EFL STUDENTS' READING HABITS AT THE ENGLISH DEPARTMENT
OF STATE ISLAMIC INSTITUTE OF KERINCI
IN THE ACADEMIC YEAR 2022/2023

A THESIS

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ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2022/2023

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A THESIS

*Submitted as a Partial Fulfillments of The Requirements For Undergraduate
Degree at English Education Program in Faculty of Education and Teacher
Tarining State Islamic Institute of Kerinci*

BY

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
2022 / 2023

Dr. DAFLIZAR, MA.
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LECTURERS OF IAIN KERINCI

Sungai Penuh,   April 2023
To :
The Rector of IAIN Kerinci
At -
         Sungai Penuh

OFFICIAL NOTE

Assalamu'alaikumWarrahmatullahiWabarakatuh

After guiding, analyzing, briefing, and correcting, the writing of Marliza Yunita's thesis (the student's number is 1910203009) entitled : **"EFL STUDENTS' READING HABITS AT THE ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI IN THE ACADEMIC YEAR 2022/2023",** we are of the opinion this thesis has met the qualification as one partial fulfilment of the requirements for undergraduate degree of English Education Department in Faculty of Teacher Training at State Islamic Institute of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

Wassalamu'alaikumWarrahmatullahiWabarakatuh

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APPROVAL AND ACCEPTANCE

This thesis entitled of "EFL Students' Reading Habits At The English Department of State Islamic Institute of Kerinci in The Academic Year 2022/2023" by Marliza Yunita with students' number 1910203009 has been examined in the viva voice held by the Faculty of Education and Teacher Training at State Islamic Institute of Kerinci

This thesis is submitted as a partial fulfillment of the requirements for Undergraduate Degree at the English Education Program in the Faculty of Education and Teacher Training, State Islamic Institute of Kerinci.

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CERTIFICATE OF ORIGINALITY

The researcher here by declares the thesis entitled "EFL STUDENTS' READING HABITS AT THE ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI IN THE ACADEMIC YEAR 2022/2023" is the researcher's work and that to the best of the researcher's knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the award of any other educational institutions, except where due acknowledgment is made in this thesis. Any contribution made by others, with whom the researcher has worked at the Stated Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher's work, except to the extent that assistance from others in the project's design and conception or style, presentation, and linguistic expression is acknowledged.

Sungai Penuh,   April 2023

The Researcher,

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ABSTRACT

Marliza Yunita, 2023 : EFL STUDENTS' READING HABITS AT THE ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI IN THE ACADEMIC YEAR 2022/2023

Advisors : 1. Dr. DAFLIZAR, MA
2. MUSDIZAL, M.Pd.

Key words : *Reading, Reading Habits, Survey Research*

The purpose of this study was to investigate the reading habits among students of the English department at the Kerinci State Islamic Institute and the differences in reading habits between male and female students. The method used in this research was quantitative research and the research design was a survey. A questionnaire was used as an instrument of the data collection in this study. The questionnaire involved six indicators of reading habits: reading frequency, reading material read, time spent reading academic reading materials, time spent reading non-academic, motivation from the family environment, and motivation from outside the family environment. The researcher analyzed the data using the percentage formula to find out the percentage of students' reading habits and the Mann Whitney test to see differences in men's reading habits and women's reading habits. The research results revealed that the frequency of students reading English materials is 75.2% and their reading habits are categorized as high. The last result is the Z test (Mann Whitney test) with a significant result greater than 0.05. Then H0 is accepted and Ha is rejected, with the statement that there is no significant difference in the reading habits between male and female in the English department students of State Islamic Institute of Kerinci.

ABSTRAK

Marliza Yunita, 2023	**:** EFL STUDENTS' READING HABITS AT THE ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI IN THE ACADEMIC YEAR 2022/2023
Pembimbing	**: 1. Dr. DAFLIZAR, MA** **2. MUSDIZAL, M.Pd.**
Kata Kunci	: *Membaca, Kebiasaan membaca, Penelitian Survey*

Tujuan dari penelitian ini adalah untuk mengetahui kebiasaan membaca bahasa Inggris di kalangan mahasiswa jurusan bahasa Inggris di Institut Agama Islam Negeri Kerinci dan perbedaan kebiasaan membaca mahasiswa laki-laki dan perempuan. Metode yang digunakan dalam penelitian ini adalah penelitian kuantitatif dan desain penelitian berupa survei. Kuesioner digunakan sebagai instrumen pengumpulan data dalam penelitian ini. Kuesioner melibatkan enam indikator dari kebiasaan membaca: frekuensi membaca, bahan bacaan yang dibaca, waktu yang dihabiskan untuk membaca bahan bacaan akademik, waktu yang dihabiskan untuk membaca non-akademik, motivasi dari lingkungan keluarga, dan motivasi dari luar lingkungan keluarga. Peneliti menganalisis data dengan menggunakan rumus persentase untuk mengetahui persentase kebiasaan membaca siswa dan uji Mann Whitney untuk melihat perbedaan kebiasaan membaca laki-laki dan kebiasaan membaca perempuan. Berdasarkan hasil penelitian, Hasil penelitian membuktikan bahwa frekuensi mahasiswa dalam membaca bahan bacaan Bahasa Inggris 75,2% dan kebiasaan membaca mereka dikategorikan tinggi. Yang terakhir hasil uji Z (Uji Mann Whitney) dengan hasil signifikan lebih besar dari 0,05. Maka H0 diterima dan Ha ditolak, dengan pernyataan bahwa tidak ada perbedaan yang signifikan kebiasaan membaca antara laki-laki dan perempuan pada mahasiswa jurusan Bahasa Inggris IAIN Kerinci.

DEDICATION AND MOTTO

DEDICATION

I dedicate this thesis for my beloved Allah SWT, and prophet Muhammad SAW.

My loving mother (Yuliar) who always give me support, spirit and the reason why I can stand as strong and brave as I'am now to finish the final research and my father (Alm) Iskandar his life has provided encouragement and prayer for the researcher, although he cannot witness the process that the researcher has gone through so far

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The important one is for myself who always strong, brave and who always working hard.

MOTTO

بسم الله الرحمن الرحيم

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

فَاِنَّ مَعَ الْعُسْرِ يُسْرًا

Artinya: Maka, sesungguhnya beserta kesulitan ada kemudahan.(Q.S. Al-In-Syirah:5)

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عَلَى أَصْرَفِ الأَنْبِيَاءِ وَ المُرْسَلِيْنَ وَ عَلَى أَلِهِ وَالصَّحْبِهِ أَجْمَعِيْنُ. أَمَّا بَعْدُ

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Marliza Yunita
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CHAPTER I

INTRODUCTION

A. Background of the research

Reading as one of the language skills has a very important role, especially for students who learn English as a foreign language (EFL students) because they are very involved and get great benefits from the practice of reading English. In the context of Indonesian education, English reading skills as part of English subjects are taught in an integrated manner with other English skills since students study in elementary school for 6 years. English subjects are then taught continuously in secondary schools (SMP and SMA) for 6 years and continued in higher education. That is, EFL students in Indonesia generally study English and are involved in reading English texts for a minimum of 13 years. Through reading, people can get a lot of information, knowledge, pleasure, and even problem-solving. Therefore, the ability to read the text in any form will bring great advantages to the readers. All these goals require not only sufficient but also good reading skills and reading habits. This means that understanding something is the main purpose of reading. Reading habit is seen as one of the factors related to reading success. Those who do reading activities all the time will make it a habit. It is intended that students understand reading and master English, especially reading. Students who like to read at every opportunity

will have less difficulty in understanding the lesson than students who do not have the habit of reading. This shows that reading habits have a positive effect on students' academic achievement (Adetunji & Oladeji, 2007: 509).

Reading habits are important, especially for students who become English as foreign language learners. As it is known that in Indonesia, English is not the first or official language used. It becomes a foreign language in Indonesia (Gunantar, 2016). Meanwhile, students have to face everything in English, such as reading their books, studying subjects or materials and this will be difficult if students are not used to reading. In addition, for students of English education study programs in Indonesia, reading habits are also important to understand the material prepared in English. Through reading habits, this will help students to reduce their difficulties during the learning process in class. Students will get used to facing problems in reading because they have reading habits, such as difficulties in the meaning of new vocabulary.

Reading habits are reading activities that are considered as habits when done repeatedly. In measurable terms reading habits are often considered in terms of the amount of material read, the frequency of reading and the average time spent reading (Wagner, 2002), and this habit can be cultivated (Wijesuriya, 1995). Reading, which is a customary term that starts at a very early age, is the main gateway to the realm of

knowledge. It can be considered as a practice that helps individuals to gain creativity and develop their critical thinking capacity. In this sense, the habit of reading is an important tool for the development of personality and mental capacities of individuals. Apart from personal and mental development, reading is an access to social, economic and civic life (Clark and Rumbold, 2006). In addition, all patterns read in terms of emotional response increase the individual's emotional satisfaction. Reading habits will reduce students' difficulties in learning the language in Indonesia. Students will get used to reading texts even in a different language if they have reading habits.

Based on preliminary observations of students majoring in English, some students prefer to read when needed, for example during exams or when lecturers are asked to read to ask questions. Some of them read because they enjoy reading and make it a daily activity. Based on this, the researcher decided to study the reading habits of students majoring in English at the State Islamic Institute of Kerinci. they were chosen because the researcher wanted to know the reading habits of the English department at State Islamic Institute of Kerinci,

There have been many studies in other cultural contexts regarding reading habits. There have been many studies in other cultural contexts regarding reading habits . Based on the previous studies, there are certain factors which are found to actively contribute to the development of reading habits. Personal characteristics of the students including age

distribution, social class, and parents' occupation (Adetunji, 2007); accessibility to electronic facilities such as internet (Akyay & Ogeyik, 2009; Karchmer, 2001; Huang, 2004) and home video influence the students' reading habits (Kaufman, 2007). Moreover, the environmental influence, parental influence, peer pressure, school curriculum, and teachers (Adetunji and Oladeji, 2007) are the other factors that can either support or militate against better reading habits. In line with this, Nathanson, Pruslow, and Levitt (2008) found the evidence that parents have a powerful effect in creating enthusiastic readers.

Therefore, this research aims to simultaneously determine students reading habits and differences in reading habits between male and female students . The research findings will provide information and insight into two things at once, namely reading habits and differences in reading habits between male and female students.

B. Identification of The Problem

Based on the background described above, several problems can be identified, namely:

1. Some of the students read when they need it

2. Some students still have difficulties in reading English texts.

3. Some of the students read because they enjoy reading and make it a daily activity

C. Limitation of The Problem

Based on the identification of the problems that have been described, researchers need to limit the problems of this research. This study focuses on reading habits of students in English Department at the State Islamic Institute of Kerinci. The researcher collected the data about students' reading habits through a questionnaire.

D. Research Questions

Based on the limitation of the problem, the main problems in this study can be formulated as follows:

1. How are the English reading habits of the English department students of State Islamic Institute of Kerinci?

2. Is there significant difference in the reading habits between female and male students?

E. Purpose of The Research

Based on the research questions, researcher devises the objective as follows:

1. To know the English reading habits of students in the second, fourth, and sixth semesters of the English department students of State Islamic Institute of Kerinci.

2. To find out if there is a significant difference in reading habits between male and female students.

F. Significant of The Research

1. Theoretical Benefit

   The result of this research hopefully can be used to improve reading skill, especially on students' reading habit.

2. Practical Benefit

   a. For Students

   - The result of this research hopefully can be used as a starting point to develop student's understanding about reading habit

   - The result of this research hopefully can be used to increase students' reading habit in reading English material.

   - Student hopefully will have a greater habit to read English text.

   b. For Lecturers

   - The result of this research hopefully can be used by lectures as a starting point to improve reading habit.

   - The result of this research hopefully can be used by the lecturers as a starting point to improve students' reading performance.

   c. For Other Researchers

   - The result of this research can be a reference for another researcher in conducting further research about reading habit .

G. Definition of Key Term

1. **Reading**

Reading is the process by which readers combine the information in the text with their own background knowledge to construct meaning. Further explanation of the reading will be explained in the next chapter.

2. **Habit**

Habit is defined as a pattern of behavior that is automatic and rigid in certain situations.

