



Investigating Students' Reading Habit in Learning English at Islamic Boarding Senior High School Babussalam Pekanbaru

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Abstract

Reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading (Sangkaeo 1999) cited in Chettri and Rout (2011). However, the students at the Eleventh Grade Students of Islamic Boarding Senior High School in Pekanbaru were not always go to the library to read books or may borrow books, but sometimes they go. This research wanted to describe the students' reading habit. The design of this research is descriptive quantitative research. The population of the research was the eleventh grade students of an Islamic Boarding Senior High School in Pekanbaru and the samples were 26 students. The samples were selected by using simple random sampling technique. To get the data, the writer employed a close-ended questionnaire. The result showed that majority students at the eleventh grade of Islamic Boarding Senior High School in Pekanbaru had a good reading habit. Meanwhile, some of them showed that they have fair reading habit and of them don't have good reading habit it is categorized as poor. It can be concluded that the students at the eleventh grade of Islamic Boarding Senior High School in Pekanbaru had various reading habits.

Keywords: *Reading habit, Learning English, Islamic boarding school*

Introduction

In learning English, reading, as one of the receptive skills, plays an essential role in information acquisition. Reading gives people the opportunity to broaden their knowledge and develop a better grasp of their lives. In detail, reading is a way of making meaning from printed or written materials which requires the reader to be an active participant (Foluke, 2012). Reading is taken as a recognized activity that helps an individual in gaining unique

power and develops the ability to think critically (Fitri, 2020). In learning, when someone does something over and over, it becomes a habit. It is defined as a behavior that is consistent, steady, and consistent, and is difficult to break. On the other hand, habit is behavior that has been repeated until it has become more or less automatic, enacted without purposeful thinking, largely without any sense, or awareness (Nilsen, 2012). Besides, Palani (2012) believed that reading habit is an essential and important aspect which shapes the personality of an individual and it helps them to develop the proper thinking methods and creating new ideas. It is also supported by Rahayuningsih (2020) that the activity of reading habits to get used to getting detailed information, can cultivate various ideas about things in their life, not easily provoked by incorrect issues, and have a broader knowledge. As a result, having a desire to read, as well as repetition of reading over a long period of time, is what it takes for reading to become a habit in learners.

Wagner (2002) cited in Chettri and Rout (2011) stated that this habit is usually considered in relation to the amount of materials read, the frequency of reading and also the average time spent on reading. Shen (2006) also declared that reading habit is not about since when someone starts reading, but it is all about how often, how much, and what the texts are. Reading habits refer to the activity that reflects the likeness of reading and describes the function and preference for reading as well as the regularity of reading (Aramide, 2015). Furthermore, Gaona and Gonzalez (2011) also explained the indicators of reading habit. They were attitude toward reading, reading frequency, books read, time spent on academic reading, time spent on non-academic reading, motivation in the family environment, motivation in the academic environment. The reading habit refers to the amount of time-spent reading and the regularity with which it is done. Through reading kinds of books, it can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacities (Chettri and Rout, 2011). If someone reads on a regular basis, it may be assumed that he has a reading habit. Thus, it can be concluded that reading habit refers to the activity in reading that is done repeatedly in the amount of time spent.

After conducting an observation, the researcher got to know that the students at the Eleventh Grade Students of Islamic Boarding Senior High School in Pekanbaru did not always go to the library to read books or may borrow books, but sometimes they go. Furthermore, during learning process, the students were seen that they do not have desire to read, especially to read books in English language. Islamic Boarding Senior High School in Pekanbaru is one of schools in Riau which provides English lessons as a compulsory subject. In that school, the students of Islamic Boarding Senior High School in Pekanbaru study in the same class and the teacher has taught them well with some method of reading.

Furthermore, reading is one of the skills in English that must be taught and learned in the school as provided by 2013 curriculum because it plays an important role in language learning. Moreover, Sadiku (2015) argued that reading is a prominent language skill in learning English which can be useful to help people especially students to increase their ability about the language. In addition, Islamic Boarding Senior High School in Pekanbaru has decided that the minimum of the passing grade for English subject is 70, but some of the students did not reach the minimum passing grade. Furthermore, the students were also seen having difficulties or challenges in understanding the materials for reading which was provided in written text.

