THE STUDENTS’ ENGLISH READING HABITS OF SMAS PERINTIS BERBAK

A THESIS

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ENGLISH EDUCATION DEPARTMENT FACULTY OF TARBIYAH AND TEACHER TRAINING STATE OF ISLAMIC UNIVERSITY SULTHAN THAHA SAIFUDDIN JAMBI

2020
THE STUDENTS’ ENGLISH READING HABITS OF SMAS PERINTIS BERBAK

THESIS

Submitted to fullfilment one the requirements to obtain the Undergraduate Degree (S1) in English Education Program of Education Faculty of The State Islamic University of Sultan Thaha Saifuddin Jambi

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2020
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Could be submitted to munaqasah exam (munaqasah) as one of the requirements for the undergraduate degree (S1) in English Education Program Faculty of Education and Teacher Training, The State Islamic University of Sulthan Thaha Saifuddin Jambi. So, we submit it to the faculty for an immediate process of final examination.

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I who signed below stated that the thesis that I arrange as a requirement to get undergraduate degree which is entitled “The Students’ English Reading Habits Of SMAS PERINTIS BERBAK” is originally and truly my own work.

As certain parts of the thesis which I quoted from the work of other people, I have written the source clearly in accordance with the norms, rules and ethics of scientific writing. If later found that some parts of the thesis are not my own work or indicated any element of plagiarism, I am willing to accept the consequences in accordance with rules and regulation prevail. Therefore, in writing this statement, I am in good health and mind.

Jambi, 17 November 2020

Heri Hermawan
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Dedication

*Alhamdulillah rabbil’alamin.* In the name of Allah SWT, as the creator of this world and life who still give the change to me to breath until this moment, for the blessing and merciful, (praise to Allah). Therefore, I can finish this thesis well. I would like to dedicated to: My parents, my beloved father “Hariyo” and my beloved mother “Sunamah” and My sisters, my beloved sister “Rita hariyani” and “Syafitri” who always give me everlasting love, guidance, motivation, and supporting me to finish this thesis and then never stop praying for my success in the future with their endless love, accompanies, support, guide and love me.

My beloved supervisor who always treat me and give me what I want. And I want to say thank you to my First advisor Mrs. Amalia Nurhasanah, M.Hum. and my second advisor Mrs. Faiqah Mahmudah M.Pd. because of your guidance I can finish my final work.

My beloved lecturer who always give me support Mrs. Dr. Faurina Anastasia, M.Hum. because her support and assistance I can complete this thesis.

My best friends “Wahyu Almi, Wahyu Dichandra, Heriani, Rabiatul Adawiyah, Yusi Oktavinya Andrianti and my second family in English Department 2016, thank you for our togetherness and friendship for this four year, who always make me laugh and cheer me up and I can’t write your name one by one but your name are always on my mind. And for all I just want to say: thank you very much. All of people who keep supporting me wherever you are. May Allah SWT bless us. Aamiin.
MOTTO

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

life is struggle, struggle to be better and better. And I believe every difficulty has ease.

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

Artinya:”Maka sesungguhnya beserta kesulitan ada kemudahan”, (Qs. Al-insyirah 5).
ACKNOWLEDGEMENTS

Alhamdulillah, Firstly, In the name of Allah, the most gracious and merciful, the lord of universe. Because of His blessings, the researcher could finish this thesis as one of the requirement for S1 degree in English Education Programme of Education and Teacher Training Faculty of the State Islamic University of SulthanThahaSaifuddin Jambi.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness into the lightness.

The researcher realizes that this thesis would have not been completed without the help, advice and guidance from many people. Therefore, in this opportunity the researcher would like to express thanks and gratitude to following parties for their contribution:

1. Prof. Dr. H. Su’aidi MA, Ph.D Rector of the State Islamic University of Sulthan Thaha Saifuddin Jambi.
2. Dr. Hj. Fadlillah, M.Pd. as Dean of Faculty of Education and Teacher Training of The State Islamic University of Sulthan Thaha Saifuddin Jambi
3. Wahyuni Fitria, M.Pd as the chief of English Education Programme.
4. Amalia Nurhasanah, M.Hum as my first advisor and Faiqah Mahmudah M.Pd as my second advisor.
5. All lecturers at English education program and all lecturers the Faculty of Education and Teacher Training of The StateIslamic University of Sulthan Thaha Saifuddin Jambi.

May Allah SWT always gives guidance and blessing to us. Amin Ya Rabbal Alamin.

Jambi, 17 November 2020

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ABSTRACT

Name: Heri Hermawan
Study program: English Education Study Program
Title: The Students’ English Reading Habits Of SMAS PERINTIS BERBAK

This research aims to identify reading habits of 12th at SMAS PERINTIS BERBAK. This research employed in descriptive quantitative research design is survey study. The participants were from one class of 12th in SMAS PERINTIS BERBAK. The sample was 25 students. The data collected by using questionnaire adopted from adult survey of reading attitude (ASRA) from Smith (1991) as the instrument to identify about reading habits of twelve graders at SMAS PERINTIS BERBAK. The results show, students reading habits are they surf the internet, they activity in reading and student dislike and like to do that, Language preferred, students’ frequency in spent time on reading in general, percentage of students’ leisure time activity, students’ type of reading preferences and factor that influenced students’ reading habit like a peer influence, self or personal interest, the condition of the school libraries, library’s reading resource. To conclude, 12th of SMAS PERINTIS BERBAK reading entertain themselves and try to enjoy reading with their own time. Researcher suggested that students should read from young age to make reading as habit which is to add more knowledge, so they have wide horizon of information that useful and enjoy doing reading.

Keywords: reading, reading habits, survey study
ABSTRAK

Nama: Heri Hermawan
Program studi: Tadris Bahasa Inggris
Judul: Kebiasaan Membaca Bahasa Inggris Siswa SMAS PERINTIS BERBAK

Penelitian ini bertujuan untuk mengetahui kebiasaan membaca siswa kelas dua belas di SMAS PERINTIS BERBAK. Jenis penelitian yang digunakan dalam penelitian deskriptif kuantitatif adalah penelitian survei. Pesertanya adalah salah satu siswa kelas dua belas di SMAS PERINTIS BERBAK. Sampelnya adalah 25 siswa. Pengumpulan data dilakukan dengan menggunakan kuesioner yang diadopsi dari survei sikap membaca orang dewasa (ASRA) dari Smith (1991) sebagai instrumen untuk mengidentifikasi tentang kebiasaan membaca siswa kelas dua belas di SMAS PERINTIS BERBAK. Hasil penelitian menunjukkan, kebiasaan membaca siswa adalah mereka berselancar di internet, mereka melakukan aktivitas membaca dan siswa tidak suka dan suka melakukannya, Bahasa yang disukai, frekuensi siswa menghabiskan waktu membaca secara umum, persentase aktivitas waktu luang siswa, siswa Jenis preferensi membaca dan faktor yang mempengaruhi kebiasaan membaca siswa seperti pengaruh teman sebaya, minat diri atau pribadi, kondisi perpustakaan sepolah, sumber bacaan perpustakaan. Sebagai kesimpulan, siswa kelas dua belas SMAS PERINTIS BERBAK membaca menghibur diri dan mencoba menikmati membaca dengan waktu mereka sendiri. Peneliti menyarankan agar siswa membaca sejak usia dini agar membiasakan membaca untuk menambah pengetahuan, sehingga mereka memiliki wawasan informasi yang luas yang bermanfaat dan senang membaca.