3. **Reading Habit**

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.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature of reading

a. Definition of Reading

Reading is an activity of acquiring knowledge and entertainment through content in various types of media. Reading is the process of understanding written texts. It is an activity that involves perception and thinking. According to Linse (2006), reading is a set of skills that involves understanding print and understanding it. Pang, S. E., Angaluki, M., Elizabeth, B., & Michael, K (2003) added that word recognition is how we see how written symbols correspond to spoken language, and comprehension is how we understand words, phrases, and related content.

Reading is also widely accepted as a means of acquiring new information. new information and knowledge not only increase knowledge but also increase our maturity and awareness of current issues (Kim & Anderson, 2011). Reading is one of the most important parts of our language and an essential lifelong learning tool for all learners. Reading is also a way to discover new knowledge in an ever-changing world. In addition, the ability to understand the language

contained in the document and use that knowledge for personal growth and development. Reading is a process of thinking, evaluating, judging, imagining, discussing, and solving problems. Meanwhile, according to Heri (2020) reading is an important tool for knowledge transfer and reading habits are academic activities that improve skills in reading strategies. this makes sense enough that rapidly growing information is recorded and released through media, such as television, the internet, radio, magazines, and e-books.

Reading can also be considered as a process to understand what is implied in the explicit, namely understanding the meaning contained in the written words. The meaning of reading does not lie in the written page but in the mind of the reader. Each reader has different experiences and knowledge in carrying out reading activities which are used as tools to interpret words and their related meanings. Because at the time of reading we may not only recognize the letters, but we also interpret the meaning of the writing so that the message conveyed by the author can be understood properly.

According to Dedzie (2008), reading is the ability to understand words and phrases contained in a text and use background knowledge for personal growth and development. The ability to read quickly and accurately helps expand your knowledge and insight. Reading allows students to improve the flow of information and technology, enjoy literature, find ideas, and do things. For students, reading can be a very

important tool to broaden their background knowledge. Moreover, English is one of the subjects in the national final exam. This requires students to read different types of references. Emphasis is therefore placed on students' ability to capture ideas from written texts for consideration. The ability of a student to understand the content of the material ultimately affects his learning.

Judging from the experts, Reading is also one of the skills to learn English, but it may not be easy, especially since the language is different. Reading becomes easier and easier to understand if the reader has the habit of reading.

b. Types of Reading

According to Patel and Praveen (2008), There are some types of reading such as Intensive reading, Extensive Reading, Aloud Reading and Silent Reading.

a. Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in poem,poetry,novel or other source. For exmple : The students 7 focus on linguistic or semantic details of a reading and focus on structure details such as grammar .

b. Extensive Reading is types of reading involves learners reading texts for enjoyment and to develop general reading skills. For exmple : The students read as many different kinds of books such

as journals, newspapers and magazine as you can, especially for pleasure, and only needing a general understanding of the contents.

c. Aloud reading are reading by using loud voice and clearly. For example : Reading poetry, dialogue, and other type of text.

d. Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or though to comprehend the texts.. For exmple : The sutudents reading a text by heart.

2. Reading Habits

a. Definition of habit

Habit is repetitive responses originating from repeated contextual features without being mediated by cognitive representations of a goal (Wood and Neal, 2007). In addition, habits are triggered spontaneously by previous sensory cues and actions and that these cues continue without recourse to the construction of volitional and volitional related goals.

Habit is repetitive actions that people do frequently and regularly, sometimes without knowing that they are doing them. This is a pattern of behavior that acquires a constant, regular, often unconscious tendency to act repetition that is often applied to every activity carried out during a certain time as part of the individual's personality (Good, et al., 2008). Habitual behavior is repeated in the same context and control shifts from being unconscious to being triggered by situational

or contextual cues. They also argue that the main ingredient of habit is automaticity.

In line with the above theory, Gardner (2012) states that habits are a form of context-dependent automation. Once established, it is not necessarily done frequently unless the environment triggers it. Automation is the essence of habit. The development of automaticity is the goal of habit formation, and automatic cessation responds to the goal of habit disorder.

Thus, habit is responses that arise from contexts that are often triggered by sensory cues or behavior that are carried out repeatedly without going through a thought process because the behavior is a response to something that is generally an everyday action. This is behavior that is repeated in the same context and comes from automation.

b. **Reading Habits**

The term reading habit consists of two words. They are reading and habit. The author cites several theories above to define reading. As noted above, Jane, O., Cain, K., & Elbro, C. (2015) found that reading consists of recognizing words and understanding language. While the term habit was coined by Nilsen, Per., Roback, Kerstin., Brostrom, Anders., Ellstrom, Per-Erik. (2012) as behavior that is repeated until it becomes more or less automatic, without conscious thought, mostly unconscious.

Reading habits describe ways of thinking, desires or feelings that are obtained through automatic and unconscious processes involved in the construction of the meaning of the text (Zwiers, 2004). Habit also refers to the behavior of a person who expresses a desire to read (Sangkeo, 1999). Reading habits are also defined as the way a person organizes his understanding (Davidovitch, 2016).

Reading habits are how readers organize their reading and how often, how much, and what students read (Chettri, 2013),. Palani (2012) defines that reading habits are important to create an educated society in the world. This shows that it can shape a person's personality and help them develop the right mindset and generate new ideas. In addition, reading habits can help students to get meaningful and desired information.

Good reading habits can be a powerful weapon for students to live a good life (Bashir & Mattoo, 2012). In short, the habit of reading is one of the most important things that can support and empower someone, especially students, to be able to understand something through reading and gain knowledge and information that happens in this world through written form.

c. **Types of Reading Habits**

According to Ogbodo (2010), the habit of reading is very beneficial, especially for students. Activities must have a specific purpose. There are several goal-oriented reading habits, which

encourage and motivate to read when students make reading habits in daily activities. There are three types of hobby, recreational, and concentration as described below.

a. **Hobby**

Hobbies as a type of reading habit are reading activities carried out by someone because that person has pleasure and satisfaction in doing these reading activities. Or in other words, a hobby is an activity that is done because it gets pleasure and satisfaction. In addition, in this type of reading, students like to read because students can gain knowledge from various sides, such as in education, politics, religion, and economics only through reading. This type of reading is a positive one for learning not only in developing mental reasoning but also in helping people to satisfy their interests and aspirations.

b. **Recreational**

Reading for recreation or relaxation is very common among academics. This type of reading means that this reading activity is carried out for recreational recreation by people, especially students. Those who carry out reading activities can refresh their minds, or as readers will do reading as a habit of concentration recreational activities. This type of learning produces positive results as it maintains student interest, helps them acquire more knowledge, and creates a disciplined life.

c. Concentration

Concentration in reading is the most important thing that gives the desired result. This is fundamental, results-oriented reading that achieves success. Recommended method for use on campus for students or universities. Most people or students who focus on reading, read texts that are mainly about knowledge or science. They read less about funny stories or funny types of reading.

d. Indicators of Reading Habit

There are six indicators of English reading habits defined by Gaona and Gonzalez (2010).

1. Reading frequency.

    It is the frequency at which the person reports reading books in his spare time.

2. The number of books read.

    It is the number of books the person has reportedly read in the last three months.

3. Time spent on academic reading.

    It is the time the person reports devoting himself to reading books on his subject.

4. Time is spent on non-academic reading.

    It was then that respondents reported diligently reading books that were not directly related to the subject they were studying.

5. Motivation in the family environment.

It is often reported by people who buy books, recommend books, and interest in reading in families.

6. Motivation in the academic environment.

It is the frequency with which students report about teachers using activities to promote contact with English literature.

The experts defines six indicators of reading habits. 1) The most important is the frequency of reading. The more books a person reads, the higher the habit of reading. 2) frequency of library visits; the more students visit the library the higher the students' reading habits. 3) text genre, text genre means students usually read fiction or nonfiction. As students, they should read more nonfiction than fiction. 4) published writings; the more students read, the more students must have writing products. 5) they are strategic readers; which means that students start reading their English from an early age. 6) a number of texts read in the last three months.

e. The Advantages of Reading Habits

According to Thanuskodi (2011), the habit of reading has many benefits that can be adopted by students. Reading habits are an effective and sustainable tool for developing students' academic success. Using reading as a habituation activity for students can increase knowledge and increase focus and concentration. Reading as a regular activity also helps students enjoy their understanding, helps them become smarter and increases the importance of their vocabulary.

A more complete explanation is put forward by Jack (2008). He mentions some of the advantages of the habit of reading. The first benefit of the habit of reading is that the habit of reading helps the mind to work effectively for frequent reading, people who do it will have the ability to communicate and think well. Making a habit of reading will automatically activate the neurons and make them always in good condition. People who show habits as daily activities will help them appear effective in public.

The second benefit is that regular reading habits help us develop a good vocabulary, reading habits develop readers who often have multiple word banks. They will have specific information about the meaning of the word they can predict has meaning based on the context of the reading. Readers who have the habit of reading will better understand the message the author wants to convey and be vigilant in identifying errors in a sentence.

The third benefit is that the habit of reading increases intellectual curiosity. The habit of reading regularly exposes a reader to reading various texts or books. Reading habits also help readers to understand the complexities of various books or texts. A reader becomes knowledgeable about various literacy skills and leads the reader to think independently and critically.

The fourth benefit is the habit of reading means psychological activity. Regular habit as a psychological activity means readers

connect with their minds to feel the author's imagination. Reading previews the story and gets into it and absorbs as the story progresses. The reader uses his mind to figure out the plot of the story, to feel the feelings of the writer, and to experience the personal differences of the player.

The five benefits of reading habits help readers to have a positive and efficient mindset. Someone who does the habit of reading must be active, have a positive and critical mindset. Readers provide quick feedback on material in response to what they have read. They should also obtain a summary and make a critical assessment of the material.

In closing, here are some important benefits of habitual reading activities. Good reading habits have good benefits for a person. People who have good reading habits tend to have good academic achievements. Good reading habits also have a positive impact on one's intellectual growth. It also promotes language acquisition and language development.

f. **The Good of Reading Habits**

According to Owusu-Cheaw & A.G. Larson (2015), good reading habits refer to the activities of someone who likes to read. Good reading habits make people spend more time reading and doing it every day. That's why people who like to read are always interested in stories, what happens in the book, they feel joy, can relax and relieve stress. Reading can also provide the key to all kinds of knowledge

needed for daily survival and growth. Fun and more information, know something new and enjoy reading. If students read a lot, they can improve their reading skills and become good habits, good reading habits are formed when readers read continuously in their normal time, so it is a good daily activity for leisure reading and exams, Reyhene (1998) found that when children read for fun, they unconsciously and subconsciously improve their language skills. Cunningham, Perry and Stanovich (2001) define that frequent reading of books and good reading habits enable readers to analyze other people's ideas, which makes one think more critically. As mentioned by Annamalai & Muniandy (2013), good reading habits are important for personality and intellectual development. This habit is necessary for healthy intellectual growth and plays a very important role in language acquisition (Grabe, 2003).

B. Review of Related studies

The relevant research contains a systematic description of the results of previous research (prior research) on the issues to be studied. It means that relevant research is used to explain differences or strengthen the research results with existing research. So, in this research, the relevant research is the thesis and scientific journals:

Research conducted by Erna iftanti (2012) entitled "A Survey of The English Reading Habits of EFL Students In Indonesia". This study aims to investigate the English reading habits of EFL students in

Indonesia. This study employed a questionnaire survey distributed to 546 students of English Department from 5 (five) state universities in East Java and interview validation. The results of this study indicate that most EFL students do not show the habit of reading English formally from school to college. The length of time learning English does not guarantee the growth of good reading habits

Research conducted by Heri Hermawan (2020) entitled "The Students' English Reading Habit of PERINTIS BERBAK SMAS". The purpose of this study was to determine the reading habits of twelfth graders at SMAS PERINTIS BERBAK. The type of research used in quantitative descriptive research is survey research. The participant is one of the twelfth graders at PERINTIS BERBAK SMAS. The sample is 25 students. Data was collected using a questionnaire adopted from Smith's (1991) Adult Reading Attitude Survey (ASRA) as an instrument to identify the reading habits of twelfth graders at PERINTIS BERBAK SMAS. The results showed that students' reading habits were that they surfed the internet, they did reading activities and students did not like and like to do it, the preferred language, the frequency of students spending time reading in general, the percentage of students' free time activities, students' types of reading preferences and factors that affect students' reading habits such as peer influence, self or personal interest, school library conditions, library reading resources.

