
THE STUDENTS' READING HABITS OF ENGLISH EDUCATION STUDY PROGRAM AT STKIP PGRI LUBUKLINGGAU

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ABSTRACT

This research aimed to identify English reading habits of the sixth semester students of English Education Study Program at STKIP PGRI Lubuklinggau. This research employed in descriptive qualitative research design. The participants were from class B at the sixth semester students of English Education Study Program. The subject was 16 students. The data collected by using questionnaire adapted from a survey of EFL students in Indonesia from Iftanti (2012) and study from Samaranayake (2016) as the instrument to identify about English reading habits at the sixth semester students of English Education Study Program at STKIP PGRI Lubuklinggau. Based on the result of data analysis, the researcher found out the data: 1) 3 motivation English reading habits such as: improved reading skill, to know the knowledge and to improve their vocabularies. 2) Students' belief, reading English can improve English ability in their activity and 3) Students' purpose in reading English is for their study. In conclusion, the sixth semester students of English Education Study Program Class B at STKIP PGRI Lubuklinggau have good English reading habits. Students good habits are: they are eager to read English, they spend most of their time reading English texts, and they have strong interest to read English regularly.

Key word: Higher Education Students', Reading, Reading Habit

A. BACKGROUND OF THE PROBLEM

Reading is one important thing or activity which done by most people in this world. It is one of the four skills that exist in English and usually faced when people are learning English especially students who learn a language. Through reading, people can know much information about what happened in this world and also get knowledge about everything. In learning English, reading is a prominent language

skill which can be useful to help people especially students to increase their ability about the language (Sadiku, 2015:30).

Those who do the reading activities all of the time will make it a habit. In addition, to have a good ability in reading English, the students have to have a habit of reading. This intends to make the students understand the reading and have a good master in English especially reading. The students who love to read in every occasion will have fewer difficulties in understanding the lesson than those who do not have a reading habit. This shows that reading habit has positive influence on students' academic performance (Adetunji & Oladeji, 2007:509).

Reading habit is important, especially for the students who becomes English as a foreign language learners. As it is known, in Indonesia, English is not the first or the official language used. It becomes the foreign language in Indonesia (Gunantar, 2016:141).

Through the reading habits, it will help the students to decrease their difficulties during the learning process in the class. The students will get used to facing the problem in reading because they have reading habits, for example like the difficult meaning of new vocabularies or the difficulties about the story itself. Reading provides experience through which the individual may expand the horizons of knowledge identity, extend and intensify his interest so as to gain deeper understanding of himself (Florence, 2017). It explains that reading is one of the important skills that we should have. By reading we can get more understanding about knowledge and the writer opinion.

A good reading habit is indicated by fluency, automaticity (Ifyanti, 2012). This activity becomes habit when it is frequently carried out. Reading habit depicts the behavior which expresses the likeness of reading as how often, how much, and what a students reads at particular time, (Florence, 2017). A good reading habit can increase students reading skill, it can widen students experience and knowledge, and also develop reading speed, fluency, vocabulary, general knowledge, and academic achievement. By having a good reading habits they can get information easily and have something fun to do.

The four courses of English Education Study Program of STKIP PGRI Lubuklinggau were aimed to prepare the students for thr higher course that is Academic Reading and Writing. In purpose this course was aimed to maked the students familiar with the academic reading materials, such as essay or journals. Students of English education study program of STKIP PGRI Lubuklinggau need to be more interest in reading. The researcher interested to conducted a research about students reading habits on the English education study program of STKIP PGRI Lubuklinggau. The researcher choosed the sixth semester as a subject to known they were have a good reading habits or a bad reading habits.

Based on the information above, the researcher interested to conducted a research entitled **“The Students’ Reading Habits of English Education Study Program at STKIP PGRI Lubuklinggau”** The researcher choose the sixth semester as a subject to known they were have a good reading habits or a bad reading habits.

B. RESEARCH METHOD

In this research, the researcher was conducted descriptive qualitative research. According to Latief (2014:75-76) stated that qualitative research is a process of inquiry aim at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. In qualitative research, there is little or no statistic.

The researcher used descriptive qualitative method. Qualitative research is a research procedure which procedures written or spoken descriptive data of research that is possible to observe. The researcher used this method because it is appropriate to the objectives of the research which focuses on students’ English reading habits. The result was not written in the form of figures and tables with statistic measures but, it was illustrated in the form of describing word to the result it was presented in narrative. The researcher took the data at the sixth semester students of English Education Program of STKIP-PGRI Lubuklinggau. The researcher conducted this research about one month. The researcher took place at STKIP PGRI Lubuklinggau which was located at Mayor Toha Street Taba Pingin Lubuklinggau.