Kata kunci: membaca, kebiasaan membaca, studi survei
TABLE OF CONTENTS

PAGE OF TITLE

OFFICIAL NOTE..............................................................................................iii

ORIGINALITY STATEMENT............................................................................vii

DEDICATION....................................................................................................viii

MOTTO.............................................................................................................ix

ACKNOWLEDGEMENT....................................................................................x

ABSTRACT.......................................................................................................xi

TABLE OF CONTENTS..................................................................................xvi

LIST OF APPENDICES..................................................................................xvi

CHAPTER I: INTRODUCTION

A. Background of the Research....................................................................1

B. The Research Question.............................................................................2

C. The Research Purpose.............................................................................3

D. The Limitation of the Research...............................................................3

E. The Significance of the Research............................................................3

F. The Definition of Key Terms...................................................................4

CHAPTER II: REVIEW OF RELATED LITERATURE

A. The Definition of Reading........................................................................5

B. Reading Habits .......................................................................................7
C. Types of Reading Habits............................................................................................9
D. The Advantages of Reading Habits.........................................................................11
E. The Good of Reading Habits.....................................................................................14
F. The Students’ Reading Interest.................................................................................15
G. Kinds of Reading Material.........................................................................................16
H. Factors Influencing Reading Habit ...........................................................................18
I. Previous Research.....................................................................................................20

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design.........................................................................................................25
B. Population and Sample...............................................................................................25
C. Sample........................................................................................................................26
D. Data Collection............................................................................................................26
E. Instrument....................................................................................................................27
F. Specification of Instrument...........................................................................................27
G. The Most chosen Reading Habits................................................................................28
H. Data collecting technique ...........................................................................................29
I. Technique of analysis ..................................................................................................30
J. Research Schedule.......................................................................................................31

CHAPTER IV FINDING AND DISCUSSION

A. Finding.......................................................................................................................33
B. Discussion....................................................................................................................44
CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

B. Suggestion

REFERENCE

APPENDICES

CURRICULUM VITAE
LIST OF APPENDICES

Instrument of collecting data ................................................................. 56

List of interview .................................................................................. 57
CHAPTER I
INTRODUCTION

A. Background of the Research

Reading is one important thing or activity which done by most people in this world. It is one of the four skills that exist in English and usually faced when people are learning English especially students who learn a language. Through reading, people can know much information about what happened in this world and also get knowledge about everything. In learning English, reading is a prominent language skill which can be useful to help people especially students to increase their ability about the language (Sadiku, 2015). In addition, through reading skill, it can also help the students to add their knowledge about vocabulary.

Reading skill of students can be known when they are learning reading during through some activities related to this skill, but nowadays, reading activities are hard to find since there are a lot of digital activities which can make students are rare to do the reading activities such as television, computer or mobile phone. Those who do the reading activities all of the time will make it a habit. In addition, to have a good ability in reading English, the students have to have a habit of reading. This intends to make the students understand the reading and have a good master in English especially reading. The students who love to read in every occasion will have fewer difficulties in understanding the lesson than those who do not have a reading habit. This shows that reading habit has positive influence on students’ academic performance (adetunji & oladeji, 2007).

Reading habit is important, especially for the students who becomes English as a foreign language learners. As it is known that in Indonesia, English is not the first or the official language used. It becomes the foreign language in Indonesia (Gunantar, 2016). Whereas these college students have to face everything in English, such as reading their books, learning subjects or material and this would be hard if the students do not get accustomed to reading. In addition for the English education study program students in Indonesia, reading habit is so important to understand the materials which prepared in English. Through the reading habits, it will help the students to decrease their difficulties during the learning process in the class. The students will get used to facing the problem in reading because they have reading habits,
During the pre observation in SMAS BERBAK, the researcher found that SMAS BERBAK has achievements related to English major, such as: Debate in English (top 10), English Speech Competition (top 10), Gebyar Mabit (winning 1), Gebyar mabit (winning 3), and scientific opus (winning 1 provincial level and district level). Other than that SMAS BERBAK has a good library, for example in terms of English the library provides many comics, novels and textbooks that are already in English. So that when during recess many students are interested in reading English, especially comics because it is very interesting and supported with animation.

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

Reading habits will decrease students difficulties in learning the language in. The students will get accustomed to reading a text although it is in a different language if they have a reading habit. That is why based on the explanation above that shows how a reading habit is important to be applied especially by the college students, the researcher is interested in conducting a research which entitled: “The Students’ English Reading Habits of SMAS Perintis Berbak”.

for example like the difficult meaning of new vocabularies or the difficulties about the story itself.
B. The Research Question

Based on the description of the background research above, the research question of this research is:

1. How is the reading habits of twelve graders at SMAS PERINTIS BERBAK?
2. What are the factors that influenced reading habits?

C. The Research Purpose

The purpose of this research is to identify reading habits of twelve graders of SMAS PERINTIS BERBAK, and to find out the factors influencing reading habits.

D. The Limitation of the Research

This research focuses on twelve graders students. Researchers collected data about students’ reading habits with a questionnaire. In doing this research, researchers only identify about reading habits of students’

E. The Significance of the Research

This study is significant because:

1. For Teachers

   It can be beneficial for English teachers to know students’ reading habit in English, it leads the teacher to find out students’ need in learning. Moreover, this research will draw a wider understanding to the teacher that students are needed to be motivated to read more, one of the ways is by providing enough time and several kinds of book to read.

2. For students

   It develops students’ awareness of their own reading habit and the importance of reading habit toward their writing. Having known the importance of it, the students are expected to have a better motivation to increase their habit in reading English texts/books.
F. The Definition of Key Terms

To avoid misunderstanding, there are some terms which need further detail to be explained. The terms are Reading Habit.

a. Reading

Reading is the ability to understand the words and sentences that contain in the text and used background knowledge for personal growth and development (Dedzie, 2008, p.8).

b. Reading Habit

Habit is a repeated action. According to Sangkeo (1991) reading habit refers to behavior which expresses the likeness of reading and tastes of reading. It is a way of how the reader organizes her or his reading, how often, how much and what the readers read. In addition, according to Zwiers (2014) reading habit more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Then, reading habit refers to the automatic process as the readers read the textual material and deriving meaning unconsciously. In accordance to the discussion above, the reading habit meant by the writer is the automatic process as the readers read the English text.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes some theories that relate to English reading habits of students which consist of the definition of reading, the reading habit theory, the types of reading habit, the advantages of reading habit, the good of reading habit, the students’ reading interest, the reading content, kinds of reading material, Factors Influencing Reading Habit, and previous research.

A. The Definition of Reading

Reading is the process of understanding written text. It is an activity which involves perception and thought. According to Linse (2006) reading is a set of skills that include making sense and getting significance meaning from printed work. Patel and Jain (2008) also state that reading is purposed to comprehend the significance of printed words into writing symbols. It is an active process which consist of word acknowledgement and comprehension skill. Pang, et.al (2003) add that the word acknowledgement is the way toward seeing how written symbols correspond to one’s spoken language while comprehension is way to understand words, sentences and associated content. In addition, Manzo (1995) states that the act of reading ought to be made in two parts: the process and the product. The process indicates as a function or operations that someone’s encounter in obtaining meaning whereas the product specifies as the concreate insight and information obtained as a result of reading.

Moreover, Reading is generally accepted as a way of acquiring new information and new knowledge. It is not only to increase knowledge but also to build maturity and widen awareness of contemporary issues (Kim & Anderson, 2011). Reading is one of the most important components of our language and it is an essential tool for lifelong learning for all learners. Reading is also a way to cope with new knowledge in a changing world. Additionally, it is the ability to understand the words contained in a document and make use of the knowledge for personal growth and
development. 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. This is reasonable enough that the fast-growing information is recorded and issued through media, such as television, internet, radio, magazine, and e-Books.

According to Dedzie (2008), reading is the ability to understand the words and sentences that contain in the text and used background knowledge for personal growth and development. To know about the world and its environment, a student helps himself by 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. The students can access the latest information. The ability to read fast and accurate will help them to increase their knowledge and perspective. By reading, enable students to enhance the current information and technology, enjoy literature, find ideas and do so many things. Students, 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. For students, reading becomes a very essential tool to increase their background knowledge. Especially, since English becomes one of the subjects that is tested in the final national examination. For that reason, the students have to read many kinds of references. Therefore, emphasizing the student’s ability to grasp the idea from the written text has to be taken into consideration. The student’s ability to understand content material will eventually affect their study.

Reviewing from the experts, Reading is also one of the skills that exist in learning English that can be said as not an easy thing to do, especially if the language is different. Reading can be easier and more understandable for the reader if the reader has a habit of it.
B. Reading Habits

According to Zwiers (2004), reading habit describes the way of thinking, willing or feeling acquired through automatic and unconscious processes that involved in constructing meaning from text (Zwiers, 2004). Reading habit refers to the behavior, which expresses the likeness of reading and tastes of reading, it is meant that reading habit is also associated with someone’s behavior that expressed their willing in reading (Sangkeo, 1999). Reading habit is also defined as the manner in which an individual arranges his understanding (Davidovitch, 2016). Acquisition of reading habits is a continuous process of learning letters, words, sentences, passages, and complete texts (Parlette, 2010). Scientists note that for reading to become a habit, reading must be encouraged. In practice, reading accompanies a child throughout her life, with the understanding that reading is a means for personal growth, it shapes the imagination, and plays a critical role that allows the individual to control language and play a role in society (Knoester, 2010). The researchers have discovered that reading habits are correlated with gender, age, educational background, academic performance and professional growth (Muniandy, 2013). Reading is one of the most effective ways to become good readers and good spellers, have a sufficient vocabulary and advanced grammatical competence, and build up a decent writing style as well. Reading habit accompanies individuals as they progress in age and influence their academic circumstance (Owusu-Acheaw, 2014).