Research conducted by Renita Sari (2021) at STKIP PGRI Lubuk Linggau. This study aims to identify English reading habits for students of English education study program at STKIP PGRI Lubuk Linggau. The title of this research is "The Students' Reading Habits of English Education Study Program At STKIP PGRI Lubuk Linggau". This study uses a qualitative descriptive research design. The participants were sixth semester students of the English Education Study Program. The subject is 16 students. Data were collected using a questionnaire to identify English reading habits in the sixth semester students of the English Education Study Program at STKIP PGRI Lubuklinggau. . Based on the results of data analysis, the researcher found the data: 1) motivations for English reading habits such as: improving reading skills, knowing knowledge and increasing their vocabulary. 2) Students' belief, reading English can improve English skills in their activities and 3) Students' goal in reading English is for their studies.

The title of this research is "A Study on English Reading Habits of Students of English Study Program of Riau University" by Hafiz Al Nazhari. This research was a quantitative research in survey study design. The researcher used questionnaire with seven indicators as the instrument to get the data, then analyzed by using SPSS Statistics 17.0 program. The participant was 70 students of 424 students. Result indicated the students' attitude towards reading, that there were 80.2% of students aware the importance of reading habit.

This research was conducted by Ika Lisna Hidayati (2021) at state islamic university of Sultan Syaris Kasim Riau Pekan baru. This research was a quantitative research in survey study design. The researcher used questionnaire with six indicators as the instrument to get the data, then analyzed by using SPSS Statistics 17.0 program. The participant was 50 students of 221 students. The results of the study also prove that the frequency of students reading English reading materials is less than 25% and their reading habits are categorized as poor.

These are the similarities and differences between research and previous research and this research is the same because it collects data using a questionnaire, while the difference between the research variables in the first research focuses more on how efforts to understand reading habits and attitudes of EFL students in Indonesia, the second study examines not about reading habits but also about attitudes, exploring general factors that might have an impact on student academic achievement, while in the third study the difference lies in the method used where the third study uses a qualitative descriptive method, this research is almost the same as the second study but differs in location In his research, the research methods used both used quantitative descriptive research, namely by distributing questionnaires. and in studies 4 and 5 the difference lies in the subject and place of research. This research is almost the same because they both use a questionnaire instrument. With the differences above, this research is significant to do.

C. Theoretical Framework

Reading is one of the four components of language skills, namely listening, speaking, reading, and writing. As one of the skills like other skills, reading skills can only be achieved properly if accompanied by serious training efforts. Reading habits need to be developed because by reading habitually, students will be able to grasp many important things, in this case, the acquisition of vocabulary, knowledge of sentence structures, and knowledge of the habits of writers in organizing themselves to meet sentence structures and vocabulary in reading to enrich the knowledge of sentence structure and vocabulary. This knowledge can ultimately be used to interpret and understand various forms of reading.

Therefore, to find out the reading habits of English department students at state islamic institute of Kerinci, there are several indicators that influence student reading habits, including reading frequency, number of books read, time spent reading academic & non-academic books, motivation in the environment family, and motivation in the academic environment.

```
┌──────────────────────────────┐
│    Student Reading habits     │
└──────────────────────────────┘
                │
      ┌───────────────────┐
      │   Questionnaire    │
      └───────────────────┘
                │
   ┌────────────────────────────┐
   │   Indicators Reading Habits │
   └────────────────────────────┘
```

Reading frequency	the number of books read	Time spent on academic reading	Time spent on non-academic reading	Motivation in the family environment	Motivation in the academic environment

```
        ┌──────────────────────────────┐
        │   Results of students reading │
        │            habits             │
        └──────────────────────────────┘
```
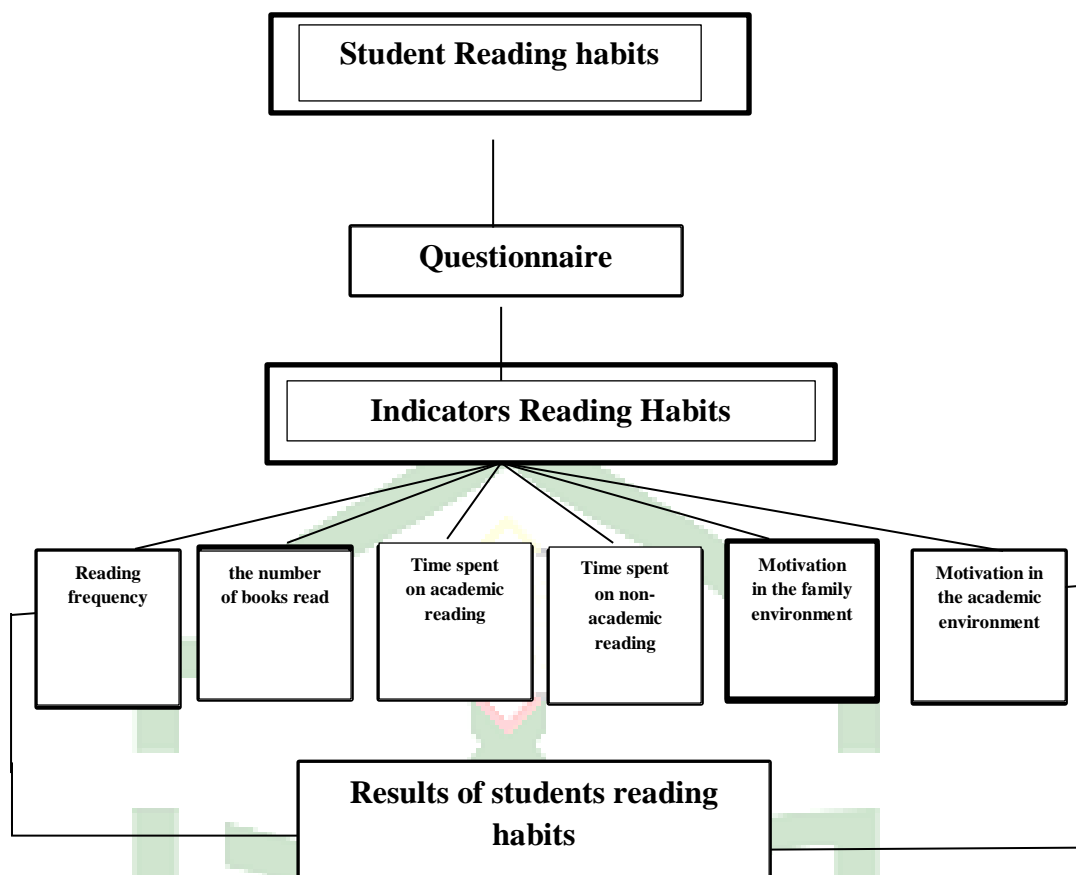
Based on the chart above, it can be concluded that to identify the reading habits of students majoring in English, the step taken by the researcher was to give the questionnaire directly, meaning that the researcher gave the questionnaire to a group of people who gathered. at a certain place and time. Researchers must identified students' reading habits based on indicators of reading habits, including reading frequency, number of books read, time spent reading academic & non-academic books, motivation in the family environment, and motivation in the academic environment.

Based on the explanation above, the researcher drew conclusions and find out the reading habits of students in the English department based on the results of an investigation into the reading habits of students in the English department at state Islamic institute of Kerinci.

CHAPTER III

RESEARCH METHOD

A. Research Design

To measure the reading habit of English Language Education Department Students, the researcher employed survey research. According to Ary, et. al. (2010), survey research is conducted to ask questions about peoples' beliefs, opinions, and behavior. Survey research provides wide data sources in studies of education. The data from survey research can be done to shape and plan policy setting in the specific area.

Furthermore, survey research is conducted to measure associations between the respondents' characteristic, such as: gender, education, and social class, toward an issue. Therefore, it is suitable to conduct survey research to measure the reading habit of English Language Education Department Students. Furthermore, according to Latief (2012), survey research is usually used to describe opinion, attitude, preferences, and perceptions of people of interest to the researcher. Survey research usually used random sampling because it provides representation of the whole population. Furthermore, the instruments used in the survey research are questionnaire, and interview.

According to Ary, et. al. (2010), there are two types of survey based on the time dimension. First, it is longitudinal survey, which is a survey conducted across the time. Second, it is cross-sectional survey,

which is a survey conducted at one point of time. This survey belongs to cross-sectional survey, since, the researcher conducted at one point if a time.

B. Population and sample

a. Population

According to Arikunto (2006:130) the population is the whole object of research. All objects have uniformity as well as special and distinctive characteristics. Researchers conducted research on students of the English department at at State Islamic Institute of Kerinci. The population in this research were students of the English department. The population is focused on students in the second, fourth, and sixth semesters of the English department. The total number of English department students in the second, fourth, and sixth semesters is 88 students. Latief (2012) states that the target population is usually impossible to achieve. Therefore researchers need to limit the population to be a sample or a smaller population. For more detailed can be seen on the following table:

Tabel III.1

Population of Students

No	Class	Population	
		Male	Female
1	2A	6	4
2	2B	5	7
3	4A	6	11
4	4B	6	7
5	6A	9	11
6	6B	4	12
	Total	36	52
		88	

b. Sample

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2009:81). According to Sugiyono (2009:63), the sampling technique that used in this study is total sampling. Total sampling is a sampling technique where the number of samples is equal to the population. The reason for taking total sampling is because the total population is less than 100. So the number of samples in this study is 88 people.

C. **Instrument of The Research**

The instrument that used was a questionnaire. Latief (2012) stated that questionnaire is a written instrument consisting of questions to be answered or statements to be responded by the subject. Questionnaire can be used to get factual information about opinion toward an issue. The advantages of using questionnaire are: it is easy to fill out, takes little time, easy to tabulate and analyze. In this study, researchers used a questionnaire related to the research theme. In this research, they are 30 item questionnaire adopted from Gaona & Gonzales (2011). Questionnaires can be selected from available sources usually from previous related research (Latief, 2012). In accordance with the research problem in chapter I, the researcher wants to know the reading habits of students of English Education Department and whether there is a significant difference in reading habits between male and female students. Therefore, the

questionnaire should measure both parts. Questionnaire items translated into Indonesian to make it easier for this research sample to understand the questions and take into account their previous level of knowledge.

The questionnaires are given directly. This means that the researcher gives a questionnaire to a group of people who gather at a certain place and time. The advantage of this type of questionnaire is the response rate which is close to 100%. This type of questionnaire is usually low cost and the researcher is there to assist the subject. The indicators of reading habits can be seen in the table below.

Table III.2

Blue Print of The Reading Habits

No	Reading Habit Indicators	Item Number
1	Books Read	1,2,3,4,5
2	Time spent on Academic Reading	6,7,8,9,10
3	Reading Frequency	11,12,13,14,15
4	Time spent on Non-academic Reading	16,17,18,19,20
5	Motivation in the Academic Environment	21,22,23,24,25
6	Motivation in the Family Environment	26,27,28,29,30
	Total	30

(Source : Gaona, et all (2011)

1. **Validity**

   Before the questionnaire were given to the students, the researcher analyzed the validity and reliability of the questionnaire first. An instrument is valid if it is able to measure what the researchers are going to measure. Creswell (2008) stated that, validity is the individual's scores from an instrument that makes sense, meaningful, enable you, as the researcher, to draw good conclusions from the sample you are studying to the population.

2. **Reliability**

   According to Siregar (2004) stated that reliability test can be done by having external and internal ways. In this research, the researcher used internal consistency in which the researcher tried out the questionnaire once and analyzed each item by using cronbach alpha technique. According to Sugiyono (2015), cronbach alpha technique can be used for interval data. The categories below are the level of internal consistency Cronbach's Alpha:

A Commonly Accepted Rule of Cronbach Alpha

Crobach Alpa	Internal Consistency
>0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Marginally/ minimally reliable
<0.60	Unacceptable low reliablility

   The questionnaire are consist of 30 items. Questionnaire items translated into Indonesian to make it easier for this research sample to

understand the questions and take into account their previous level of knowledge.

The research instrument used collecting of the data is reading habits questionnaire. According to Ika Lisna Hidayati (2014) questionnaire based on indicators of reading habit. So, both instruments are scientifically valid and reliable. It is mean that researcher no longer need to test the validity and reliability of the instrument.