C. TECHNIQUE FOR COLLECTING THE DATA

In this research, the data was collected by using questionnaire. According to Latief, (2014:193), questionnaire is written instrument mean consisting of questions to be responded by respondents. The questionnaire is mailed to respondents as the subject to read and understand the questions and write down the answer. The questionnaire was contained 5 open-ended questions on student’s reading habit. Consist of 3 indicator, motivation, beliefs, and purpose. In this research the researcher used the questionnaires adapted from a survey of EFL students in Indonesia from Iftanti (2012) and Samaranayake (2016). The respondents’ allowed to answer between questions by their own point of view.

Table 3.1
Students' Reading Habits Questionnaire
Iftanti (2012) and Samaranayake (2016)

Indicators of Reading Habit	Questionnaire	Number of items
Motivation	What motivate you to read English? (Samaranayake 2016)	1
Belief	Do you believe that read English can eager your English ability? (Iftanti 2012)	3
Purpose	- Do you read English for pleasure or to knowing knowledge? (Iftanti 2016)	5
	- How often do you read English book? (Samaranayake 2016)	4
	- Do you usually read English book? What kind of books? Megazine, lesson book, novel and article. (Samaranayake 2016)	2

D. FINDING

This chapter aimed to present the findings of the research. Based on the formulation of the problem, the researcher found out student's reading habits of English at the sixth semester students of English department at STKIP PGRI Lubuklinggau Academic Year 2020/2021. Data of the research was taken from questionnaires. A questionnaire is a written instrument consisting of questions to be answered or statement to be responded by the respondents (Latief (2014: 193). It is used to gather information about fact or about opinion/attitude. The questionnaires were given to the sixth semester student class B of English department at STKIP PGRI Lubuklinggau Academic Year 2020/2021. Questionnaire gave to found out the reading habits of English. Questionnaire contained five questions that related to reading habits of English.

Based on the instrument above, the researcher found out students' habits of English that was investigated at sixth semester students of English department of STKIP PGRI Lubuklinggau. In this research, the researcher analyzed result from questionnaires sheet.

1. Students' Reading Habit of English

From the result of the questionnaire items above, the researcher found out students' reading habits in following:

a. Students' Motivation Habit

Based on the result of this research, the researcher analyzed the students' reading habits of English. There were three habits in reading English: motivation, beliefs and purpose. One of them was motivation. The following were examples of the answer from the questionnaire by the students:

Student 1

Question : "What motivate you to read English?"

Answer : "To improve my reading skill and improve my vocabulary"

From the answer of student 1, it showed that the result of student's had motivation to read English they thought that they motivated to read English because the student want to improve their reading skills and increase their vocabularies.

Student 2

Question : "What motivate you to read English?"

Answer : "My motivation to reading English is to enrich my knowledge, like we know that the books are the windows of the world, we can explore the world if we like to read"

Based on the answer of student 2, it also showed that the result of student's had motivation to read English the student thought that student motivated to read English beside want to improve their reading skills and increase the vocabularies like the answer of student 1 also to enrich the knowledge like the answer student

Student 3

Question : "What motivate you to reading English?"

Answer : "To get knowledge about English"

From the answer of student 3, it also showed that the result of student's had motivation to read English the student thought that student motivated to read English beside want to improve their reading skills and increase the vocabularies like the answer of student 1 also to enrich the knowledge like the answer student 2. The student also had motivation in reading English to get knowledge about English.

Based on the result from questionnaires, all of students of sixth semester class B English Department of STKIP PGRI Lubuklinggau Academic year 2020/2021 had motivation habits in reading English. The result of answer from the students, the researcher found out the motivation of habit in reading English such as 1) 4 students motivated read English to knowing the knowledge and improve the vocabularies, 2) 10 students motivated read English to improving their skill in reading and 3) 2 students motivated read English to study and like English. The result showed that the students motivated read English to increase their ability.

b. Students' Belief Habit

The second one was belief habit of reading English. Based on the result of this research, the researcher analyzed the students' reading habits of English. The following were examples of the answer from the questionnaire by the students:

Student 1

Question : "Do you believe that read English can eager your English ability?"

Answer : "Yes because we often read English books. We will find new words from the book so that it makes our English vocabulary more"

From the answer of student 1, it showed that the result of student's belief to read English often. From reading English book can find the new words will improved the vocabularies.

Student 2

Question : "Do you believe that read English can eager your English ability?"

Answer : "Yes I believe, because when I read English book can improve my reading skill"

From the answer of student 2, it showed that the result of student's belief to reading English book can improved the reading skill.

Student 3

Question : "Do you believe that read English can eager your English ability?"

Answer : "Sure, when I reading English book, I think that I can knowing something from the reading like knowledge"

From the answer of student 3, it showed that the result of student's belief to reading English book can know the new something.