Shabi & Udofia (2009) stated that reading habits mean having the habit of reading in daily life and not just for certain purposes like campus needs, etc. Besides that, reading habit is a reading activity which performed continuously without coercion from others, or it is something that built from them. Students may or may not have reading habits that are reading activities that have been done regularly. Reading habit is something that people do every day in life. Since a habit of reading is nurtured by repeating the desired reading behavior every day until it becomes the second nature of English foreign language learner (Ostrov, 2003). Reading habit refers to the behavior,
which expresses the likeness of reading and tastes of reading (Sangkao as cited in Govender, 2009). Reading habit is an activity when someone uses to do reading. However, for the researcher, reading habits also about the people who like reading again and again. Someone who likes reading means that she or he has a good habit toward reading.

According to Chettri (2013), reading habit is a way of how the reader organizes his or her reading and how often, how much, and what the students read. Many researchers in the past have devoted their effort, these researchers have discovered that reading habits are correlated with gender, age, educational background, academic performance and professional growth (Annamalai & Muniandy, 2013). Palani (2012) defined that reading habit is an important thing to create a literate society in the world. It shows that it can form an individual’s personality and it can help them to develop a right-thinking method and create new ideas. In addition, reading habits can also help the learner in getting meaningful and desirable knowledge.

Good reading habits can be a strong weapon for the students to have a good life (Bashir & Mattoo, 2012). All in all, it can be concluded that reading habits are one of the important things that can support students to have a good ability in understanding through reading activity. Then, reading habit can also be useful in getting some knowledge and information about what happened in this world through the written form.

Owusu-Acheaw (2014) said that reading habit is an intentional pattern of study which obtained students understanding of academic subjects and passing exams. Reading habits determine the academic achievements of students. Regarding the importance of reading, it is essential that students who learn English as their foreign language establish good English reading habits because they are getting involved in many English practices.
According to Morries (2006), fluency, automaticity, accuracy and highly enjoyable reading practices are the indications of a good reading habit. In contrast, poor reading habit indicates poor mental habits as it is identified as passive reading and non-purpose reading.

According to Gardner (2012), Reading habits can help students to gain academic achievement to a great extent. In term of acquiring these habits of reading; they have to put these habits into practice. Based on definitions above, it can be said that as repeated actions, habit involves a process of an unconscious pattern. It reflects a person’s personality, good or bad, and they went constantly and regularly. Reading habit would help the learner obtaining and gaining meaningful knowledge and good academic performance in school.

All in all, it can be concluded that reading habits are one of the important things that can support and make somebody especially students to be able and have a good ability in understanding about something through reading activity and also in getting some knowledge and information about what happened in this world through the written form.

C. Types of Reading Habits

According to Ogbodo (2010), reading habits can be very useful especially for the students. It is sure that it will have some aims of that activity. There are some reading habits aims which make and motivated the reading such as the students to do the activity of reading habit in their daily activity. According to Ogbodo (2010), there are three types of reading habits that consist of hobby, recreational, and concentration as described below.

a. Hobby

According to Ogbodo (2010), a hobby as one of type in reading habit is an activity of reading which done by someone because that person has some fun and
satisfaction to do the reading activity. In other words, it is also known that reading habit is as an activity that tends to a hobby of someone. This shows that people especially the students will do the reading habits because, for them, reading is an activity that can create and make a joy and satisfaction. In addition, in this type of reading, the students like to do reading because the students can get knowledge on many sides, such as in educational, politic, religious, and economic just through reading. This type of reading has purpose where it is not only to make someone especially student satisfied but also to make a positive thing for the reader. Because of this reason, the people or students do the reading many times which can be said as a reading habit.

b. Recreational

According to Ogbodo (2010), the other type of reading habit is recreational. This type of reading means this reading activity is done for a recreation to have relaxation by people especially students. Those who do this reading activity is to make their mind refresh, or as the readers will do the reading as a habit as a recreational activity. A good reading habit for recreational can make the reader acquires more knowledge in a boring situation such as the classroom or for the students who have been in a long time studying in the classroom. This reading also called reading for relaxation where it aims to cool and calm the reader’s brain and to avoid some mental disturbance. For example, the activities on reading for relaxation are reading a newspaper and magazine.

c. Concentration

According to Ogbodo (2010), the third type of reading habit is concentration. This type of reading habit is one of the activities which means the readers acknowledge their reading process is done to understand the meaning of a passage or text in written form. This type of reading is the most important to reach a desired outcomes through reading. This reading
habit type is recommended to be used in campus for the students, or at college for college students. This type of reading habit aims to show positive results in student's achievement in school. Mostly, people or students who make reading as concentration will read the text that more about knowledge or scientific. They will be less to read about a funny story or kind of amusing reading.

D. The Advantages of Reading Habits

According to Thanuskodi (2011) in habitual reading, there are many advantages that the student can absorb. Reading habit is the powerful and long lasting tool in the development of student's academic success. The implications of applying reading as habitual activity are students can expand the knowledge, and increase focus and concentration. Reading as a habitual activity also helps the students to pleasure their understanding, helps them become more intelligent and boosts their vocabulary meaning.

A more complete explanation stated by Jack (2008). He mentions several advantages of the reading habit. They are (a) habit of reading help the mind performs effectively, (b) habit of regular reading help us develop a good vocabulary, (c) habit of reading boots intellectual curiosity, (d) habit of reading means psychological activity, (e) habitual reading helps readers to have a positive set of mind.

a. Helping the Mind Performs Effectively

According to Jack (2008), people will have the abilities to communicate and think well if they read frequently. When people read frequently this means people have done a reading habit. Acquiring reading habit will automatically activate the neurons and make them always in a good shape. People who exhibit habit as the daily activity will help them to perform effectively in front of a public. This is also what will be experienced by the students. The more the students read, the better the students think. Students who read a lot in a regular time will be different to students who less doing reading even never read something. This might happens since reading will provide
someone with more information and knowledge that can make people think and imagine what they have read. Through reading, people especially students can have a background knowledge about something that they never saw before, so although the students never seen about something, or never go somewhere where it is in around the world, the students can find the information by reading the books, article, journal or etc. This can help the students to think effectively. In addition, this can also help the students to be more confident to share in a public. For example for the students, the students can be more active in the class by sharing what they have read in front of the class.

b. Helping to Develop a Good Vocabulary

As it is known when people especially students read a lot or doing a reading habit, the students can find a lot of words, moreover, if the students read a reading which written in a different language to the language they use, such as Indonesian students who read an English reading. In this case, the students might find some new vocabularies which perhaps it will be unfamiliar for them. However, it will change, it will be familiar to the students who read the reading a lot or all of the time. According to Jack (2008), habitual reading develops their alertness in identifying an error in the sentence. Frequent readers have a range of words bank. They will have specific information about the meaning of the word and they are able to predict the meaning based on context. Frequent readers will be better in understanding the message that the writer trying to convey. Thus, the students who read a lot or the students who have a reading habit will have more vocabularies than the students who do less reading or never read at all. Mostly, this student also becomes more active in the class since the vocabularies they know. In addition, the students who have more vocabularies usually more confident in the class during the learning process.
c. Boosting Intellectual Curiosity

As it is known, reading will provide a lot of information even for something where people or students cannot reach to see or to go directly. Those who have reading habit will have a good intellectual. The more the people read, the more curiosity mostly they have. People or the students who get accustomed to reading something most of the time will have more curiosity about something, especially in the case where they are hard or difficult to achieve and reach. Through reading people or students will look smarter since they know everything about what has happened in the world. According to Jack (2008), regular habit of reading exposes a reader to read a variety of a book. Habitual reading also helps the readers to understand the complexity of different books. A reader becomes knowledgeable about various literacy skills and leads the reader to think independently and critically. That is why reading can boost someone’s intellectual curiosity. This can happen because those who get used to reading something will feel like they are a fool people if they do not read today. They will feel like they are not updated to what has happened in this world. In addition, people or students who read will have a wider insight toward something that people or students who do not read.