D. **Techniques of Data Collection.**

Researchers carried out several steps to collect data, research procedures are :

1. The researcher met the head of the department to get permission to conduct research at the school.

2. After meeting with the head of the department and getting permission and coming to campus two days later.

3. The researcher enters the class and gives a questionnaire to the students.

4. Students fill out the questionnaire in class for 10-15 minutes.

5. The researcher analyzed the questionnaire to determine students' reading habits.

6. The researcher counted total and made the percentage an mean of the questionnaire based on the classifications.

In order to collect data from the sample on this research, the researcher used a questionnaire. Because habit is an attitude of behavior a scale used to measure the habit is attitude scale. Attitude scale according to Sudjana (2008) is used to measure person's attitude toward certain object. One of the scales to measure attitude scale is Likert Scale. As stated by Sudjana(2007) that in Likert Scare, expression asked, whether positive or negative expression, marked by the subject, strongly agree, agree, undecided, disagree or strongly disagree. Additionally, Sugiyono (2015) stated that Likert Scale is used to measure attitude, opinion and perception of individual or group of individual about social phenomena. The five alternative answers of Likert's Scale for the questionnaires are explained as follow:

Likert's Scale

No	Description	Score
1	Always	5
2	Often	4
3	Sometimes	3
4	Seldom	2
5	Never	1

In conclusion to measure the students habit, the simple way was questionnaire, which use Likert Scare because it deals with students habit and their preference among activities, hobby or other aspects. The researcher was distribute the questionnaires to the sample students which is aim to know their reading habit score.

E. Techniques of Analysis Data

The technique data analysis in this research used descriptive statiscal techniques and inferential statistics to facilitate the analysis of the research data, the researcher used SPSS version 25. The technique data analysis of this research as follows:

1. Descriptive Statistic

In analyzing the data, researchers used quantitative descriptive techniques, by calculating percentages. Siregar (2012: 79) states that descriptive statistics refer to the transformation of data into a data model that makes it easier for readers to understand and interpret the meaning of the display or data values. In this study, after collecting data, the data obtained through questionnaires were grouped into quantitative data. Then the quantitative questionnaire data were analyzed using descriptive statistical analysis which was processed with the following analysis:

   a. percentage formulas

$P = \dfrac{f}{n} \textbf{ x 100}\%$

Where:

P = Number of Percentage

n = Number of Sample

f = Frequency

Then the percentage is categorized as to whether the students' reading habits are high or low. The results of the percentage analysis can be described with the following categories:

Classification of students' reading habit

No	Category	Score
1.	Very High	80% - 100%
2.	High	60% - 79%
3.	Middle	40% - 59%
4.	Low	20% - 39%
5.	Very Low	0% - 19%

(*Source: Rasyid, D (2012)*

b. Mean

To find out and identify student reading habit questionnaires, researchers used to calculate questionnaires using this formula.

The formula is:

$$M = \frac{\sum X}{N}$$

Where :

M = Mean

$\sum X$ = Sum of students' Score in a distribution

N = Number of students

After the mean counted, then the researcher presented by using the following intencity:

The Intensity of Students Reading Habit

Frequency	Score
Always	4.50 - 5.00

Often	3.50 - 4.49
Sometimes	2.50 - 3.49
Seldom	1.50 - 2.49
Never	0.00 – 1.49

(Source: Oxford, 1990:291)

2. Inferential Statistic

Inferential statistics are statistical data analysis techniques used to obtain a logical conclusion from the data available in this study, it is necessary to test through hypothesis testing. Inferential statistic analysis was used to know whether there is a significant difference in reading habits between male and female students.

Researcher used the *Mann Whitney U* test when it does not meet the assumptions when the type of data to be analyzed is nominal or ordinal scale, or the data is not normally distributed.

The formula for testing the hypothesis using the *Mann Whitney U* test is as follows.

$$Zhitung = \frac{\sum R(X1) - n1(N + \frac{1}{2})}{\sqrt{\frac{n1.n2}{N(N-1)}[\sum R(X1)^2 + \sum R(X2)^2] - \frac{n1n2.(N+1)^2}{4N(N-1)}}}$$

Description:

R(X1) = Rank for R1

R(X2) = Rank for R2

$$N= \quad n1+ n2$$

Testing steps:

(a) Sort the values from smallest to largest.

(b) The sorting is done without separation of the two samples.

(c) Next, assign a rank with the following rules: -1 rank is given to the smallest value in the first order and the highest rank is given to the largest value. If there are ties (equal values), give a mid-rank.

(d) Sum the ranks derived from population 1.

Express the result as S.

(e) Calculate the value of the Mann Whitney test statistic

Hypothesis testing criteria:

The value of Z_{hitung} is in the acceptance region of H_0 Since $Z_{hitung} > -Z_{tabel}$, then H_0 is accepted (not enough to reject H_0).

The *Mann Whitney U* test uses SPSS with the following steps:

(a) Enter the data in the **DataSet** by linking the two samples in the same column. Give each class a code.

(b) In the **Variable view, in the velue** column, fill in the code of each class, and in the **label** column, fill in the name or mark.

(c) On the main menu in SPSS, select the **Analyze** menu.→ **Non Parametric Tests→2 Independent-sampling...**

(d) Enter the score data in the test variable list box and Group data in the **Grouping Variable** box, by **clicking the**

arrow, Click Define Groups, then fill in **Group 1: 1. And Group 2:2** (according to the previously selected code). Checklist **Mann- Whitney Up on test Type.** Click Exact then fill in 95% at the **confiedence Level**, click **Countinue**.

(e) Click **OK.**

Mann-Whitney test (U-test) test is used to test the difference between two groups or test the ordinal data of two independent samples. This test is the same as the *independent sample T-test*, except that the *Mann-Whitney* test is used when the data to be tested is non-parametric data or the data is not normally distributed.

The test criteria to be used are as follows:

1. if the significance value is > 0.05, then H0 is accepted and Ha is rejected.

2. if the significance value is < 0.05, then H0 is rejected and Ha is accepted.

Technique for mann-whitney test with the help of *SPSS version 25 for Window*. To analyze whether there is a significant difference in reading habits between male and female students, the following criteria are used.

1) Hypothesis

H_0: There was no significant difference in reading habits between female and male students.

H_a: there are significant differences in reading habits between female and male students.

2) Test criteria

a) if the probability value is > 0.05 then H_0 is accepted.

b) if the probability value < 0.05 then H_0 is rejected

CHAPTER IV

RESEARCH FINDINGS

A. Research Findings

The research results here are expected to describe the objectives of the research conducted by the researcher. The purposes of were to see the average percentage and differences in the reading habits of students majoring in English based on gender, this research was conducted at the Faculty of Tarbiyah and Teacher Training at the Kerinci State Islamic Institute, to see this, the researcher tested the hypothesis of research data from the adoption questionnaire that has been measured for its validity and reliability. So the researchers tested the hypothesis using SPSS25 software while the results of the test were as follows:

1. The reading habits of the English department students of State Islamic Institute of Kerinci

Data Persentation

The researcher presented the results of the reading habits questionnaire by showing the frequency and percentage based on the questionnaire items, which can be seen in the table below:

Table 1 presents the percentage of indicators of students' reading habits related to reading amount of books. As seen in the table, most of the student answers are grouped into the "always" and "sometimes" categories. There are 2 out of 5 items in the "always" category chosen by more than 40% of

students. And 2 of the 5 items are again in the "sometimes" category. In the "always" category the answers to the questionnaire that were chosen by more than 40% of students were: 'The lecturers give assignments related to English reading' (45.9%), and 'choose the type of reading book according to interests (such as comics, novels , textbooks, or others)' (51.8%). In the "sometimes" category, more than 40% of students chose the answers to the questionnaire: 'read some English books every week.' (47.1%), and 'read English books every day' (41.2%). And there was 1 questionnaire item that was selected by students more than 40% in the "often" category, namely 'The Lecturers motivated to read books in English. Based on the total Mean (M-3.48) for the 'book read' indicator the student is included in the 'sometimes' category

Tabel 1

Books Read

N o	Questionnaire	Classification					Mean
		Always	Often	Someti mes	Seldom	Never	
1	I read some English books every week.	5 (5,9%)	8 (9,4%)	40 (47,1%)	24 (28,2%)	8 (9,4%)	2,74
2	Students are given assignments by lecturers related to reading English	39 (45,9%)	32 (37,6%)	10 (11,8%)	4 (4,7%)	0 (0%)	4,25
3	I read English books every day	5 (5,9%)	7 (8,2%)	35 (41,2%)	26 (30,6%)	12 (14,1%)	2,61
4	I choose the type of reading book according to my interests (such as comics, novels, textbooks, or others).	44 (51,8%)	16 (18,8%)	16 (18,8%)	9 (10,6%)	0 (0%)	4,12
5	The Lecturers motivated me to read books in English	16 (18,8%)	38 (44,7%)	23 (27,1%)	6 (7,1%)	2 (2,4%)	3,71
	Mean Total						3.48

Regarding the 'academic reading' indicator. As shown in table 2 below, the average student answer on each item is almost the same. There

were only 2 items that more than 30% of students chose in the "sometimes" category, namely 'do not read English books when there is no assignment / homework' (32.9%), and 'spend special time to read English books' (32.9%). Based on the total Mean (M-3.22) for the 'academic reading' indicator the student is included in the 'sometimes' category

Tabel 2

Academic Reading

N o	Questionnaire	Classification					Mea n
		Always	Often	Sometim es	Seldom	Never	
6	My parents suggested me to read English books.	10 (11,8%)	18 (21,2%)	21 (24,7%)	15 (17,6%)	21 (24,7%)	2,78
7	I keep an e-book of English on my computer, laptop or smartphone.	21 (24,7%)	23 (27,1%)	21 (24,7%)	16 (18,8%)	4 (4,7%)	3,48
8	I do not read English book when there is no assignment / homework	11 (12,9%)	16 (18,8%)	28 (32,9%)	19 (22,4%)	11 (12,9%)	2,96
9	I spent special time to read English books.	16 (18,8%)	22 (25,9%)	28 (32,9%)	13 (5,3%)	6 (7,1%)	3,34
1 0	I read other English books from campus.	22 (25,9%)	27 (31,8%)	19 (22,4%)	10 (11,8%)	7 (8,2%)	3,55
	Mean Total						3.22

Table 3 presents the percentage of students' "reading frequency". There was only 1 out of 5 items that were selected by students more than 40%, namely in the "often" category the item was 'write a note to understand the reading that I read' (43.5%). As for the other items, the student answers varied greatly, item 11 'ask the Lecturers when difficulty in reading English' the answers most students chose were in the "often" category (36.5%). Item 12 'family bought some books in English to read'

was the most chosen answer in the "seldom" category (32.9%). And in items 13 and 14 the answers were mostly chosen by students in the "sometimes" category (35.3%). Based on the total Mean (M-2.96) for the 'Reading Frequency' indicator the student is included in the 'sometimes' category

Tabel 3

Reading Frequency

N o	Questionnaire	Classification					Mean
		Always	**Often**	**Sometimes**	**Seldom**	**Never**	
11	I asked the Lecturers when I had difficulty in reading English.	18 (21,2%)	31 (36,5%)	25 (29,4%)	5 (5,9%)	5 (7,1%)	3,59
12	My family bought some books in English to read.	3 (3,5%)	12 (14,1%)	20 (23,5%)	28 (32,9%)	22 (25,9%)	2,36
13	I bought more than 5 English books in a year.	0 (0%)	9 (10,6%)	30 (35,3%)	16 (18,8%)	30 (35,3%)	2,21
14	I never forgot to bring my English textbook to campus.	12 (14,1%)	7 (8,2%)	30 (35,3%)	19 (22,4%)	17 (20,0%)	2,74
15	I write a note to understand the reading that I read.	23 (27,1%)	37 (43,5%)	20 (23,5%)	5 (5,9%)	0 (0%)	3,92
	Mean Total						2.96

Table 4 presents the percentages of the "Non Academic Reading" indicator. As shown in the table below, there are 2 items selected by students more than 40%, namely in the "sometimes" and "often" categories. The items are, in the "sometimes" category, 'can find books that in the library' (41.2%) and in the "often" category, 'use a strategy to understand reading in English in class.' (41.2%). Based on the total Mean

(M-3.44) for the 'Non-Academic Reading' indicator the student is included in the 'sometimes' category

Tabel 4

Non Academic Reading

No	Questionnaire	Classification					Mean
		Always	**Often**	**Someti mes**	**Seldom**	**Never**	
16	I repeat the reading to understand my reading.	33 (38,8%)	29 (34,1%)	22 (25,9%)	1 (1,2%)	0 (0%)	4,11
17	I can find books that I like in the library.	1 (1,2%)	19 (22,4%)	35 (41,2%)	18 (21,2%)	12 (14,1%)	2,75
18	I have comfortable place to read English books in my home.	19 (22,4%)	25 (29,4%)	24 (28,2%)	9 (10,6%)	8 (9,4%)	3,45
19	I prefer borrowing English books in a library that provides books without having to buying.	21 (24,7%)	15 (17,6%)	24 (28,2%)	12 (14,1%)	13 (15,3%)	3,22
20	I use a strategy to understand reading in English in class.	19 (22,4%)	35 (41,2%)	19 (22,4%)	10 (11,8%)	2 (2,4%)	3,69
	Mean Total						3.44

Table 5 presents the percentages regarding the "motivation in the academic environment" indicator. It can be seen in the table that there are 2 out of 5 items that were selected by students more than 40%, namely in the "sometimes" and "always" categories. In the "sometimes" category the item is 'read books in free time.' (47.1%) and in the "always" category the item is "read some English materials on the internet" (44.7%). As for the other items, item 22 (38.8%) students chose "always", item 23 (37.6%) students chose "sometimes", and item 24 (38.8%) students chose "never".