Based on the result from questionnaire, all of students of sixth semester English Department of STKIP PGRI Lubuklinggau Academic year 2020/2021 had beliefs habits in reading English. The result of answer from the students, the reseacher found out the reason of students had belief habit in read English such as 1) the students belief if they read English can improve their vocabulary and 2) the students belief to improve their skill in reading. The student belief that read English can improve their English ability.

c. Students' Purpose Habit

The last one was purpose habit of reading English. Based on the result of this research, the researcher analyzed the students' reading habits of English. The following were examples of the answer from the questionnaire by the students:

Student 1

Question : Do you read English for pleasure or to knowing knowledge?

Answer : "I read English to knowing the knowledge."

From the answer of student 1, it showed that the result of student's purpose to read English book to knowing the knowledge"

Student 2

Question : "How often you reading English book?"

Answer : "Everyday I read English book before my class started"

From the answer of student 2, it showed that the result of student's purpose to reading English was to study. As a student reading English book had become a habit.

Student 3

Question : "Do you usually read English book? What kind of books? Magazine, lesson book, novel and article"

Answer : "yes, I do, the kind of book is lesson book"

From the answer of student 3, it showed that the result of student's purpose to read English book. The kind of book was lesson book. So the purpose of reading English was to study.

Based on the result from questionnaire, the students of sixth semester class B English Department of STKIP PGRI Lubuklinggau Academic year 2020/2021 had some purpose habits in reading English. The result of answer from the students, the researcher found out of students had purposes in reading English such as 1) 13 students read English book for study and 3 students read English book for pleasure time. The students had purpose if the students read English. They read English book according to what they need.

E. DISCUSSION

Based on the result of this research, the researcher analyzed the students' reading habits. There were three kinds of reading habits. The subject of this research was 16 students of the sixth semester class B. The data collected through a questionnaire. Based on the students' answer in the questionnaire, the researcher got the result there were three reading habits used by the sixth semester students of English Department at STKIP PGRI Lubuklinggau. They were motivation, belief and purpose.

The researcher found students' beliefs and students' purposes to read English. All of students of sixth semester English Department of STKIP PGRI Lubuklinggau had beliefs habits in reading English. The result of answer from the students, the researcher found out the reason of students had belief habit in read English such as 1) the students belief if they read English can improve their vocabulary and 2) the students belief to improve their skill in reading. The student's belief that, reading English can improve their English ability. Some purposes habits in reading English

such as 1) 13 students read English book for study and 3 students read English book for pleasure time. The students had some purpose if the students read English. They read English book according to what they need.

The result of this research, the researcher concluded that the sixth semester students of English Department of STKIP PGRI Lubuklinggau class B had a good reading habit. The students believe that reading English can improve English ability. The students spend the time reading English for pleasure and to knowing the knowledge in study English. Pleasure reading furthers the development of reading as life-long habit which strengthens both language skills and fluency noted that children improve their reading skill when they read for pleasure.

A good reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. By reading books, one gets confirmation or rejection of one's own ideas, which makes one think more critically about right and wrong in the society. Some of purpose of reading habit is as a hobby, recreational, concentration and devotional.

F. Conclusion.

From the findings and discussions of the research chapter IV, the researcher got conclusion below:

1. Students' Motivation Habit

From the findings and discussion in chapter IV, the researcher concluded that students had three motivations. They were 4 students motivation to read English to know the knowledge and improve the vocabularies, 10 students motivation to read English to improving their skill in reading and 2 students motivation to read English to study and like English. Based on the explanation above, it can be concluded that majority of the sixth semester students of English Education Department at STKIP PGRI Lubuklinggau Academic Year 2021 had motivation to read English to improve their skill in reading. The result of this research showed that students had motivation to read English to improve their skill in reading.

2. Students' Beliefs Habit

From the findings and discussion in chapter IV, the researcher concluded that all of students or of sixth semester students of English Department of STKIP PGRI Lubuklinggau Academic year 2020/2021 had beliefs habits in reading English. The researcher found out the reason of students had belief habit in read English were the students' belief if they read English can improve their vocabulary and the students' belief to improve their skill in reading.

Based on the explanation above, it can be concluded that all students of the sixth semester students of English Education Department at STKIP PGRI Lubuklinggau Academic Year 2021 had belief to read English to improve their skill

in reading. The result of this research showed that all of student belief to read English can improved their skill in reading.

3. Students' Purpose Habit

From the findings and discussion in chapter IV, the researcher concluded that students had purposes in read Sing English. The students of English Department of STKIP PGRI Lubuklinggau Academic year 2020/2021 had some purpose to read English. The researcher found out of students had 2 purposes in reading English were 13 students read English book for study and 3 students read English book for pleasure time.

Based on the explanation above, almost all of the sixth semester students of English Department at STKIP GRI Lubuklinggau purpose to reed English for study. They read English book according to what they need. The sixth semester students of English Education Study Program at STKIP PGRI Lubuklinggau have good English reading habits. Students good English reading habits were they were eager to read English, they spend most of their time reading English texts, and they have strong interest to read English regularly.

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