d. Rolling as Psychological Activity

According to Jack (2008), regular habit is an activity which has a role as a psychological activity. This psychology activity means a reader links with their mind to feel the writers’ imagination. The reader previews the story and goes into it and absorb as the story goes on it. The reader uses their mind to figure out the scheme of the story, to feel the writers expression and to experience the difference among personal players. Those who read more will have a good imagination toward something since when they are reading about something they will try to imagine about the information which prepared in their reading. When people have a good imagination, this means they have done a good psychological activity. These people will be more controllable
than those who less doing reading or do not read something. This shows how important to read something moreover to have a reading habit. Reading can shape someone’s psychological where this means their mind is better. That is why, the more someone read, the more they have a good psychological role in life.

e. Helping Readers to Have a Positive Set of Mind

Besides the four things that have been described before, reading can also help the readers to have a positive set of mind. As stated by Jack (2008), efficient frequent readers or someone who do a reading habit should be active, have a positive mindset and critical. The readers should give feedback quickly to the material as a response to what they have read. They should also get the summary and make a critical judgment from the material. This also happens since the people or students who read a lot will have a wider insight that can influence their mind to think something positive. These people have seen many cases or seen many things have happened around the world through what they have read in a reading. In conclusion, there are a few important benefits to reading habit activities. By implementing habitual reading, readers are able to train their mind in the context of helping the brain to work effectively. Habitual reading enriches readers’ vocabulary in various literacy skills. The readers are also able to read critically, effectively, and positively. Moreover reading habit makes the readers open up their mind and helps them become more intelligent.

E. The Good of Reading Habits

According to Owusu-Cheaw & A.G. Larson (2015), good reading habit is about an activity of the people who love reading. Good reading habits are about people who spend their more time to read and it is doing, again and again, every day. Therefore, People who love reading always interest in the story, about what happened in the book, they feel pleasure, it can relaxing and escaping from stress. Reading can also provide the key to all forms of information necessary for our everyday survival and growth. Entertaining and adding more knowledge, knowing something new, and they feel good
doing reading. When the students read many could make their reading skill improve and become good habits, good reading habits will happen if the reader does reading in their regular time continuously, so it will become good daily activity for leisure reading and for the exams. Reyhene (1998) observed that when children read for pleasure, they involuntarily and unconsciously improve their language skills. Cunningham, Perry, and Stanovich, (2001) defined that by reading books frequently and having a good reading habit, the reader is able to analyze other’s idea, which makes one think more critically. As cited in Annamalai & Muniandy (2013) a good reading habit is important for the development of personalities and mental capacities. This habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve language proficiency (Grabe, 2003).

F. The Students’ Reading Interest

Reading interest is a feeling that accompanies or causes special attention to reading. The students may read actively if they are interested in reading. Reading interest can make them consider the reading activity as a habitual activity for them. Interest arises through the interaction of basic needs and the means used to satisfy them. The students who are interested in reading are those who satisfy the basic needs of personal adequacy, curiosity, or success. As in generally known, interest is a motivational variable that involves not only the emotions but also the intellect, making it a powerful energizer indeed (Krapp, Renninger & Hidi, 2004). Interest is positive attitudes of attraction toward objects or events. They learned responses which predispose the organism to certain lines of activity and which facilitate attention. Reading interests is important in enhancing students’ success in their academic terms. Hence, students need to have high reading interests. In order to know more, one learns to read and become a better reader. Students who have little or no interest in reading will not be able to force themselves to pick up a book and read for academic purposes. This means Research also revealed that reading interest has been linked and related to
vocabulary development, comprehension, fluency as well as general intellectual development (Guthrie & Wigfield, 2000).

Furthermore, McKool (2007), reading interest is defined as readings done when students are outside the school. Besides, reading interest is also defined by the number of Guthrie & Wigfield (2000) books read in a month and the number of times students read in a week and also the favorite genres and types of English reading materials.

G. Kinds of Reading Material

There are a lot of materials for reading which can be chosen by people or the students. As stated by Shah riza & Hasan (2007), there are eight types of reading material. They start from newspaper, magazine, journal article, literature, academic book, textbook, fiction/novel and website.

1. Newspaper

Newspaper is a daily reading for some people. It is papers which include some information and knowledge from some sectors. It also provides a useful setting for studying the effects of concentration on variety for several reasons. In addition, newspaper can be a daily or weekly publication which may include local, national and international news. For example like in Indonesia, newspaper is not hard to find. There are a lot of people sell newspaper and the price is not really expensive too. Mostly those who often to read a newspaper is old people and fewer students.

2. Magazine

Magazine includes a reading that is more interest for some people than newspaper. Magazine provide the reading with some colorful picture, which can encourage those to read it. Magazine is a publication with some articles and colorful pictures about something or people inside. That is why magazine is more interesting from its look. The price of magazine is more expensive than newspaper. Those who
interest to read magazine mostly teenager, or students because of reading magazine is not boring for them.

3. Journal article

Journal article is an academic and scientific writing which followed by a detail discussion and some theories from some experts. In journal article, it provides some sections such as title, abstract, keywords, introduction, literature review, methodology, results and the final discussion section. Journal article is usually found in school, university or other academic areas. In the university, usually, the lecturers give the journal article to be read by the college students as their source or information or as their references to write something or to conduct thesis.

4. Literature

Literature is an art written which has purpose as entertainment, self expression, and it can also help people to discover themselves. The literature can be fiction, stage play, poetry, literary essay, comic books, cards, posters, etc. Most people think that literature writing is more artistic than other writing.

5. Academic book

Academic book is a long – form publication which mostly used by the students or college students to study or to use during the learning process. It is discussing an article and the result of the discussion in depth academic research inside. Academic book is usually over a period years. This academic books usually consist of some points that have to be studied by the students or college students in a period of time with their teachers or lecturers.

6. Textbook

is also a book which usually used by the students at school or the college students at the campus. Textbook is printed papers which made as a book and used for
studying. Textbook usually discussed a subject, because of that most people use textbook to find or learn some facts or methods or everything about certain subject. In textbook, people can find some questions as their exercise because it also provides practice for those who read the book to study.

7. Fiction

is a literary genre text or literary created from the imagination which includes novels. Fiction usually provides an imaginative story about life. Most students usually love reading this type of text such as novel because it is not really boring for them, and sometimes the story is also the same as what the students get in the real life.

8. Website

Website is an internet page which provides any information. In website, there are a lot of collections of related web pages. People especially students are more interested in reading through website nowadays because the students do not need to go to the library or finding some books to read a book or find the information about something.

H. Factors Influencing Reading Habit

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

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

b. **Personal interest**

Personal interest is also believed to have an important role in obtaining the reading habit. A research found that the most important factor motivating students’ reading habit is students’ personal interest. In this case, the research shows that the students’ personal interest is highly correlated with gender, age, educational background, academic performance and professional growth.

c. **The library’s condition**

Another factor influencing students’ reading habit is library’s condition, the National Library and Documentation Service (NLDB) in Sri Lanka carried out a research and found that the reading habit of students is poor because the condition of library was insufficient as the book collections were old and most of students read light material, such as magazine, novels, comic and newspaper.

d. **Library’s reading resource**

A reading resource also influences students’ reading habit. A reading habit will increase if the resource in the library appropriate to students’ reading preference. A survey in Britain investigated that students had very diverse reading sources. A survey conducted in Denmark on student between nine-twelve years found that over a month, the students read a total of 159 fictions and non-fictions written by more than 700 authors. Among Singapore students, adventure and mystery stories were the most popular. In Australia, student like reading action adventure, science fiction and fantasy. In Britain, fantasy fiction was at the top followed by humor, horror and thriller book.
Previous Research

The first previous research conducted by Yamoah(2015) from Kwame NK Rumah University of Science and Technology. The thesis is about An Investigation Into The Reading Habits of Students in Ayeduase. Sample and population from 70 upper primary and junior high school students from government school and private school. This study use self created questionnaire survey as the instrument and analyze the results of data by using SPSS. The finding of this study said that students have lack access to read because students engage in activities other than reading. After school, some of these children prefer to engage in sporting activities such as soccer and other child friendly games. Others also have to care for younger siblings, help their parents at their work places, or assist with other household duties that take away from reading time.