Based on the total Mean (M-3.35) for the 'Motivation in The Academic Environment' indicator the student is included in the 'sometimes' category.

Tabel 5

Motivation in The Academic Environment

N o	Questionnaire	Classification					Mean
		Always	**Often**	**Sometime s**	**Seldom**	**Never**	
21	I read books in free time.	14 (16,5%)	21 (24,7%)	40 (47,1%)	7 (8,2%)	3 (3,5%)	3,42
22	I use what I have known to understand what I read.	33 (38,8%)	31 (36,5%)	17 (20,0%)	4 (4,7%)	0 (0%)	4,09
23	Library provides new English books every month continuously.	10 (11,8%)	18 (21,2%)	32 (37,6%)	17 (20,0%)	8 (9,4%)	3,06
24	I read English books with my parents or siblings.	3 (3,5%)	13 (15,3%)	15 (17,6%)	21 (24,7%)	33 (38,8%)	2,20
25	I read some English materials on internet.	38 (44,7%)	20 (23,5%)	19 (22,4%)	3 (3,5%)	5 (5,9%)	3,98
	Mean Total						3.35

Table 6 presents the percentage of indicators of student reading habits related to "motivation in the family environment". The table shows that some of the student answers are gathered in the "sometimes" category, namely 3 out of 5 items chosen by more than 30% of students. The three questionnaire items most chosen by the students included: 'I can't read English books for too long' (36.5%), 'I share interesting titles with friends to read.' (31.8%), and 'I share interesting titles with friends to read.' I prefer to read English books to watch TV' (41.2%). Based on the total

Mean (M-3.40) for the 'Motivation in The Family Environment' indicator
the student is included in the 'sometimes' category.

Tabel 6

Motivation in The Family Environment

N o	Questionnaire	Classification					Mean
		Always	**Often**	**Someti mes**	**Seldom**	**Never**	
26	I read English books before the exam or test was conducted.	29 (34,1%)	33 (38,8%)	18 (21,2%)	2 (2,4%)	3 (3,5%)	3,98
27	I can't read English books for too long.	4 (4,7%)	23 (27,1%)	31 (36,5%)	20 (23,5%)	7 (8,2%)	3,98
28	I share interesting tittles with friends to read.	18 (21,2%)	18 (21,2%)	27 (31,8%)	13 (15,3%)	9 (10,6 %)	2,96
29	I do homework using references from the library.	7 (8,2%)	18 (21,2%)	23 (27,1%)	24 (28,2%)	13 (15,3 %)	3,27
30	I prefer read English book to watch TV.	5 (5,9%)	21 (24,7%)	35 (41,2%)	10 (11,8%)	14 (16.5 %)	2,79
	Mean total						3.40

Table 7

Score Interval

No	Category	Score
1.	Very High	80% - 100%
2.	High	60% - 79%
3.	Middle	40% - 59%
4.	Low	20% - 39%
5.	Very Low	0% - 19%

(*Source: Rasyid, D (2012)*

Table 8

The score interpretation for students' reading Habit

Categories	Score Interval	Students	Percentage
Very High	80% - 100%	2	2,3%
High	60% - 79%	64	75,2%
Middle	40% - 59%	18	21,1%
Low	20% - 39%	1	1,1%
Very Low	0% - 19%	0	0%

Based on the results of the questionnaire the researcher found that there were 2 students with a percentage (2.3%) including the very high category, 64 students with a percentage (75.2%) categorized as high, 18 students with a percentage (21.1%).) is included in the medium category, and 1 student with a percentage (1.1%) is included in the low category. For more detailed results, see Appendix V.

Table 9

Students' Overall Reading Habits

No	Pertanyaan (Questions)	AL	OF	ST	SL	NV	Mean	Rank
1	**I read some English books every week.***(Saya membaca sejumlah buku bacaan berbahasa inggris setiap minggu)*	5,9%	9,4%	47,1%	28,2%	9,4%	2,74	25
2	**Students are given assignments by lecturers related to reading English.***(siswa diberikan tugas oleh*	45,9%	37,6%	11,8%	4,7%	0	4,25	1

No	Statement						Mean	Rank
	dosen terkait membaca bahasa Inggris)							
3	**I read English books every day.** *(Saya membaca buku bacaan berbahasa inggris setiap hari)*	5,9%	8,2%	41,2%	30,6%	14,1%	2,61	27
4	**I choose the type of reading book according to my interests (such as comics, novels, textbooks, or others).** *(Saya memilih jenis buku bacaan sesuai minat saya (seperti komik, novel, buku pelajaran, atau yang lainnya)*	51,8%	18,8%	18,8%	10,6%	0	4,12	2
5	**The Lecturers motivated me to read books in English.** *(Dosen memotivasi saya untuk membaca buku berbahasa Inggris)*	18,8%	44,7%	27,1%	7,1%	2,4%	3,71	8
6	**My parents suggested me to read English books.** *(Orang tua menyarankan kepada saya untuk membaca buku berbahasa Inggris)*	11,8%	21,2%	24,7%	17,6%	24,7%	2,78	23
7	**I keep an e-book of English on my computer, laptop or smartphone.** *(Saya menyimpan e-book berbahasa inggris didalam komputer, laptop, atau smarphone saya)*	24,7%	27,1%	24,7%	18,8%	4,7%	3,48	12
8	**I do not read English book when there is no assignment / homework.** *(Saya tidak membaca buku bahasa Inggris ketika tidak ada tugas/PR)*	12,9%	18,8%	32,9%	22,4%	12,9%	2,96	19
9	**I spent special time to read English books.** *(Saya meluangkan waktu khusus untuk membaca buku bacaan berbahasa inggris)*	18,8%	25,9%	32,9%	15,3%	7,1%	3,34	15
10	**I read other English books from campus.**	25,9%	31,8%	22,4%	11,8%	8,2%	3,55	11

No	Statement						Mean	Rank
	(Saya membaca buku selain buku pelajaran dari kampus)							
11	**I asked the Lecturers when I had difficulty in reading English.** *(Saya bertanya kepada Dosen ketika mengalami kesulitan dalam bacaan.*	21,2%	36,5%	29,4%	5,9%	7,1%	3,59	10
12	**My family bought some books in English to read.** *(Keluarga membelikan buku berbahasa inggris untuk dibaca)*	3,5%	14,1%	23,5%	32,9%	25,9%	2,36	28
13	**I bought more than 5 English books in a year.** *(Saya membeli buku bacaan bahasa inggris lebih dari 5 buah dalam setahun)*	0	10,6%	35,3%	18,8%	35,3%	2,21	29
14	**I never forgot to bring my English textbook to campus.** *(Saya tidak pernah lupa membawa buku bahasa inggris saya kekampus)*	14,1%	8,2%	35,3%	22,4%	20,0%	2,74	26
15	**I write a note to understand the reading that I read.** *(Saya menulis catatan untuk memahami bacaan yang saya baca)*	27,1%	43,5%	23,5%	5,9%	0	3,92	7
16	**I repeat the reading to understand my reading.** *(Saya mengulang bacaan untuk dapat mengerti bacaan saya)*	38,8%	34,1%	25,9%	1,2%	0	4,11	3
17	**I can find books that I like in the library.** *(Saya dapat menemukan buku yang saya suka di perpustakaan)*	1,2%	22,4%	41,2%	21,2%	14,1%	2,75	24
18	**I have comfortable place to read English books in my home.** *(Saya memiliki tempat yang nyaman untuk membaca buku bacaan berbahasa inggris dirumah saya)*	22,4%	29,4%	28,2%	10,6%	9,4%	3,45	13
19	**I prefer borrowing**	24,7%	17,6%	28,2%	14,1%	15,3%	3,22	17

	English books in a library that provides books without having to buying. *(Saya lebih memilih meminjam buku buku berbahasa inggris di perpustakaan yang menyediakan buku tanpa harus membeli)*							
20	**I use a strategy to understand reading in English in class.** *(Saya menggunakan strategi untuk memahami bacaan berbahasa inggris di kelas)*	22,4%	41,2%	22,4%	11,8%	2,4%	3,69	9
21	**I read books in free time.** *(Saya membaca buku di waktu senggang)*	16,5%	24,7%	47,1%	8,2%	3,5%	3,42	14
22	**I use what I have known to understand what I read.** *(Saya mengunakan apa yang telah saya ketahui untuk membantu saya memahami apa yang saya baca)*	38,8%	36,5%	20,0%	4,7%	0	4,09	4
23	**Library provides new English books every month continuously.** *(Perpustakaan terus menyediakan buku baru berbahasa inggris setiap bulannya)*	11,8%	21,2%	37,6%	20,0%	9,4%	3,06	18
24	**I read English books with my parents or siblings.** *(Saya membaca bacaan berbahasa inggris bersama orang tua atau saudara-saudara saya)*	3,5%	15,3%	17,6%	24,7%	38,8%	2,20	30
25	**I read some English materials on internet.** *(Saya membaca bacaan berbahasa inggris di internet)*	44,7%	23,5%	22,4%	3,5%	5,9%	3,98	5
26	**I read English books before the exam or test was conducted.** *(Saya membaca buku bacaan berbahasa inggris sebelum ujian atau ulangan dilakukan)*	34,1%	38,8%	21,2%	2,4%	3,5%	3,98	6

27	I can't read English books for too long. *(Saya tidak sanggup membaca buku bacaan bahasa inggris terlalu lama)*	4,7%	27,1%	36,5%	23,5%	8,2%	2,96	20
28	I share interesting tittles with friends to read. *(Saya berbagi judul yang menarik untuk dibaca oleh teman-teman saya)*	21,2%	21,2%	31,8%	15,3%	10,6%	3,27	16
29	I do homework using references from the library. *(Saya mengerjakan tugas menggunakan referensi dari perpustakaan)*	8,2%	21,2%	27,1%	28,2%	15,3%	2,79	22
30	I prefer read English book to watch TV. *(Saya lebih memilih membaca bacaan berbahasa inggris dari pada menonton TV)*	5,9%	24,7%	41,2%	11,8%	16.5%	2,92	21

As shown in the table, students answered various reading habit questionnaire items with varying frequencies. 'lecturers gives assignment related to English reading' seems to be the most frequently voted on by students with an average score of 4.25, followed by 'choose the type of reading book according to my interests (such as comics, novels, textbooks, or others' (M=4,12) in second place, 'repeat the reading to understand my reading' (M-4,11) and 'use what I have known to understand what I read' (M-4,09) in third and fourth places. While 'bought more than 5 English books in a year' is ranked 29 (M-2,21), followed by 'read English books with parents or siblings' at the lowest rank or rank 30 with an average score (M-2,20)

2. **The significant difference in the reading habits between female and male students**

Uji Man-Whitney

The purpose of the Mann-Whitney Test is to determine whether or not there is a difference between two independent samples. The Mann-Whitney test is a non-parametric test which is an alternative to the t test (parametric test). The α value used is usually 5% (0.05). In this study, a sample of 88 people was used and 85 people filled out the questionnaire. Seeing that the sample is > 50 people, the Mann Whitney test is very suitable for this research.

The results of this test are as follows.

Test Statistics[a]
Result

Mann-Whitney U	866.000
Wilcoxon W	2141.000
Z	-.080
Asymp. Sig. (2-tailed)	.936

Based on the Mann-Whitney test results table above, it is known that the significant value is 0.936, which is > 0.05, then H0 is accepted with the decision that there is no difference in the reading habits of male and female students.