Thanuskodi (2011) conducted a study on reading habits among university students because he believed that promoting a reading culture among students is therefore one of the key tasks in the curriculum reform with the aim to strengthen students' learning capabilities. The results of the study indicated that majority of the LIS students (79.53%) are interested in reading LIS course material frequently. The result show that the students overall responded that work most often interfered with their reading and studying. Besides, Iftanti (2012) and Kartika (2020) also conducted a study on the same topic and took college students as the participants. In addition, the result showed that only a few of them are identified as having good English reading habits. The result showed that the data of attitudes toward reading reveals that most of the students 53,6% liked reading, the frequency of their reading habit was 38,4% of students often read and they spend time one hour to read, but the family's motivation by students was nearly no motivation.

Based on the problem above, the researcher was interested in investigating the problems into research. This was because the researcher wanted to look at the students' reading habit in learning English since it played an important role in learning English. Thus, the researcher addressed this research entitled: *Investigating Students' Reading Habit in Learning English at Islamic Boarding Senior High School in Pekanbaru.*

Method

Descriptive quantitative research was used as the research design. It was used to answer the research question formulated. Cresswell (2012) stated that quantitative research is a kind of survey research design that is produced in quantitative research because researchers collect the data using questionnaires which investigators survey to a simple or to the entire population of people to describe the attitude, opinion, behavior, or characteristic of the population. In this research, descriptive quantitative was used to identify participants' responses. This was because this research only had one variable. Thus, descriptive quantification was believed as an appropriate method to be used to investigate students' reading habit in learning English.

This research was conducted at Islamic Boarding Senior High School in Pekanbaru. It was located at Soebrantas street, Tampan, Pekanbaru. This research was conducted on December 2021. The sample is taken randomly from the population as the representative of each class to respond the distributed questionnaire. In this research, there were 102 students in the population and the researcher took 25% of the population, so the total samples were 26 students, the researcher took the sample by using a lottery. The researcher distributed 26 pieces of papers in each class. There were only 5-7 pieces written numbers which are numbers 1-7 for all classes.

The researcher employed a close ended questionnaire to collect the data of students' reading habits. A questionnaire was used to measure the students' reading habits by using scale. This was because when we wanted to measure someone's attitude it means that we measure someone's attitude of behavior. Thus, scale is used to measure a person's attitude toward a certain object (Sudjana, 2008). The researcher used five alternative answers of Likert's Scale for the questionnaire statements (1,2,3,4,5,6,7, and 8), they are: never = 1, seldom = 2, sometimes = 3, often = 4, always = 5. Meanwhile for the questionnaire statement (9), they are: never, once a month, twice a week, every other day, and every day. Then, for

the questionnaire statement (10), they are: None, One, Two, Three, Four, and More than four. Furthermore, for the questionnaire statements (11,12,13,14, and 15), they are: I hour or less, 3 hours, 5 hours, 7 hours, 9 hours, and 11 hours. Besides, for the questionnaire statements (16,17,18,19, 20,21,22,23,24 and 25), they are: never, almost never, sometimes, often, and very often. Furthermore, the questionnaire adopted from Gaona and Gonzalez (2011). Then, the researcher distributed the questionnaires to the students in order to know the level of students' reading habits in learning English. Researcher applied quantitative analysis. In this research, the researcher analyzed the students' reading habit in learning English with the formula as follows:

$$P = \frac{f}{n} \times 100\%$$

Where:

P = Number of Percentage

F = Frequency

n = Number of Sample

Results and Discussion

In answering the research question, the researcher uses the data obtained from questionnaire. The results of data analysis based on seven indicators of reading habits indicate that majority (46.15%) students at the eleventh grade of State Senior Islamic Boarding School in Pekanbaru had a good reading habit. Meanwhile, some of them (19.23%) showed that they have fair reading habit and (34.61%) of them don't have good reading habit it is categorized as poor. It can be seen in the following table.