The second, previous study from M. Owusu-Acheaw (2014) entitled Reading Habits Among Students and its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic Koforidua, Koforidua, Ghana. The study about 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 formulae of assessment.

The Third, The investigation of English reading habit of EFL students in Indonesia has long been investigated, in accordance to the research of Erna Iftanti (2012) entitled “A survey of the English reading habit of EFL students in Indonesia” concluded that although the students have read English since elementary school, they do not indicate to have a good English reading habit. However, the research found that several students have a good English reading habits proposed by their eagerness to spend time reading various types of English text regularly and their motivation to read English without any enforcement.

This is similarities and differences between the previous studies and this research. This research is the same because in collecting data using questionnaire. The differences are this research employ a study not about reading habits but also attitudes, explore common factors that may have contributed to young adult scents developing or not developing a love for reading method that use different analysis, investigate the effect on academic performances of the students.
CHAPTER III

RESEARCH METHODOLOGY

The purpose of this chapter is to present the methods of the research to investigate and observe about reading habits of twelve graders at SMAS PERINTIS BERBAK in read. This chapter also discusses about the research design, participants, data collection method, and data analysis.

A. Research Design

This research use descriptive quantitative survey research by using a questionnaire as the instrument to identify reading habits of twelve graders at SMAS PERINTIS BERBAK in reading habits. Survey also act as a very useful tool for researchers to gather a good deal of information in a short time with little cost. As a result, surveys are a particularly effective way for teachers to find out more about the background, habits, and preferences of their students and this kind of information can be used in curriculum development.

This research will employ cross-sectional survey to study about. This design is chosen because data will be taken once only. According to Frankel, Wallen and Hyun (2012) survey research divide into cross sectional survey and longitudinal survey. Cross-sectional survey is a survey in which data are collected at one point in time from a predetermined population or populations. Longitudinal survey is a study in which information is collected at different points in time in order to study changes over time (usually of considerable length, such as several months or years).

B. Population and sample

The population of this study is the students of SMAS PERINTIS BERBAK. Population is the overall research subject (Arikunto, 2010). The population is focused
on eleven grade students of SMAS PERINTIS BERBAK. The total number on twelve grade student of SMAS PERINTIS BERBAK is 100 students.

Table 3.1 Population of Students

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
<td>38</td>
</tr>
<tr>
<td>2</td>
<td>XI</td>
<td>37</td>
</tr>
<tr>
<td>3</td>
<td>XII</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: SMAS PERINTIS BERBAK

C. Sample

Table 3.2 Sample

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>XII</td>
<td>25</td>
</tr>
</tbody>
</table>

D. Data Collection

The data will be collected by using questionnaire. The questionnaire items will be translated into Bahasa Indonesia in order to ease the samples of this research understand the questions and consider first of their level of knowledge, for senior high school students.

E. Instrument

In this research, researcher used questionnaire that related about the theme of the research. The survey questionnaire was based on the Adult Survey of Reading Attitude (ASRA) from the work of Smith (1991) with some modification to consider respondent knowledge. The purpose of this study is to analysis the reading habits of eleven graders students of MAN 2 Kota Jambi in reading habits.
The researcher will adapt Adult Survey of Reading Attitude (ASRA) from the work of Smith (1991) with five scale like-type (Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree) and modify it. The part are items of questionnaire that consist of about reading activity and enjoyment, reading habits, reading interest and reading material.

F. Specification of Instrument

<table>
<thead>
<tr>
<th>Part</th>
<th>Number of Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students reading activity</td>
<td>B.1-B.20 (Number of questionnaire)</td>
</tr>
<tr>
<td>B. Students’ likeness and dislike ness</td>
<td>C.1-C.8 (Number of questionnaire)</td>
</tr>
<tr>
<td>C. Students’ reading enjoyments</td>
<td>D.1-D.6 (Number of questionnaire)</td>
</tr>
<tr>
<td>D. Multiple choice about reading</td>
<td>E.1-E.9 (Number of multiple choice)</td>
</tr>
<tr>
<td></td>
<td>E. Interview</td>
</tr>
</tbody>
</table>
The Most chosen Reading Habits

Types of Reading Activity

<table>
<thead>
<tr>
<th>No</th>
<th>Reading Habits</th>
<th>Questionnaire number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use lot of time to learn English outside of classroom</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Do read when have leisure time</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Surf the Internet to read</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Read a lot at home</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Do Read to increase English comprehension</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Read to increase vocabulary</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>Often discuss books that read with friends</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>Feel excited when reading a new book</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Do read only when they want to read</td>
<td>11</td>
</tr>
<tr>
<td>10</td>
<td>Asking teacher about unfamiliar words</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>Use dictionary as a helping tool to help</td>
<td>13</td>
</tr>
<tr>
<td>12</td>
<td>Easier to understand if picture, graph and diagram are include</td>
<td>18</td>
</tr>
<tr>
<td>13</td>
<td>There is a comfort place to do reading</td>
<td>19</td>
</tr>
<tr>
<td>14</td>
<td>Read the synopsis first then the whole story</td>
<td>20</td>
</tr>
</tbody>
</table>

Students’ Likeness and Dislikeness in reading

<table>
<thead>
<tr>
<th>No</th>
<th>Reading Habits</th>
<th>Questionnaire number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>More prefer books with unique cover</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Like to read book with cartoon series picture</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>More prefer comic to read than other book</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Like to read fiction/fairytale/legend</td>
<td>4</td>
</tr>
</tbody>
</table>
Reading as a boring activity 5
Feel sleepy and exhaust when do read 6
Read because of the theme of the story 8

Students’ reading enjoyment

<table>
<thead>
<tr>
<th>No</th>
<th>Reading Habits</th>
<th>Questionnaire number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feel happy and excited when read</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Reading as one of interest activity to do in leisure time</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Type of person who enjoy good story books</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Prefer novel to read in leisure time</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Can read favorite book more than twice</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Special place to read at</td>
<td>6</td>
</tr>
</tbody>
</table>

H. Data collecting technique

Researcher do some steps to collecting the data, the procedures of the research are:

1. First, the researcher met the headmaster to get permission to make a research at school.
2. Second, After met the headmaster and get the permission and came to school two days later.
3. Third, researcher entered the class and gave the students XII the questionnaire.
4. Fourth, The students filled the questionnaire in classroom for 10-15 minutes.
5. Fifth, researcher analyzed the questionnaire in order to find the reading habits of the students in reading habits.
6. The researcher counted total and made the percentage an mean of the questionnaire based on the classifications.

I. Technique of analysis

Questionnaire enables hypotheses to be tested, correlations to be identified and straightforward descriptive data to be obtained (Bryman and Bell, 2007). In the other explanation Bryman and Bell (2007) argued that in some questionnaires the responses the participants may want to give may not be provided or may not accurately describe their internet banking habits. Selltiz et al (1981) argued that questionnaires are convenient for the respondent to complete, cheap and are a relatively easy research method to implement when gathering first hand primary data. After data is collected, the researcher will analyze the responses by doing the following procedures:

1. Categorize the responses and tabulate them.

2. Calculate them in terms of mean and percentage of each responses. Researcher calculate the data manually based on formula by Sugiyono (2008):

\[ P = \frac{f}{n} \times 100 \]

- \( P \) = percentage
- \( f \) = frequency of respondents that have chosen
- \( n \) = total all respondents

3. Classify each response under reading habits, reading activity, likeness and unlikeness, and last reading enjoyments.

4. The finding result from all the responses through some tables with each percentage and explanation of the data.
5. Draw the conclusion about the finding of the research.

### J. Research Schedule

This schedule was done from December 2019 – April 2020

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>December 2019</th>
<th>January 2020</th>
<th>February 2020</th>
<th>March 2020</th>
<th>April 2020</th>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
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<td>Improvement Proposal</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Preparing Seminar</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Seminar Proposal</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Revising Proposal</td>
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<td>✓</td>
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<tr>
<td>6</td>
<td>Research Permit</td>
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<td></td>
<td>✓</td>
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<tr>
<td>7</td>
<td>Research Preparation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Arranging Script</td>
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<td></td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Script Improvement</td>
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<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>10</td>
<td>Final Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides the findings and discussion of the research on the reading habits of nine graders at SMAS PERINTIS BERBAK employ in their spare time. The chapter begins with discussing the overview of the research, and the finding of the research. It ends with discussing the finding with the related theory of reading habits.