B. Discussion

Before explaining the results of research, firstly the researcher described that reading habits is an activity reading on a regular basis that involves both physically and mentally to get the message. Based on Chettri (2013), states that reading habits are how readers organize their reading and how often, how much, and what students read. Moreover Palani (2012) defines that reading habits are important to create an educated society in the world. This shows that it can shape a person's personality and help them develop the right mindset and generate new ideas. In addition, reading habits can help students to get meaningful and desired information.

The gaining an effective reading habit, Gaona and Gonzalez (2010) summarized six indicators of reading habits they are :

1. Reading frequency. This is the frequency at which the person reports reading books in his spare time.

2. The number of books read. This is the number of books the person has reportedly read in the last three months.

3. Time spent on academic reading. This is the time the person reports devoting himself to reading books on his subject.

4. Time is spent on non-academic reading. It was then that respondents reported diligently reading books that were not directly related to the subject they were studying.

5. Motivation in the family environment. This is often reported by people who buy books, recommend books, and interest in reading in families.

6. Finally, motivation in the academic environment. This is the frequency with which students report about teachers using activities to promote contact with English literature.

1. **How are the reading habits of the English department students of State Islamic Institute of Kerinci?**

   From the results of research conducted by researchers on English department students at the State Islamic Institute of Kerinci by collecting data on students' reading habits by distributing questionnaires. Based on the results of the questionnaire the researcher found that there were 2 students with a percentage (2.3%) including the very high category, 64 students with a percentage (75.2%) categorized as high, 18 students with a percentage (21.1%). .) is included in the medium category, and 1 student with a percentage (1.1%) is included in the low category.

   In this study, researchers found that 75.2% of students had high reading habits, meaning that students still read in their spare time not to take certain things just for the pleasure of reading in their spare time.

   This research is in line with the research conducted by Covert (2009). In a study conducted by Covert (2009) also showed positive

results, the results showed that readers spent more time on homework and less time watching TV than non-readers. 83% of readers say they often finish their homework, 33% of non-readers for the same reasons. This means that both reading students and students who do not read spend more time on homework watching TV and that is a good thing.

2. **Are there significant differences in the reading habits between female and male students?**

   In addition, based on research results. There is no significant difference between men's and women's reading habits based on the results of research using the Mann Whitney test, with significant results greater than 0.05 that have been carried out. Then H0 is accepted and Ha is rejected, with the statement that there is no significant difference between the reading habits of male and female students in the English department

   However, this research is not in line with research conducted by Sri Wahyuni (2018). In the research conducted by Sri Wahyuni (2018) also showed results, male students preferred to read journals and research reports compared to female students who preferred to read drama scripts and short stories. However, both of them also have similarities in choosing reading for male and female students who both prefer to read electronic versions of online textbooks or ebooks and reading sourced from the internet.

3. **Interpretation**

Based on the findings of the study, the interpretation are made based on the result of that analysis, the researcher draw a interpretation. student reading habit reason behind this result.

In reading habits, there are many benefits that can be absorbed by students. The habit of reading is a powerful and long-lasting tool in developing students' academic success. The implication of applying reading as a habituation activity is that students broaden their horizons, knowledge, and increase focus and concentration. Reading as a habitual activity also helps students to enjoy their understanding, helps them become smarter, and increases the meaning of their vocabulary. The impact of reading on students' lives is enormous. A reader can learn new words, can be introduced to new facts, they can know about the whole world and they can be stimulated both for teaching and emotion. This is in line with the results of research conducted by Thanuskodi (2011).

Based on the results of research using the Mann Whitney test, there is no significant difference between the reading habits of men and women, with significantly 0,936 greater results than 0.05 which has been carried out. Then H0 is accepted and Ha is rejected, with the statement that "there is no significant difference between the reading habits of male and female students majoring in English".

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that conducted by the researcher about "EFL Students' Reading Habits At The English Department of State Islamic Institute of Kerinci In The Academic Year 2022/2023 : A Survey Research". It can be concluded that:

1. The reading habits of English Department students at the Islamic Institute of Kerinci are in the high category, this is shown from the results of the questionnaire data which showed 64 students had an average score of 60-79

2. There is no significant difference between the reading habits of men and women in the English major. The Man-Whitney test states that the results of the Z test (Mann Whitney test) with a significant result greater than 0.05 have been carried out. Then H0 is accepted and Ha is rejected, with the statement that there is no significant difference between the reading habits of male and female students in the English male department.

B. Suggestion

Based on the findings of this study, the suggestions given are:

1. For the Students' of English Department.

For students to improve English reading habits. This is because, if students have high English reading habits, this will help students to achieve good English skills, and it will be easier to make students understand more about anything material.

2. For English Department lecturers

For English lecturers, it is better to be able to help students to know their English reading habits and improve their English reading habits, so that their academic results can be better and improve.

3. For The Next Researchers

Hopefully the next researchers can be more developed deeply about the other variables that related with reading habits

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APPENDIX

Reading Habits Questionnaire

(ANGKET)

No	Pertanyaan (Questions)	AL	OF	ST	SL	NV
1	**I read some English books every week.***(Saya membaca sejumlah buku bacaan berbahasa inggris setiap minggu)*					
2	**Students are given assignments by lecturers related to reading English.***(siswa diberikan tugas oleh dosen terkait membaca bahasa Inggris)*					
3	**I read English books every day.***(Saya membaca buku bacaan berbahasa inggris setiap hari)*					
4	**I choose the type of reading book according to my interests (such as comics, novels, textbooks, or others).** *(Saya memilih jenis buku bacaan sesuai minat saya (seperti komik, novel, buku pelajaran, atau yang lainnya)*					
5	**The Lecturers motivated me to read books in English.** *(Dosen memotivasi saya untuk membaca buku berbahasa Inggris)*					
6	**My parents suggested me to read English books.** *(Orang tua menyarankan kepada saya untuk membaca buku berbahasa Inggris)*					
7	**I keep an e-book of English on my computer, laptop or smartphone.** *(Saya menyimpan e-book berbahasa inggris didalam komputer, laptop, atau smarphone saya)*					
8	**I do not read English book when there is no assignment / homework.** *(Saya tidak membaca buku bahasa Inggris ketika tidak ada tugas/PR)*					
9	**I spent special time to read English books**. *(Saya meluangkan waktu khusus untuk membaca buku bacaan berbahasa inggris)*					
10	**I read other English books from campus.** *(Saya membaca buku selain buku pelajaran dari kampus)*					
11	**I asked the Lecturers when I had difficulty in reading English.** *(Saya bertanya kepada Dosen ketika mengalami kesulitan dalam bacaan.*					
12	**My family bought some books in English to read.** *(Keluarga membelikan buku berbahasa inggris untuk dibaca)*					
13	**I bought more than 5 English books in a year.** *(Saya membeli buku bacaan bahasa inggris lebih dari 5 buah dalam setahun)*					
14	**I never forgot to bring my English textbook to campus.** *(Saya tidak pernah lupa membawa buku bahasa inggris saya kekampus)*					

15	**I write a note to understand the reading that I read.** *(Saya menulis catatan untuk memahami bacaan yang saya baca)*					
16	**I repeat the reading to understand my reading.** *(Saya mengulang bacaan untuk dapat mengerti bacaan saya)*					
17	**I can find books that I like in the library.** *(Saya dapat menemukan buku yang saya suka di perpustakaan)*					
18	**I have comfortable place to read English books in my home.** *(Saya memiliki tempat yang nyaman untuk membaca buku bacaan berbahasa inggris dirumah saya)*					
19	**I prefer borrowing English books in a library that provides books without having to buying.** *(Saya lebih memilih meminjam buku buku berbahasa inggris di perpustakaan yang menyediakan buku tanpa harus membeli)*					
20	**I use a strategy to understand reading in English in class.** *(Saya menggunakan strategi untuk memahami bacaan berbahasa inggris di kelas)*					
21	**I read books in free time.** *(Saya membaca buku di waktu senggang)*					
22	**I use what I have known to understand what I read.** *(Saya mengunakan apa yang telah saya ketahui untuk membantu saya memahami apa yang saya baca)*					
23	**Library provides new English books every month continuously.** *(Perpustakaan terus menyediakan buku baru berbahasa inggris setiap bulannya)*					
24	**I read English books with my parents or siblings.** *(Saya membaca bacaan berbahasa inggris bersama orang tua atau saudara-saudara saya)*					
25	**I read some English materials on internet.** *(Saya membaca bacaan berbahasa inggris di internet)*					
26	**I read English books before the exam or test was conducted.** *(Saya membaca buku bacaan berbahasa inggris sebelum ujian atau ulangan dilakukan)*					
27	**I can't read English books for too long.** *(Saya tidak sanggup membaca buku bacaan bahasa inggris terlalu lama)*					
28	**I share interesting tittles with friends to read.** *(Saya berbagi judul yang menarik untuk dibaca oleh teman-teman saya)*					
29	**I do homework using references from the library.** *(Saya mengerjakan tugas menggunakan referensi dari perpustakaan)*					
30	**I prefer read English book to watch TV .** *(Saya*					

lebih memilih membaca bacaan berbahasa inggris dari pada menonton TV)					

The results of the percentage of students' reading habits

No	Pertanyaan (Questions)	AL	OF	ST	SL	NV
1	**I read some English books every week.**(*Saya membaca sejumlah buku bacaan berbahasa inggris setiap minggu*)	5,9%	9,4%	47,1%	28,2%	9,4%
2	**Students are given assignments by lecturers related to reading English.**(* siswa diberikan tugas oleh dosen terkait membaca bahasa Inggris*)	45,9%	37,6%	11,8%	4,7%	0
3	**I read English books every day.**(*Saya membaca buku bacaan berbahasa inggris setiap hari*)	5,9%	8,2%	41,2%	30,6%	14,1%
4	**I choose the type of reading book according to my interests (such as comics, novels, textbooks, or others).** *(Saya memilih jenis buku bacaan sesuai minat saya (seperti komik, novel, buku pelajaran, atau yang lainnya)*	51,8%	18,8%	18,8%	10,6%	0
5	**The Lecturers motivated me to read books in English.** *(Dosen memotivasi saya untuk membaca buku berbahasa Inggris)*	18,8%	44,7%	27,1%	7,1%	2,4%
6	**My parents suggested me to read English books.** *(Orang tua menyarankan kepada saya untuk membaca buku berbahasa Inggris)*	11,8%	21,2%	24,7%	17,6%	24,7%
7	**I keep an e-book of English on my computer, laptop or smartphone.** *(Saya menyimpan e-book berbahasa inggris didalam komputer, laptop, atau smarphone saya)*	24,7%	27,1%	24,7%	18,8%	4,7%
8	**I do not read English book when there is no assignment / homework.** *(Saya tidak membaca buku bahasa Inggris ketika tidak ada tugas/PR)*	12,9%	18,8%	32,9%	22,4%	12,9%
9	**I spent special time to read English books**. (*Saya meluangkan waktu khusus untuk membaca buku bacaan berbahasa inggris*)	18,8%	25,9%	32,9%	15,3%	7,1%
10	**I read other English books from campus.** *(Saya membaca buku selain buku pelajaran dari kampus)*	25,9%	31,8%	22,4%	11,8%	8,2%
11	**I asked the Lecturers when I had difficulty in reading English.** *(Saya bertanya kepada Dosen ketika mengalami kesulitan dalam bacaan.*	21,2%	36,5%	29,4%	5,9%	7,1%
12	**My family bought some books in English to read.** *(Keluarga membelikan buku berbahasa inggris untuk dibaca)*	3,5%	14,1%	23,5%	32,9%	25,9%

