at list about 4 hours for reading those kind of book everyday.

4. When and where do you read the most ? (i.e. vacation, weekends, before going to sleep, etc.)

   Answer : I usuall read the most before I go to sleep and holiday without have any scadule, I not go to campus, I don't have to study, so I have nothing to study, I don't have lacturer to join, so I spent most my holiday time to read a book, like I said just now, sciencetific book's, detective novel, and another kind of books. Hmm..but I consider as the most interesting such as linguistic book. So, I really read interested book in my spare time for my recreational reading.
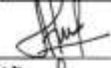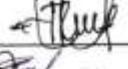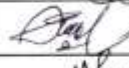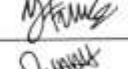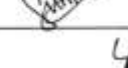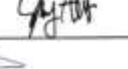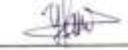
5. Mention types of reading material you find interesting ?

   Answer : I love reading some book that contain humor element, I mean hmm.. the book that tell me or they want that can make me laugh, the book is humoris. And beside that, I also like reading book that contain much beneficial or valuable information for me such as the book that tell about hmm.. another religion, a book that tell about something unique, and I also reflection book. I love novel, I love comic book, and sometimes I also read hmm.. the book at the content romantic element.

6. What your top choices of reading formats ?

   Answer : my reading formats are newspaper and books.

Respondents Attendace List

No	Nama	NIM	Tanggal / Jam	Tandatangan
1.	Rahmah Inayatillah	140203003	1 – 11 – 2017 / 14 : 35	
2.	Alvi Rahmi	140203031	2 – 11 – 2017 / 11 : 30	
3.	Tiara Ulfah	140203016	2 – 11 – 2017 / 14 : 30	
4.	Zul Fadli	140203006	25 – 11 – 2017 / 09 : 31	
5.	Yaumil Fadhillah	140203012	2 – 11 – 2017 / 10 : 00	
6.	Nurfidha Sunni	140203029	2 – 11 – 2017 / 09 : 45	
7.	Yossy Aprila Ulfa	140203033	2 – 11 – 2017 / 11 : 20	
8.	Yuliana Rolanda	140203126	20 – 11 – 2017 / 11 : 22	

SPSS 16.0 Output

Correlations

		Reading Time	Reading Achievement
Reading Time	Pearson Correlation	1	.769[*]
	Sig. (2-tailed)		.026
	N	8	8
Reading Achievement	Pearson Correlation	.769[*]	1
	Sig. (2-tailed)	.026	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

AUTOBIOGRAPHY

Name	: Bella Dalila
Place/Date of Birth	: Matang Glumpang Dua/ October, 26th 1994
Religion	: Islam
Sex	: Female
Nationality/Ethnic	: Indonesia/Aceh
Marital Status	: Single
Occupation	: Student
Address	: Jln. Flamboyan 2, Prada Utama, Banda Aceh
E-mail	: Belladalila26@gmail.com

Parents' Name
- Father : Busra Nursyah
  Occupation : Civil Servant (Pension)
- Mother : Hanifah
  Occupation : Civil Servant

Address :Gampong Baro, Kota Juang. Bireuen

Educational Background
  a. Elementary School : MIN 1 Matang Glumpang 2, graduated: 2006
  b. Junior High School : SMPN 1 Bireuen, graduated: 2009
  c. Senior High School : MAS Ruhul Islam Anak Bangsa, graduated: 2012
  d. College : Fakultas Hukum Universitas Syiah Kuala
    graduated: 2016
    Department of English Language Teaching,
    Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry,
    graduated: 2018

Banda Aceh, 03rd January 2018

The writer,

(Bella Dalila)