A. Finding

The students’ responses in the questionnaire were analyzed in terms of percentage and mean. Total 25 respondents took part in this research. The responses were discussed in 4 major themes/categories; students’ reading activity, reading likeness / dislikeness, reading enjoyments and using Likert type scale, and students’ reading habits.

a. Reading Habit

1. Students’ reading activities

Items in the questionnaire relating to students’ reading activities were adapt from Smith’ Adult Survey of Reading Attitude (1999). There were 20 statements about the activities. Those statements were: (1) Use time to learn English outside classroom, (2) Do reading when having leisure time, (3) surf the internet to read, (4) read a lot at home, (5) know how to read and pronunciation the words in English, (6) pronounce words while reading, (7) do reading to increase English comprehension, (8) doing reading to increase vocabularies, (9) discuss books with friends, (10) feel excited when get the new book, (11) read only when want to, (12) ask teacher about unfamiliar words from book to teacher, (13) use dictionary as a helping tool, (14) read because forced to read, (15) feel worry if teacher told them to read in front of class, (16) easy to forget
about what just read, (17) give effort to start read and still difficult to starting it, (18) easy to understand reading if books includes pictures/graph/diagram, (19) have a special place to read, (20) and read the synopsis first then the whole story.

These are finding of other item of the questionnaire that made adapted from ASRA from work of smith (1999). And the questions here about activity of reading, likeness and unlikeness in reading, and the last is reading enjoyment. Averages were calculated from a scale of 5-1 (i.e. 5=Strongly Agree (SA), 4=Agree (A), 3=Uncertain (U), 2=Disagree (DA), 1= Strongly Disagree (SDA).

Table 4.1 percentage of students’ activity in reading

<table>
<thead>
<tr>
<th>Question</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I use a lot of time to learn English outside of classroom.</td>
<td>4%</td>
<td>0%</td>
<td>88%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>2. When I have leisure time, i do reading.</td>
<td>4%</td>
<td>12%</td>
<td>68%</td>
<td>4%</td>
<td>12%</td>
</tr>
<tr>
<td>3. I surf the internet to read.</td>
<td>12%</td>
<td>76%</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4. I read a lot at home.</td>
<td>12%</td>
<td>36%</td>
<td>28%</td>
<td>16%</td>
<td>8%</td>
</tr>
<tr>
<td>5. I know how to read and pronounce the words in English</td>
<td>4%</td>
<td>72%</td>
<td>16%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>6. I always sound the words from the book when I read</td>
<td>8%</td>
<td>80%</td>
<td>0%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>7. I read to increase my comprehend in English</td>
<td>20%</td>
<td>72%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>8. I read to increase my vocabulary in English</td>
<td>16%</td>
<td>56%</td>
<td>28%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>9. I often discuss the books that I have read with my friends.</td>
<td>8%</td>
<td>48%</td>
<td>36%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>10. I always feel excited when i read a new book</td>
<td>8%</td>
<td>4%</td>
<td>12%</td>
<td>76%</td>
<td>8%</td>
</tr>
<tr>
<td>11. I read only when i want to read only.</td>
<td>16%</td>
<td>52%</td>
<td>24%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>12. I ask the teacher about meaning of the words that I don’t understand from the book that I read.</td>
<td>8%</td>
<td>52%</td>
<td>36%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>13. I use dictionary such as electronic dictionary and dictionary book as a tool to help me in reading</td>
<td>4%</td>
<td>64%</td>
<td>32%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>14. Sometimes I read because I forced to read.</td>
<td>16%</td>
<td>48%</td>
<td>20%</td>
<td>16%</td>
<td>0%</td>
</tr>
<tr>
<td>15. I worried if my teacher tell me to read in front of classroom.</td>
<td>0%</td>
<td>40%</td>
<td>60%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
16. I easy to forget what I read.  
17. I try with my effort, but still difficult to start reading.
18. Easier for me to understand what i am reading if picture, graph, and diagram are included
19. When I read there is a place that I comfort to do reading at.
20. I read synopsis first and then I read the whole story.

<table>
<thead>
<tr>
<th></th>
<th>12%</th>
<th>44%</th>
<th>40%</th>
<th>0%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>20%</td>
<td>64%</td>
<td>16%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>18</td>
<td>4%</td>
<td>28%</td>
<td>64%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>19</td>
<td>8%</td>
<td>76%</td>
<td>16%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>20</td>
<td>20%</td>
<td>36%</td>
<td>44%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 4.6 shows various types of reading activities out of 20 statements, the majority of students agreed that they did activities when reading in their spare time.

First, out of 20 statements about reading activities there were 3 activities that many did not do. Those activities were students always fell excited when I read a new book (76%), students use a lot of time to learn English outside of classroom (88% uncertain) and they were always sound the words from the book when I read (80%). In other words, they were probably felt doing activities atone time and did nothing at the other time.

Second, out of 20 statements about reading activities there were 3 activities that many students do. Those statements were (1) I surf the internet to read (76%), (2) when I read there is a place that I comfort to do reading at (76%), (3) I read to increase my comprehend in English (72%), and (4) I know how to read and pronounce the words in English (72%).

Table 4.6 shows that most of students give their agreements and claimed experience those various activity in the questionnaire. They surf the internet as the highest habit that always they do. It is one of the good thing to used electronics as the reading sources. A good reading habits can be indicated base on students reading in daily life. as Chettri (2013) said reading habit 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. Some activity in these various statements also supported by some expert as a good thing. Self-selection of books, motivation to read, eagerness to receive a book as a present (Jamnik, 2005), and regular reading after school hours (Adetunji & Oladeji, 2007).

2. Students’ likeness and dislikeness in reading

In this category there were 8 statements are included. There were (1) more prefer books with unique cover, (2) more prefer books with cartoon pictures, (3) more prefer comic than the other books, (4) prefer fiction/fairytale/legend books, (5) reading as a boring activity, (6) feel sleepy and exhausted when do reading, (7) reading only for examination, and (8) reading only because of the theme of the story.

<table>
<thead>
<tr>
<th>Question</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I more prefer books with unique cover because it is good and interesting.</td>
<td>16%</td>
<td>76%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2. I like to read a book with cartoon series picture.</td>
<td>12%</td>
<td>56%</td>
<td>32%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3. I like to read comic than the other books</td>
<td>0%</td>
<td>44%</td>
<td>56%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4. I like to read fiction / fairytale/ legend.</td>
<td>8%</td>
<td>32%</td>
<td>32%</td>
<td>28%</td>
<td>0%</td>
</tr>
<tr>
<td>5. Reading is a boring activity.</td>
<td>4%</td>
<td>44%</td>
<td>28%</td>
<td>24%</td>
<td>0%</td>
</tr>
<tr>
<td>6. I feel sleepy and exhausted when I do reading.</td>
<td>8%</td>
<td>44%</td>
<td>28%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>7. I read only for examination only.</td>
<td>0%</td>
<td>64%</td>
<td>24%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>8. I read because the theme of the story of the book.</td>
<td>0%</td>
<td>12%</td>
<td>68%</td>
<td>20%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 4.7 shows that out of 8 statements that shows about likeness and unlikeness of the students in reading.

First, the 23 students (92%) more prefer books with unique cover because it is good and interesting. However, 2 students (8%) give their uncertain about this statements which is indicate that they are not sure about it.
Second, the 17 students (68%) chose reading book with cartoon series picture in their spare time. It is indicate that students experience and involve with this statement.

Third, 11 students (44%) like to read comic than the other books. It indicates that students do not agree about this statement and experience this in daily.

Fourth, 10 students (40%) like to read fiction/fairytale/legend story. However 15 students (60%) felt uncertain about involve with this statement or not in their leisure reading.

Fifth, 12 students (48%) felt that reading is a boring activity to do daily. It means that most of them felt reading is not really interesting to do.

Sixth, 13 students (52%) agree with the statements about students feel sleepy and exhausted when do reading. However, 12 students (48%) do not agree with this statement.

Seventh, 16 students (64%) do reading only for examination. However, 9 students (36%) do not agree with this statement.

Eighth, 3 students (12%) agree with the statements about students read because of the theme of the story of the book, the other side 22 students (88%) give their uncertain about it.