13	**I bought more than 5 English books in a year.** *(Saya membeli buku bacaan bahasa inggris lebih dari 5 buah dalam setahun)*	0	10,6%	35,3%	18,8%	35,3%
14	**I never forgot to bring my English textbook to campus.** *(Saya tidak pernah lupa membawa buku bahasa inggris saya kekampus)*	14,1%	8,2%	35,3%	22,4%	20,0%
15	**I write a note to understand the reading that I read.** *(Saya menulis catatan untuk memahami bacaan yang saya baca)*	27,1%	43,5%	23,5%	5,9%	0
16	**I repeat the reading to understand my reading.** *(Saya mengulang bacaan untuk dapat mengerti bacaan saya)*	38,8%	34,1%	25,9%	1,2%	0
17	**I can find books that I like in the library.** *(Saya dapat menemukan buku yang saya suka di perpustakaan)*	1,2%	22,4%	41,2%	21,2%	14,1%
18	**I have comfortable place to read English books in my home.** *(Saya memiliki tempat yang nyaman untuk membaca buku bacaan berbahasa inggris dirumah saya)*	22,4%	29,4%	28,2%	10,6%	9,4%
19	**I prefer borrowing English books in a library that provides books without having to buying.** *(Saya lebih memilih meminjam buku buku berbahasa inggris di perpustakaan yang menyediakan buku tanpa harus membeli)*	24,7%	17,6%	28,2%	14,1%	15,3%
20	**I use a strategy to understand reading in English in class.** *(Saya menggunakan strategi untuk memahami bacaan berbahasa inggris di kelas)*	22,4%	41,2%	22,4%	11,8%	2,4%
21	**I read books in free time.** *(Saya membaca buku di waktu senggang)*	16,5%	24,7%	47,1%	8,2%	3,5%
22	**I use what I have known to understand what I read.** *(Saya mengunakan apa yang telah saya ketahui untuk membantu saya memahami apa yang saya baca)*	38,8%	36,5%	20,0%	4,7%	0
23	**Library provides new English books every month continuously.** *(Perpustakaan terus menyediakan buku baru berbahasa inggris setiap bulannya)*	11,8%	21,2%	37,6%	20,0%	9,4%
24	**I read English books with my parents or siblings.** *(Saya membaca bacaan berbahasa inggris bersama orang tua atau saudara-saudara saya)*	3,5%	15,3%	17,6%	24,7%	38,8%
25	**I read some English materials on internet.** *(Saya membaca bacaan berbahasa inggris di internet)*	44,7%	23,5%	22,4%	3,5%	5,9%
26	**I read English books before the exam or test was conducted.** *(Saya membaca buku bacaan berbahasa inggris sebelum ujian atau ulangan dilakukan)*	34,1%	38,8%	21,2%	2,4%	3,5%
27	**I can't read English books for too long.** *(Saya tidak sanggup membaca buku bacaan*	4,7%	27,1%	36,5%	23,5%	8,2%

	bahasa inggris terlalu lama)					
28	**I share interesting tittles with friends to read.** *(Saya berbagi judul yang menarik untuk dibaca oleh teman-teman saya)*	21,2%	21,2%	31,8%	15,3%	10,6%
29	**I do homework using references from the library.** *(Saya mengerjakan tugas menggunakan referensi dari perpustakaan)*	8,2%	21,2%	27,1%	28,2%	15,3%
30	**I prefer read English book to watch TV.** *(Saya lebih memilih membaca bacaan berbahasa inggris dari pada menonton TV)*	5,9%	24,7%	41,2%	11,8%	16.5%

The Result of Mann Whitney U test

Test Statistics[a]

	Result
Mann-Whitney U	866.000
Wilcoxon W	2141.000
Z	-.080
Asymp. Sig. (2-tailed)	.936

INSTITUT AGAMA ISLAM NEGERI

K E R I N C I

No	Nama	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21	P22	P23	P24	P25	P26	P27	P28	P29	P30	Jumlah	skor	%	kategori	rata
1	ikhsan A	3	5	2	5	4	3	4	2	2	4	4	2	3	3	4	4	3	4	5	4	4	4	3	2	5	5	3	5	4	3	108	150	72	high	
2	Farel Syauqi	2	4	1	5	5	5	2	5	5	2	1	2	1	5	3	3	1	5	1	4	3	5	3	2	5	3	1	3	2	3	92	150	61,33333	high	
3	Muhammad Nazim	3	4	3	2	4	4	3	4	5	4	5	3	3	3	4	4	3	4	3	4	3	4	5	4	3	4	3	4	3	4	109	150	72,66667	high	
4	Hengki Maulana	3	4	2	5	4	3	2	3	3	2	5	2	1	1	4	4	4	4	4	4	4	4	4	4	4	2	1	2	3		96	150	64	high	
5	Putra Rimbawan	2	2	3	2	3	4	3	2	4	5	4	2	4	3	4	3	2	1	2	3	4	5	3	2	1	5	4	2	1	2	87	150	58	Middle	
6	Arief fardiansyah	5	5	4	3	4	2	4	4	4	3	4	3	3	5	4	3	1	5	5	5	5	5	5	5	5	4	4	2	1	1	113	150	75,33333	High	
7	Rangga Wijaya	3	3	3	3	3	5	5	2	3	3	3	2	1	2	3	3	3	2	5	2	3	3	5	1	5	4	3	3	2	3	91	150	60,66667	High	
8	Muhammad Nisyam	2	4	2	5	3	4	2	4	5	5	2	1	1	1	2	5	4	4	5	5	5	5	3	1	4	4	1	5	5	4	103	150	68,66667	High	
9	Nauval	3	5	3	5	2	1	4	2	3	4	3	1	1	1	2	5	1	1	5	5	3	5	1	1	4	4	4	2	1	1	83	150	55,33333	middle	
10	Andeskal	1	4	1	5	4	1	1	5	1	1	4	1	1	1	3	3	3	1	1	2	2	3	5	1	1	3	4	5	2	1	71	150	47,33333	middle	
11	Reyhan Wahyu Afif	3	4	2	5	4	3	2	3	3	2	5	2	1	1	4	4	4	4	4	4	4	4	4	4	2	1	2	3			96	150	64	high	
12	Albiru Nurman	3	5	3	5	5	4	5	3	3	2	3	2	2	1	4	4	1	5	5	5	4	5	1	3	5	5	3	3	1	4	104	150	69,33333	high	
13	Ikhsan A	3	5	2	5	4	3	4	2	2	4	4	2	3	3	4	4	3	4	5	4	4	4	3	2	5	5	3	5	4	3	108	150	72	high	
14	Mulhabi	3	5	3	2	5	4	5	1	3	5	3	2	4	4	5	5	2	5	3	4	4	5	5	1	5	5	1	1	3	3	106	150	70,66667	high	
15	Deny Ferdiansyah	4	4	3	5	4	4	5	3	4	4	5	3	2	3	4	5	3	3	2	4	5	2	3	5	5	3	3	2	3	3	109	150	72,66667	high	
16	Jemmi Rinalta	3	5	4	4	3	4	5	2	3	4	4	3	3	2	5	5	3	5	3	4	4	4	3	4	5	5	2	3	3	4	111	150	74	high	
17	Ahmad Yusmardi	3	3	3	3	3	5	5	2	3	3	3	2	1	2	3	3	3	2	5	2	3	3	5	1	5	4	3	3	2	3	91	150	60,66667	high	
18	Heru Mardianzal	2	4	2	5	3	4	2	4	5	5	2	1	1	1	2	5	4	4	5	5	5	5	3	1	4	4	1	5	5	4	103	150	68,66667	high	
19	Fathur Ramadhan	3	5	3	5	2	1	4	2	3	4	3	1	1	1	2	5	1	1	5	5	3	5	1	1	4	4	4	2	1	1	83	150	55,33333	middle	
20	Muhammad Zaki	1	4	1	5	4	1	1	5	1	1	4	1	1	1	3	3	3	1	1	2	2	3	5	1	1	3	4	5	2	1	71	150	47,33333	Middle	
21	Reski Afdol	3	4	3	2	4	4	3	4	5	4	5	3	3	3	4	4	3	4	3	4	3	4	5	4	3	4	3	4	3	4	109	150	72,66667	high	
22	Zaki Mubarrak Al muhandis	3	4	2	5	4	3	2	3	3	2	5	2	1	1	4	4	4	4	4	4	4	4	4	4	2	1	2	3			96	150	64	high	
23	Rahmad rosiki	3	5	3	5	2	2	3	2	3	5	2	5	3	3	3	3	3	3	3	3	3	3	3	3	5	4	3	3	4		98	150	65,33333	high	
24	T gusrizal	2	2	3	2	3	4	3	2	4	5	4	2	4	3	4	3	2	1	2	3	4	5	3	2	1	5	4	2	1	2	87	150	58	high	
25	Yarnalis	5	5	4	3	4	2	4	4	4	3	4	3	3	5	4	3	1	5	5	5	5	5	5	5	5	4	4	2	1	1	113	150	75,33333	high	
26	Muhammad adhtiya akbar	1	5	1	3	3	3	3	1	3	1	3	3	3	1	3	3	3	3	3	3	3	1	3	3	3	3	1	4	4		81	150	54	Middle	
27	Leo Dicky Chandra	2	4	3	4	2	3	4	3	5	2	3	4	3	2	4	3	2	3	3	3	3	2	4	2	3	4	4	3	4	2	93	150	62	high	
28	Gesta prayumna	2	5	2	3	5	1	4	5	4	2	1	1	1	1	3	3	2	2	3	5	2	3	4	1	1	1	2	1	3	3	76	150	50,66667	Middle	
29	Ahmad zaki	2	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	90	150	60	high	
30	Syahrul S	3	5	3	5	4	2	3	5	5	5	4	4	3	3	5	4	4	3	4	3	4	3	3	4	3	3	4	4	5		112	150	74,66667	high	
31	Kelvin Rahmad Fajri	2	4	2	4	4	3	2	4	5	4	2	1	1	2	2	5	2	5	2	4	2	4	2	3	3	4	2	1	4		87	150	58	high	
32	Ramdhani	3	5	2	5	5	1	5	3	3	5	5	4	3	5	5	5	3	5	2	5	3	5	1	1	5	3	3	4	4	3	111	150	74	high	
33	Teddy Agustian Diakbar	1	3	1	4	5	5	3	4	4	2	3	1	1	3	4	3	3	2	4	4	4	2	2	1	4	4	4	2	2	4	89	150	59,33333	Middle	
34	Muhammad Syafiq	2	5	2	4	4	5	4	4	3	4	3	4	2	2	3	3	4	3	3	4	4	4	2	5	5	4	2	2	2	3	102	150	68	high	
35	Lokima juliandi	3	5	3	5	4	2	3	5	5	5	4	4	3	3	5	4	4	3	4	3	4	3	3	4	3	3	4	4	5		112	150	74,66667	high	
36	Rahmad Isyabil Al haqi	3	4	3	2	4	4	3	4	5	4	5	3	3	3	4	4	3	4	3	4	3	4	5	4	3	4	3	4	3	4	109	150	72,66667	high	
37	Alma Nur Amira	3	5	3	5	4	2	3	5	5	5	4	4	3	3	5	4	4	3	4	3	3	4	3	3	4	3	3	4	4	5	112	150	74,66667	high	
38	Irena Zahra Alfarisi	3	5	2	5	4	4	4	3	2	4	5	5	4	4	5	4	4	4	3	5	4	1	5	3	1	5	3	3	1	5	113	150	75,33333	high	
39	Husni Hidayanti	3	4	3	2	4	4	3	4	5	4	5	3	3	3	4	4	3	4	3	4	3	4	5	4	3	4	3	4	3	4	109	150	72,66667	high	
40	Annisa Umil Jannah	2	5	1	5	4	1	5	3	4	5	4	4	2	3	4	5	4	3	3	5	5	4	5	3	4	5	3	4			111	150	74	high	
41	Fadila Nomanda	2	5	3	4	1	3	5	3	3	4	4	3	1	2	5	4	2	5	5	3	5	5	1	1	4	3	3	3	3	3	98	150	65,33333	high	
42	Lusi Fitriani	2	5	2	5	4	3	2	1	1	5	5	1	1	2	4	5	3	5	5	5	3	5	3	1	3	2	4	5	3	2	97	150	64,66667	high	
43	Adinda Trinarita	5	5	4	5	1	1	5	2	5	5	4	1	1	2	5	5	2	3	1	3	5	5	2	1	5	4	1	5	1	3	97	150	64,66667	high	
44	Ratu Tri anisa	1	2	2	5	3	1	4	2	4	4	4	2	1	1	5	5	3	5	3	5	3	4	1	1	4	3	2	4	3	3	90	150	60	high	
45	Aulia Sabrina Fitri	2	5	2	5	5	3	2	1	1	5	4	2	1	3	4	5	3	5	5	5	3	4	2	3	2	2	2	5	3	4	97	150	64,66667	high	
46	Tasya Amanda	2	5	3	5	3	1	1	1	3	3	4	1	1	2	3	4	1	1	1	5	2	4	2	1	3	1	5	3	1	2	74	150	49,33333	middle	
47	Diani Rahmatul Fitri	2	4	3	5	5	5	4	1	3	3	3	2	2	2	3	5	3	2	2	3	3	5	4	1	5	5	4	5	4	3	101	150	67,33333	high	
48	Dayang nurfauziah	3	3	3	3	4	3	4	2	3	1	5	3	3	4	5	5	4	4	2	5	5	4	4	5	5	3	5	5	5	3	112	150	74,66667	high	
49	Aulia Riskya Putri	2	5	3	5	3	2	4	3	4	4	4	1	3	3	4	5	3	5	4	4	2	1	5	5	3	3	2	2	3	3	102	150	68	high	
50	Vuri Indah Yunnita	4	5	3	5	4	3	4	3	3	4	2	2	2	5	3	3	2	2	3	4	2	1	3	5	4	3	3	4			97	150	64,66667	high	
51	Anisha Pradilla	3	4	3	5	4	2	5	3	3	3	4	3	2	3	5	5	3	4	3	5	4	5	2	1	5	5	2	4	4	4	108	150	72	high	
52	Rosa Linda	4	5	4	5	5	5	5	2	4	5	5	3	4	5	5	5	5	5	4	5	5	5	3	5	5	2	5	5	4		133	150	88,66667	very high	
53	Rindi Yani	4	5	5	4	4	5	5	2	4	4	4	5	4	5	4	4	4	4	4	5	4	3	4	5	3	4	4	4			125	150	83,33333	very high	
54	Suci Erawati	5	3	5	5	4	5	4	1	4	4	4	3	3	3	5	5	4	4	5	5	2	2	5	5	2	4	4	4	4		118	150	78,66667	high	
55	Lena Febriana	2	4	1	5	5	1	5	4	4	5	2	1	2	5	5	4	1	4	1	5	4	5	1	1	5	5	2	2	2	3	96	150	64	high	
56	Febi Marellia	3	5	3	5	5	3	3	3	4	4	4	4	3	3	4	5	3	4	3	4	3	2	5	4	2	4	3	2			104	150	69,33333	high	
57	Rahma Yuliza Putri	3	5	3	5	4	2	3	5	5	5	4	4	3	3	5	4	3	4	3	3	3	4	3	3	4	3	3	4	4	5	112	150	74,66667	high	
58	Dinda Putri Azhifa	3	5	2	3	3	2	5	3	3	5	3	2	1	5	4	4	1	3	1	4	3	4	2	1	5	5	3	3	1	1	90	150	60	high	
59	Melsya Pranesti	5	5	5	3	3	2	2	2	3	5	3	3	2	1	5	4	2	1	5	5	3	3	1	1							91	150	60,66667	high	
60	Yanti Asmara	2	3	2	3	2	3	3	2	2	3	3	2	2	2	3	3	2	2	3	3	3	2	2	3	3	3	3	2	2	1	75	150	50	Middle	
61	Asri Wulandari	3	5	2	5	4	3	4	2	2	4	4	2	3	3	4	4	3	4	5	4	4	4	3	2	5	5	3	5	4	3	108	150	72	high	
62	Nurul Hidayah	2	4	1	5	5	5	2	5	5	2	1	2	1	5	3	3	1	5	1	4	3	5	3	2	5	3	1	3	2	3	92	150	61,33333	high	
63	Maila Aini	3	4	3	2	4	4	3	4	5	4	5	3	3	3	4	4	3	4	3	4	3	4	5	4	3	4	3	4	3	4	109	150	72,66667	high	
64	Vina Anzela	3	4	2	5	4	3	2	3	3	2	5	2	1	1	4	4	4	4	4	4	4	4	4	4	4	2	1	2	3		96	150	64	high	
65	Intan Nuraini	3	5	3	4	4	2	4	1	4	4	3	2	2	2	4	4	5	5	4	2	4	4	1	3	3	4	2	2	3		97	150	64,66667	high	
66	Eliza Hasim	2	5	2	4	5	2	5	4	4	4	4	4	2	3	5	5	4	5	4	2	5	4	2	4	2	4	3	3			115	150	76,66667	high	
67	Defani Fitridona Aulia	3	4	3	4	4	3	5	3	3	4	5	3	2	3	4	5	3	4	2	2	4	2	2	4	5	2	3	5	3		103	150	68,66667	high	
68	Lusi Anggun Lestari	3	5	2	5	5	1	5	3	1	5	3	1	1	1	5	5	3	2	5	5	5	3	4	5	1	3					96	150	64	high	
69	Resi Saputri	3	5	1	5	5	1	3	3	3	3	3	3	1	1	3	3	3	1	3	3	5	5	5	5	3	1	3	3			92	150	61,33333	high	
70	Santi Safitri	1	3	3	3	4	1	4	3	4	4	3	1	3	3	5	5	4	4	1	1	1	2	3	4	5	4	5	3	2	2	91	150	60,66667	high	
71	Marcelia Putri Pardisa	1	3	1	3	3	3	2	3	2	3	1	3	4	3	3	3	2	3	2	3	2	3	3	2	4	3	4				79	150	52,66667	Middle	
72	Vina Elvin Nadya	2	3	4	3	4	2	3	4	3	3	4	2	4	4	3	2	3	4	5	3	3	2	4	4	3	3	3	1			95	150	63,33333	high	
73	Venda Elmika	3	4	2	4	3	1	2	1	2	1	5	3	1	3	2	4	5	2	3	3	2	1	4	4	4	3	2	3			82	150	54,66667	middle	
74	Suci Ramadhani	3	4	2	5	4	1	5	2	4	4	3	1	3	5	4	3	2	3	3	4	5	5	3	2	5	4	2	2	2	5	102	150	68	high	
75	Keissha Puti Jorsia	1	3	1	2	3	1	1	5	1	3	1	1	1	1	5	1	1	1	5	1	1	4	1	3	1	1	1	1			56	150	37,33333	low	
76	Siti Aisah Rukmana	4	5	3	5	3	4	5	3	4	5	5	2	1	3	5	5	3	5	5	5	3	5	4	2	4	5	5	5	5	2	118	150	78,66667	high	
77	Nopa Ayu Lia Putri	3	4	2	4	3	1	2	1	2	1	3	1	3	2	4	5	2	3	4	3	3	3	2	1	4	4	4	3	2	3	82	150	54,66667	middle	
78	Aisya Latifah Putri	3	5	2	5	3	4	3	3	2	5	3	4	2	4	4	3	4	3	3	2	3	3	3	3	4	2	4				98	150	65,33333	high	
79	Erin Igoldi Rinjani	3	4	3	4	5	4	5	3	4	3	4	2	2	3	4	4	2	3	2	4	3	3	4	2	3	4	4	4	4		101	150	67,33333	high	
80	Tika Virsilia	4	4	5	4	4	3	4	3	4	3	4	5	5	3	4	4	5	5	3	3	4	5	5	2	4	5	3	3			117	150	78	high	
81	Antika Viona	4	4	5	5	3	4	4	3	3	3	3	3	2	5	5	5	2	4	5	4	5	3	2	4	5	2	3	2	2	3	108	150	72	high	
82	Mery Andani	4	2	3	3	2	1	4	3	2	3	4	1	3	2	4	4	2	2	3	2	4	2	3	1	3	3	5	5	4	1	85	150	56,66667	Middle	
83	Ayu Salsa Yuliani	2	4	4	3	4	2	4	5	2	3	4	4	4	4	3	4	3	2	5	5	5	3	3	5	4	2	3	4	5	4	110	150	73,33333	high	
84	Anisya Kinanti	3	4	2	4	3	1	2	1	2	1	3	1	3	2	4	5	2	3	4	3	3	3	2	1	4	4	4	3	2	3	82	150	54,66667	Middle	
85	Yandica Naila Fattiya	2	4	1	4	3	1	3	4	2	4	3	2	1	2	3	4	2	3	3	2	3	3	2	1	3	3	3	2	2	1	76	150	50,66667	Middle	
86																																				
87																																				
88																																				
89																																				
90																																				