Table 1. The Classification of Students' Reading Habit

No	Score	Frequency	Percentage	Category
1	80-100	0	0	Very good
2	66-79	12	46.15	Good
3	56-65	5	19.23	Fair
4	40-55	9	34.61	Poor
5	30-39	0	0	Very poor

Based on the table 1 above, it showed that there was no student who got score 80-100 that was categorized as very good in reading habit. However, there were 12 students (46.15%) got score 66-79 that was categorized as good in reading habit. Moreover, there were 5 students (19.23%) got score 56-65 that was categorized as fair in reading habit. In addition, there were 9 students (34.61%) got score 40-55 that was categorized as poor in reading habit. Nevertheless, there was no student got score 30-39 that was categorized as very poor in reading habit. So, it can be concluded that majority of the students (46.15%) at the eleventh grade in State Senior High Islamic Boarding School in Pekanbaru have good reading habits.

This result can be seen from the students' respond to 25 items of questionnaire. In which most of the students agreed with the positive statements and disagreed with the negative statements. The students' responds are discussed in the following section based on seven domains of reading habit. Based on Gaona and Gonzalez (2011) there are 7 indicators of reading habit, they are: attitude toward reading, reading frequency, books read, time spent

on academic reading, time spent on non-academic reading, motivation in the family environment, motivation in the academic environment.

1. Attitude toward Reading

Based on the analysis, it was found that the respondents are disposed to show that they have positive attitude toward reading. It can be seen in the following table.

Table 2. Students' Attitude toward Reading

STATEMENT	OPTION							
	Strongly Agree		I Agree		I Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
1. I like to read	4	15.38	22	84.61	0	0	0	0
2. I read a lot	6	23.06	16	61.53	4	15.38	0	0
3. My teacher encourages me to use library	6	23.07	19	73.07	1	3.84	0	0
4. I would like to read more	9	34.61	15	57.69	2	7.69	0	0
5. I am aware of what is in the library	5	19.23	18	69.23	3	11.53	0	0
6. I find the book I am looking for in the library	8	30.76	53	84	4	15.38	0	0
7. Help is available to me when I am using the library	5	19.23	21	80.76	0	0	0	0
8. I am satisfied with the library	7	26.92	16	61.53	3	11.53	0	0

The table shows that more than half of students responded positively to all of the questionnaire statements (1,2,3,4,5,6,7,8). These data show that most students at the eleventh grade of Islamic Boarding Senior High School in Pekanbaru indicated agreement to the idea that: they like to read, like to read a lot, the teacher encourages them to use library, would like to read more, aware of what is in the library, result the book they are looking for in the library, help is available to them when they are using library, and they are satisfied with the library. Therefore, the table describes that majority students showed positive attitude toward reading.

1. Reading Frequency

Based on the analysis, it was found that the respondents are disposed to show that they have high reading frequency. It can be seen in the following table.

Table 3. Students' Reading Frequency

STATEMENT	OPTION									
	Everyday		Every other day		Twice a week		Once a month		Never	
	F	%	F	%	F	%	F	%	F	%
9. Do you read books in your spare time?	10	38.46	7	26.92	4	15.38	4	15.38	1	3.84

There are 10 (38.46%) students answered every day they read books in their spare time. There are 7 (26.92%) students answered every other day they read books in their spare time. There are 4 (15.38%) students answered twice a week they read books in their spare time. There are 4 (15.38%) students answered once a month they read books in their spare time. There only 1 (3.84%) student answered never read books in their spare time. Therefore, the table describes that majority students showed having high reading frequency.

2. Books Read

Based on the analysis, it was found that the respondents are disposed to show that they have good reading habit in term of the amount of the books they have read. It can be seen in the following table.

Table 4. Books Read by Students

STATEMENT	OPTION											
	More than four		Four		Three		Two		One		Once	
	F	%	F	%	F	%	F	%	F	%	F	%
10. How many books have you read in your spare time over the last three months?	20	76.92	1	3.84	2	7.69	0	0	2	7.69	3	11.53

There are 20 (76.92%) students answered that they read more than four books in their spare time over the last three months. There is only 1 (3.84%) student answered that they read four books in their spare time over the last three months. There are 2 (7.69%) students answered that they read three books in their spare time over the last three months. No (0 %) student answered that they read two books in their spare time over the last three months. There are 2 (7.69%) students answered that they read one book in their spare time over the last three months. There are 3 (11.53%) students answered that they read once in their spare time over the last three months. So, it can be concluded that majority of the students read more than four books in their spare time over the last three months.