Table 4.7 About students’ likeness and dislikeness in reading indicated average students have shown their agreements about the statements. They more prefer book with cartoon series picture to read in their spare time. As Sangkao (1999) said reading habit refers to the behavior which expresses the likeness of reading and tastes of reading. Reading interests often refer to the selection of subject matter or preference for a genre of literature being read (Rudman, 1957). Self-selection of books, motivation to read, eagerness to receive a book as a present (Jamnik, 2005), by choosing types of reading materials that students like can help them find a good interest and motivation
to read in a book. Students do reading because they have to read and reach their achievement in score, students especially reading instantly, they force their brain to read as much as possible, and this one of is bad habit that happen from past.

3. Student’s reading enjoyments

In this category there were 6 statements consist. There were (1) feeling happy and excited when do reading, (2) reading is interesting activity to do, (3) students as a type of person who enjoy the good books, (4) prefer novel to read in leisure time, (5) read the book they like can be more than twice, and (6) having a place to enjoy reading.

Table 4.3 percentage of students’ reading enjoyment

<table>
<thead>
<tr>
<th>Question</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel happy and excited when I read</td>
<td>0%</td>
<td>0%</td>
<td>88%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>2. Reading is one of interesting activity that I do</td>
<td>0%</td>
<td>24%</td>
<td>64%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>3. I am type of person who enjoy a good books.</td>
<td>0%</td>
<td>0%</td>
<td>52%</td>
<td>48%</td>
<td>0%</td>
</tr>
<tr>
<td>4. I prefer novel to read in leisure time</td>
<td>4%</td>
<td>36%</td>
<td>40%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>5. I can read the book I like more than twice</td>
<td>4%</td>
<td>20%</td>
<td>68%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>6. I have a place that I like to use when reading.</td>
<td>4%</td>
<td>56%</td>
<td>36%</td>
<td>4%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 4.3 consist of 6 questions/statements about reading enjoyments in leisure reading. First, 22 students (88%) they do not feel happy and excited when doing reading, which is indicated that students disagree with this statement in their leisure reading.

Second, 6 students (24%) they think reading is one of interesting activity that they do in leisure reading. However, 16 students (64%) still uncertain with this statement.

Third, 13 students (52%) claimed that they are uncertain type of person who enjoy a good books to read.
Fourth, 10 students (40%) prefer novel to read in leisure reading, however 10 students (40%) give their uncertain about this statement that is indicated they are not sure doing this or not.

Fifth, 6 students (24%) can read the book that they like more than twice, and 17 student (68%) students give their uncertain about this statement which means they are not sure involve with this activity.

Sixth, 15 students (60 %) having a special place to use when reading, and 9 students (36%) felt uncertain about that.

Table 4.8 Shows about percentage of students’ reading enjoyments, most of students gave their agreement with the statements. Most of students feel uncertain when they do reading because reading is one of an interesting activity that they do in leisure reading. They express their likeness and unlikeness through story, some students like to read some others have to read and others only to achieve score. Reyhene (1998) observed that when children read for pleasure, they involuntarily and unconsciously improve their language skills. It means that if children use to read since young age it can be good habit in the future. Annamalai and Muniandy (2012)A good reading habit is important for the development of personalities and mental capacities. Reading not only to achieve a good score but also develop their personalities, background knowledge, critical thinking and etc. And it also supported by Cunningham and Stanovich, (2001) define that By reading books frequently and having a good reading habit, the reader is able analyze other’s idea, which makes one think more critically.

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. of respondents</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch television</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Sports</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>Play game</td>
<td>6</td>
<td>24%</td>
</tr>
</tbody>
</table>
It is known that based on the table above, the highest score majority of the students is surf the internet (40%), and the lowest score is others (0%). The result showed that these students mostly spend time surfing the internet more than reading.

### Table 4.5 percentage of students’ frequency in spent time on reading in general

<table>
<thead>
<tr>
<th>Frequency</th>
<th>No. of respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 hours</td>
<td>20</td>
<td>80%</td>
</tr>
<tr>
<td>2-3 hours</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>3-4 hours</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.3 indicates distribution of time spend reading in leisure time, it is related with frequency to spend time in leisure time. Here 80 % chose 1-2 hours do reading, then followed by 2-3 hours (20 %) and the last for 0 % chose 3-4 hours spend time in leisure reading. It is indicated that most of students (80%) took 1-2 hours to spend their time per day.

Table 4.3 shows the result about time spent that used to read in leisure time, most of students chose 1-2 hours to read in leisure time then followed by 2-3 hours then the last students 3-4 hours to spend their time in leisure. As Shen(2006) said that reading habits can be indicated by the amount of the materials that the readers read, the frequency of reading and the average of the time that readers spent of reading, and also the purpose of reading. It is also supported by Chettri (2013)
identified through “how often”, “how much”, and “what” students read. The frequency of reading as well as the average time spent on reading (Wagner, 2002).

Table 4.6 percentage of students’ type of reading preferences

<table>
<thead>
<tr>
<th>Type of reading material</th>
<th>No. of respondents</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>E-Book/journal</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Textbook</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>Comic</td>
<td>8</td>
<td>32%</td>
</tr>
<tr>
<td>Magazine</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>Others</td>
<td>7</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above the researcher found that the participants were used various reading preferences per day. A total (32%) respondents read comic. Therefore, the lowest number rate of (4%) newspaper, than followed by E-book. Meanwhile, some respondents also read novel, and other reading preferences include in others

Table 4.7 percentage of students’ language preferred in reading

<table>
<thead>
<tr>
<th>Language</th>
<th>No. of respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother language</td>
<td>4</td>
<td>16%</td>
</tr>
<tr>
<td>English</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>Bahasa Indonesia</td>
<td>11</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.7 shows that 3 languages preferred in reading, students more prefer Bahasa Indonesia (44%) as the language that like in doing reading. Mother language
(12%), and English (40%). For instance most of students chose Bahasa Indonesia as the major preferred language use to read in their spare time.

Table 4.7 shows that students more prefer Bahasa Indonesia as the language that they use in reading, it probably because they not really familiar with the words and not use to speak with other language. Students chose Bahasa Indonesia because they use to it and understand to get the idea and meaning from author in the story that they read.

b. Factor that influenced reading habit

The writer proposed some factors that influence students” reading habit:

a. Peer influence

The result revealed that 12 students’ (48%)” they “ often discuss the books that I have read with my friends ” 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).

b. Self or personal interests

The research revealed from the findings if 6 students (24%) they think reading is one of interesting activity that they do in leisure reading but 16 students still uncertain. However, 10 students (40%) prefer novel to read in leisure time. A Malaysian study of 6th form students (Lim, 1974) found that the most important motivating factor was self or personal interests and this favorable attitude was well formulated among the girls and those in the Arts stream.

c. The condition of the school libraries
It revealed from the result of a research survey at SMAS PERINTIS BERBAK, where researcher found that the library provided story books like a novel, comics and encyclopedia in English. 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.

d. Library’s reading resource

In the sub-theme of library’s reading resource, the researcher only ask 3 participants for sample. Here are the direct sentences from each participants.

First participants (Amar)
- “Buku pelajaran dan novel”
  (“Textbooks and novel”).
- “Tergantung keinginan”
  (Depending on the wishes)
- “Pernah”
  (“Ever”)

Second participants (Anisa)
- “Novel, biografi dan dongeng”
  (“novel, biography, fairy tale”)
- “3-4 x dalam seminggu”
  (“3-4x in one week”)
- “Pernah”
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 humors, horror and thriller books.

**B. Discussion**

This research is about reading habits of twelve graders senior high school students at SMAS BERBAK. After doing some steps to collect data, researcher find the result.

This research revealed the twelve graders still do reading in their spare time not for taking specific things only for read pleasure in their leisure reading. Most of them actually engage and experience the events, moments and gave their agreements to show they really involved in the various activities, likeness and dislikeness and reading enjoyments in the questionnaire. In study conducted by Covert (2009) also show the positive results, the results showed that the readers spend more time on homework and...
chores less time watching TV than non readers. 83% of readers said they spend homework often, 33% non-readers the same reason. It means that readers students and non-readers students spend more time on homework weather watching TV and it is good thing.

In study conducted by Owusu-Acheaw (2014) about reading habits among students and its effect on academic performance. It revealed the results. The findings showed that majority of the respondents acknowledge the importance of reading, 68% of respondents like to read a book with cartoon series picture, while 64% 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 formulae of assessment.