The score interpretation for student's reading habit

Categories	Students	Percentage
Very High	2	2,3%
High	64	75,2%
Middle	18	21,1%
Low	1	1,1%
Very Low	0	0%
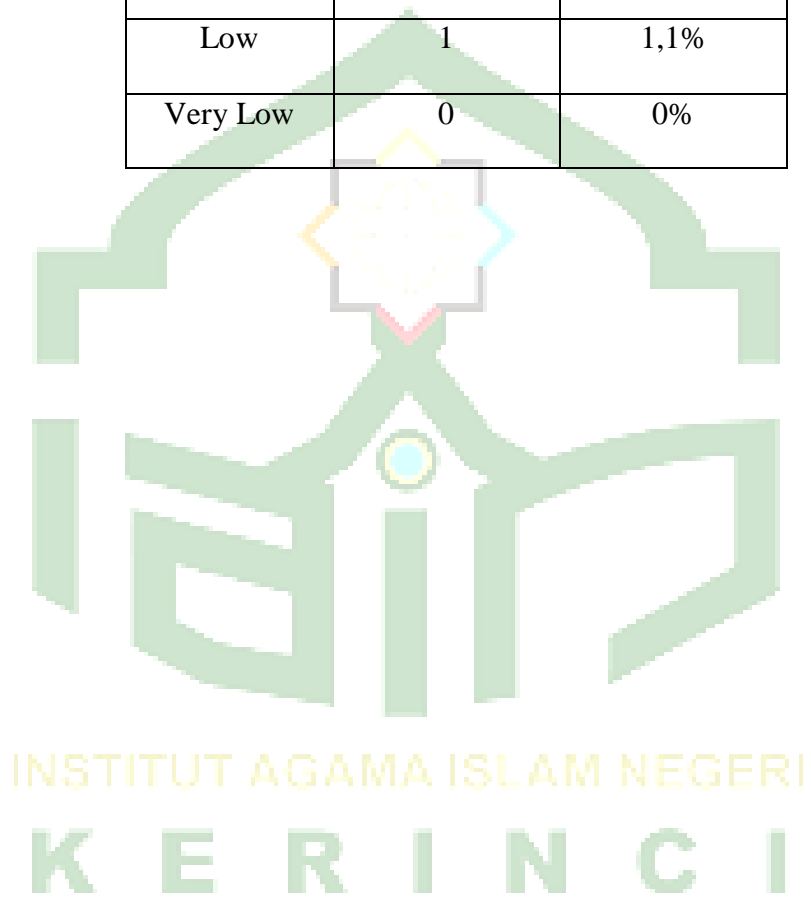
KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS

KERINCI

Jalan Pelita IV Sungai Penuh   Telp. 0748 – 21065   Kode Pos. 37112   web : www. Stainkerinci.ac.id

SURAT KETERANGAN PENELITIAN
No. In. 31 / J5.1 / PP.00.9 / 089/ 2023

Yang bertanda tangan dibawah ini Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Menerangkan bahwa :

Nama	:	**Marliza Yunita**
Nim	:	1910203009
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Semester	:	VIII

Telah melaksanakan penelitian di Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Penelitian ini dilaksanakan dari tanggal 14 Maret s.d 14 Mei 2023. Dengan judul **"EFL Students' Reading Habits at the English Department of State Islamic Institute of Kerinci in the Academic Year 2022/2023"**.

Demikianlah surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sungai Penuh, 27 April 2023
Ketua Jurusan Tadris Bahasa Inggris
Sekretaris Jurusan,

MUSDIZAL, M.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT KETERANGAN
LULUS UJI PLAGIASI

Ketua Jurusan **Tadris Bahasa Inggris** menerangkan bahwa Skripsi Mahasiswa:

Nama   : Marliza Yunita

NIM   : 1910203009

Judul   : EFL Students' Reading Habits at the English Department
                of State Islamic Institute of Kerinci in the Academic Year
                2022/2023

Pembimbing 1 : Dr. Daflizar, MA

Pembimbing 2 : Musdizal, M.Pd

Telah diuji plagiasi dengan tingkat kemiripan dengan karya tulis lainnya sebesar **18%** dan *dinyatakan dapat diagendakan untuk Ujian Skripsi.*

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sungai Penuh, 27 April 2023
a.n Ketua Jurusan,
Sekretaris Jurusan,

Musdizal, M.Pd

Catatan:
Tingkat kemiripan maksimal 30 % di luar daftar pustaka

CURRICULUM VITAE

Daftar Riwayat Hidup

Data Pribadi / Personal Details

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SMP Negeri 4 Kerinci	2016
SMA Negeri 1 Kerinci	2019
Institut Agama Islam Negeri (IAIN) Kerinci	Sampai Sekarang