3. Time Spent on Academic Reading

Based on the analysis, it was found that the respondents are disposed to show that they spent one hour or less on academic reading. It can be seen in the following table.

Table 5. Time Spent on Academic Reading by Students

STATEMENT	OPTION											
	11 hours		9 hours		7 hours		5 hours		3 hours		1 hour or less	
	F	%	F	%	F	%	F	%	F	%	F	%
1. On average how many hours a week do you spend reading books for class?	3	11.53	1	3.84	5	19.23	4	15.38	3	11.53	10	38.46
2. On average how many hours a week do you spend reading books that aren't for class?	5	19.23	5	19.23	1	3.84	2	7.69	4	15.38	9	34.61

The table shows that majority of students responded negatively to all of the questionnaire statements (11 and 12). These data show that most students at the eleventh grade of Islamic Boarding Senior High School in Pekanbaru indicated that they spent one hour or less to read books that are for class and not for class in a week.

4. Time Spent on Non-Academic Reading

Based on the analysis, it was found that the respondents are disposed to show that they have bad reading habit in terms of time spent on non-academic reading. It can be seen in the following table.

Table 6. Time Spent on Non-academic Reading by Students

STATEMENT	OPTION											
	11 hours		9 hours		7 hours		5 hours		3 hours		1 hour or less	
	F	%	F	%	F	%	F	%	F	%	F	%
3. On average how many hours a week do you spend reading newspapers?	0	0	0	0	0	0	1	3.84	3	11.53	23	88.46
4. On average how many hours a week do you spend reading magazines?	0	0	0	0	3	11.53	1	3.84	2	7.69	20	76.92
5. On average how many hours a week do you spend reading comic books?	1	3.84	1	3.84	1	3.84	4	15.38	3	11.53	16	61.53

The table shows that more than half of students responded negatively to all of the questionnaire statements (13, 14 and 15). These data show that most students at the eleventh grade of Islamic Boarding Senior High School in Pekanbaru indicated that they spent one hour or less to read newspapers, magazines, and comic books in a week.

5. Motivation in the Family Environment

Based on the analysis, it was found that the respondents are disposed to show that their family environment sometimes motivated them to read the book. It can be seen in the following table.

Table 7. Students' Motivation in the Family Environment

STATEMENT	OPTION									
	Very Often		Often		Sometimes		Almost Never		Never	
	F	%	F	%	F	%	F	%	F	%
6. And at home now, are books bought?	0	0	5	19.23	15	57.69	3	11.53	3	11.53
7. And at home now, are you recommended books?	0	0	6	23.07	12	46.15	5	19.23	3	11.53
8. And at home now, is there interest shown in what you read?	3	11.53	1 2	46.15	6	23.07	4	15.38	4	15.38
9. And at home now, are books discussed?	1	3.84	3	11.53	14	53.84	4	15.38	4	15.38

The table shows that more than half of students responded positively to all of questionnaire statements (16, 17, 18, and 19). These data show that most students at the eleventh grade of Islamic Boarding Senior High School in Pekanbaru indicated agreement to the idea that: at home now, the books are bought, they are recommended books, there is interest in what they read, and the books are discussed.

6. Motivation in the Academic Environment

Based on the analysis, it was found that the respondents are disposed to show that they have support from their academic environment. It can be seen in the following table.