In study conducted by 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. 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.
The researcher findings through quantitative analysis that the students reading habits shows that the respondents preferred to surfing the internet with percentage 40% than reading 16% for their leisure time. The finding it is also quite similar with the researcher by Pandian (2000) found that with technological development, currently, students are utilizing more leisure time to use the internet, watching television, and playing online games compared to reading activities. This finding directly proportional to the amount of reading per day of students which around 1 until 2 hours per day reading.

Similarly, with Shen (2006), the result of this study are consistent with findings from other studies that indicated students’ primary preference for reading online material. The result indicated that the college EFL students’ reading habits changed from paper-based reading. Priajana (2013) found that EFL students tend to read topics that support for their studies or academic purposes rather than reading for pleasure. This can be seen a total of 32% of respondents read comics, which means that the students’ tent to read for hobby.

In the study conducted by Early (2014) about leisure reading habits of students in school reading and outside school reading. The results revealed that a variety of different factors contribute to the difference in reading outside of school compared to the reading that takes place in school (Early, 2014). If teachers are able to draw more of a connection between the two, then students will view their in school reading more positively (Kutay, 2014).
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists about conclusions considering the result of this research. Furthermore, related to the conclusion the researcher also give some suggestions.

A. Conclusions

First, students reading habit are: Students’ reading activity, Researcher find out that twelve graders students of SMAS PERINTIS BERBAK, they surf internet as the favorite habit and they use a lot of time to read outside of classroom. Students’ likeness and dislikeness in reading, Researcher find out that students have a good habit in reading, not all of them but most of students shows their frame of mind about like and interest to read. They prefer to read books such as comics, books with cartoon series and books with unique cover. Students’ reading enjoyment Researcher find out that students enjoy reading more in a place they like and they prefer novels to read. They read pleasure and took the enjoyments to entertain themselves in leisure. students’ language preferred in reading, Researcher found from the survey that Students at SMAS PERINTIS BERBAK are more comfortable reading use Indonesian and English compared to regional language. The researcher conclude that the students preferred to spend a major of their time surfing the internet 40% and other technology-related activities such as playing games rather than to read 24%. Most of the students read only 1-2 hours daily and some even read less than an hour in a day. The students read various types of reading material such as novel, comics, and textbook which indicated for extensive reading.

Second, factors influenced students’ reading habit are: Peer influence, Researcher found that peer influence on SMAS PERINTIS BERBAK was more in a positive direction because 12 out of 25 students liked to discuss the books they read. Self or personal interests, Researcher found that students’ personal interest is still little to read in their spare time, they are still confused about what activities to do when they
have space time. The condition of the school libraries, Researcher found that the SMAS PERINTIS BERBAK library was good enough to support students in read. Library’s reading resource, Researcher found that each students has a habit of reading different types of books and has different habits of reading per week.

Furthermore, To achieve the purpose of this study about reading habits of twelve graders senior high school at SMAS PERINTIS BERBAK, researcher find out that the twelve graders have Students need a guidance to face learning problem especially in reading English. Teacher should give the students extra efforts to make them do reading and make it as a habit. SMAS PERINTIS BERBAK using K13 Curriculum and there is a new subject here that can help students do more reading. In this subject students train to read books, and report what they read to the teacher. So, by doing that activity in literacy subject students will use to do reading and make it as a habit as well. Students can be motivated to read if the text that being read is interested. At SMAS PERINTIS BERBAK, students interesting in reading English because they are understand the language, how to pronounce, understand what they read but sometimes they ask the teacher if they do not know the meaning, lack of vocabulary, embrace to asking the teacher. and many else.

B. Suggestion

Based on the finding of this research, the suggestions are:

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

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

Furthermore, researcher hope that this study can also be a contribution for teacher or other people who want to do same research to know about students habits.

Before teaching students, a teacher should know the students first, because different students have different kind of habits. If teacher know the habits of the students so, they can manage students in good way.
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Cunningham, A. E., Perry, K. E., & Stanovich, K. E. (2001). Converging evidence for the concept of orthographic processing. Reading and Writing, 14(5-6), 549-568.


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


Priajana, N. (2013). Students teachers’ reading habits and preferences. Journal on English such as foreign Language, 3(2), 71-76


# APPENDIX

<table>
<thead>
<tr>
<th>Question</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>DA</th>
<th>SDA</th>
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<tr>
<td>I use a lot of time to learn English outside of classroom.</td>
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<tr>
<td>When I have leisure time, I do reading.</td>
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<tr>
<td>I surf the internet to read.</td>
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<td>I read a lot at home.</td>
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<td>I know how to read and pronounce the words in English.</td>
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<td>I always sound the words from the book when I read.</td>
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<td>I read to increase my comprehend in English.</td>
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<td>I read to increase my vocabulary in English.</td>
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<td>I often discuss the books that I have read with my friends.</td>
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<td>I always feel excited when I read a new book.</td>
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<td>I read only when I want to read only.</td>
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<tr>
<td>I ask the teacher about meaning of the words that I don’t understand from the book that I read.</td>
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<td>I use dictionary such as electronic dictionary and dictionary book as a tool to help me in reading</td>
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<td>Sometimes I read because I forced to read.</td>
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<td>I worried if my teacher tell me to read in front of classroom.</td>
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<td>I easy to forget what I read.</td>
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<td>I try with my effort, but still difficult to start reading.</td>
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<tr>
<td>Easier for me to understand what i am reading if picture, graph, and diagram are included</td>
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<td>When I read there is a place that I comfort to do reading at.</td>
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<td>I read synopsis first and then I read the whole story.</td>
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### Questionnaire

<table>
<thead>
<tr>
<th>Question</th>
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<th>U</th>
<th>DA</th>
<th>SDA</th>
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</thead>
<tbody>
<tr>
<td>1. I more prefer books with unique cover because it is good and interesting.</td>
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<td>2. I like to read a book with cartoon series picture.</td>
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<td>3. I like to read comic than the other books</td>
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<td>4. I like to read fiction / fairytale / legend.</td>
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<td>5. Reading is a boring activity.</td>
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<td>6. I feel sleepy and exhausted when I do reading.</td>
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<td>7. I read only for examination only.</td>
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<td>8. I read because the theme of the story of the book.</td>
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</table>

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<th>A</th>
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<th>SDA</th>
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</thead>
<tbody>
<tr>
<td>1. I feel happy and excited when I read</td>
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<tr>
<td>2. Reading is one of interesting activity that I do</td>
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<tr>
<td>3. I am type of person who enjoy a good books.</td>
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<tr>
<td>4. I prefer novel to read in leisure time</td>
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<td>5. I can read the book I like more than twice</td>
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<tr>
<td>6. I have a place that I like to use when reading.</td>
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<th>Questions</th>
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</thead>
<tbody>
<tr>
<td>1. Activities in leisure time</td>
<td>- Surf net</td>
<td>- Watch television</td>
<td>- Sports</td>
<td>- Games</td>
<td>- Reading</td>
</tr>
<tr>
<td>2. Amount of Time Spent Reading</td>
<td>- 1 to 2 hours</td>
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</table>
### 3. Student Preferences of Reading Materials

- Online e-books and journals
- Textbooks
- Comics
- Magazines
- Newspapers

### 4. Preferred language for reading

- Indonesia
- English
- Malaya

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### Questions interview

- What kind of books do you read?
- How often do you read in one week?
- Have you ever gone to the library to read?
CURRICULUM VITAE

Name: Heri Hermawan
Date of Birth: Rantau Makmur, 18-01-1998
Gender: Male
Address: Rantau Makmur, rt 001 rw 03,kel. Simpang Berbak kec. Berbak, kab. Tanjung Jabung Timur, prov. Jambi
E-mail: herihermawanjambi@gmail.com
Contact person: 081369644586

Educational Background

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<td>2</td>
<td>SMPN 22 Tanjab Timur</td>
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<td>3</td>
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<td>2016</td>
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</table>

Jambi, November 24th 2020

Researcher

Heri Hermawan
NIM. TE161731
1. Diagnosing meningitis is important to ensure the case is not meningococcal. The signs include:

a. Fever and headache
b. Severe back pain

2. Diagnosing meningitis requires laboratory tests such as a spinal tap or blood test.

Hok Cipta Milik Universitas Jember Jambi