Table 8. Students' Motivation in the Academic Environment

STATEMENT	OPTION									
	Very Often		Often		Sometimes		Almost Never		Never	
	F	%	F	%	F	%	F	%	F	%
10. How often do your teachers recommend going to the library	2	7.69	5	19.23	17	65.38	2	7.69	0	0
11. How often do your teachers encourage sharing books	3	11.53	8	30.76	11	42.30	0	0	3	11.53
12. How often do your teachers comment on class readings	4	15.38	4	15.38	13	50.00	2	7.69	7	26.92

13. How often do your teachers organize debates on books	1	3.84	9	34.61	10	38.46	2	7.69	4	15.38
14. How often do your teachers encourage giving presentations on the topic	6	23.07	8	30.76	10	38.46	1	3.84	1	3.84
15. How often do your teachers comment on articles in scientific journals	1	3.84	6	23.07	14	53.84	2	7.69	3	11.53

The table shows that more than half of students responded positively to all of questionnaire statements (20, 21, 22, 23, 24, and 25). These data show that most students at the eleventh grade of Islamic Boarding Senior High School in Pekanbaru indicated agreement to the idea that: their teachers recommend going to the library, their teachers encourage sharing books, their teachers comment on class readings, their teachers organize debates on books, their teachers encourage giving presentations on the topic, and their teachers comment on articles in scientific journals.

In the following, the researcher discusses the result from the previous section. The researcher discusses the result from the research question with reference to results from previous studies that is suitable to studies in the area of students' reading habit in learning English. Through questionnaire, the seven dimensions are provided in the result section to show the students' reading habit in learning English. Furthermore, the researcher finds that students having good, fair and poor reading habit in learning English through students' responses to the questionnaire given. Then, in this section the researcher aims to discuss further insights and interpretations of the result from the contexts of previous and future research in reading habit in learning English at Islamic Boarding senior high school in Pekanbaru. The discussion of the results is presented as followed.

The results of data analysis based on seven indicators of reading habits indicate that majority (46.15%) students at the eleventh grade of Islamic Boarding Senior High School in Pekanbaru had a good reading habit. Meanwhile, some of them (19.23%) showed that they have fair reading habit and (34.61%) of them don't have good reading habit it is categorized as poor. The finding is contrary with Iftanti (2012) where questionnaires were distributed to 546 EFL college students in East Java. Based on the statistical analysis of the data, they do not indicate to have good English reading habits. Only few of them are identified to have good English reading habits as suggested by their eagerness to regularly spend time reading various types of English texts and their high motivation to read English for pleasure. However, Kartika (2020) found that most of the students 53,6% liked reading, the frequency of their reading habit was 38,4% of students often read and they spend time one hour to read, but the family's motivation by students was nearly no motivation. It means that the students' reading habit of 2016 academic year was good but no motivation by the family.

In response to the (34.61%) of the students do not have good reading habit it is categorized as poor, regarding to the students' responses on the questionnaire statements regarding to

the amount of time spent on reading, the researcher concluded that it was because of they need more time to spent in reading. The data analysis showed that majority of the students spent one hour or less to read books in a week. Considering that reading habit is an essential and important aspect for creating the literate society in this world because it shapes the personality of an individual and it helps them to develop the proper thinking methods and creating new ideas (Palani, 2012). Thus, it is needed for the students to increase the amount of time spent to read in the future.

Furthermore, regarding to the results of this research that revealed 46.15% of the students from the eleventh grade of State Senior Islamic Boarding School in Pekanbaru have a good reading habit, the researcher hopes that the students also will have good reading comprehension as proven by Syafitri (2019). She conducted a study to investigate the correlation between students' reading habits and their reading comprehension. The research was involved 48 students. The result of her study revealed that there was significant correlation between students' reading habits and their reading comprehension.

Conclusion

Based on the result and discussion in the previous chapter, it can be concluded that the eleventh grade students of Senior High School of Islamic Boarding School in Pekanbaru had various reading habits. Majority of students had good reading habit and less than a half of students had poor reading habit. Meanwhile, only some of them had fair reading habit. Based on the result of data analysis, it showed that there was no student who obtained score of 80-100 that was categorized as very good in reading habit. However, there were 12 students (46.15%) got score 66-79 that was categorized as good in reading habit. Moreover, there were 5 students (19.23%) got score 56-65 that was categorized as fair in reading habit. In addition, there were 9 students (34.61%) got score 40-55 that was categorized as poor in reading habit. Nevertheless, there was no student got score 30-39 that was categorized as very poor in reading habit. So, it can be concluded that majority of the students (46.15%) at the eleventh grade in State Senior High Islamic Boarding School in Pekanbaru have good reading habits.

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