

AN ARTICLE

**A DESCRIPTIVE STUDY OF STUDENTS' READING HABITS IN ENGLISH AND
THEIR READING COMPREHENSION ABILITY AT 4TH SEMESTER STUDENTS
OF ENGLISH DEPARTMENT FACULTY OF TEACHER TRAINING AND
EDUCATION UNIVERSITY OF MATARAM**

ACADEMIC YEAR 2014/2015



By:

HEPY JULIA

E1D 011 027

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ART DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MATARAM UNIVERSITY
2015**



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS MATARAM
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Majapahit Mataram NTB. 83125
Telp. (0370) 623873

RATIFICATION

The journal entitled **A descriptive study of students' reading habits in English and their reading comprehension ability at 4th semester students of English Department Faculty of Teacher Training and Education University of Mataram in Academic Year 2014/2015** by *Hepy Julia* has been approved by the board of consultants as the requirement to achieve *Sarjana Pendidikan (S.Pd)* Degree in English Education Program Faculty of Teacher Training and Education University of Mataram.

Mataram, September 2015
Second Consultant

Arang, S.Pd., M. Hum
NIP. 197904082008121001

ABSTRACT

A DESCRIPTIVE STUDY OF STUDENTS' READING HABITS IN ENGLISH AND THEIR READING COMPREHENSION ABILITY AT 4TH SEMESTER STUDENTS OF ENGLISH DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY MATARAM

ACADEMIC YEAR 2014/2015

By:

HEPY JULIA

hepyjuly@yahoo.co.id
Mataram University

Advisor

First: **Dra.Henny Soepriyanti, M.A, Ph.D**
NIP. 19611225198703 2 001

Second: **Arafiq, M. Hum**
NIP. 19790408200812 1 001

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi kebiasaan membaca bahasa Inggris, bacaan yang paling sering dibaca dan tingkat kemampuan mahasiswa dalam membaca pada mahasiswa semester 4 di jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Mataram. Populasi dalam penelitian ini terdiri dari 228 mahasiswa. Random sampling digunakan sebagai teknik dalam penelitian ini. Sample berjumlah 35 mahasiswa. Dalam analisis data, peneliti menggunakan deskriptif kualitatif. Questionnaire, wawancara dan tes digunakan dalam metode pengumpulan data. Ada tiga jenis data yang ditemukan dalam penelitian ini. Yang pertama berkaitan dengan kebiasaan membaca, hampir semua siswa menyukai membaca bacaan dalam bahasa Inggris, tujuan siswa dalam membaca bahasa Inggris yaitu untuk kesenangan, waktu yang digunakan untuk membaca yaitu 1 – 5 jam dalam seminggu, rumah merupakan tempat yang disukai untuk membaca, mereka memilih buku yang akan dibaca berdasarkan pentingnya buku tersebut. Siswa biasanya mendapatkan buku yang akan dibaca melalui internet. Yang kedua berkaitan dengan bacaan yang paling sering dibaca adalah novel. Yang ketiga berkaitan dengan tingkat kemampuan membaca siswa adalah siswa yang membaca buku 15 – 20 jam dalam seminggu memperoleh nilai "sangat baik", siswa yang membaca 10 -15 jam dalam seminggu mendapat nilai "sangat baik", siswa yang membaca 5 -10 jam dalam seminggu mendapat nilai "baik", siswa yang membaca 1 – 5 jam dalam seminggu mendapat nilai "cukup baik", mahasiswa yang membaca kurang dari satu jam mendapat nilai "rendah".

Kunci: *Kebiasaan membaca, kemampuan membaca*

ABSTRACT

This study aims to identify the students' reading habits in English, students' English reading material mostly read by students and students' level categories of reading comprehension at 4th semester students of English Department Faculty of Teacher Training and Education University of Mataram. The population of this study consisted of 228 students. In deciding sample, random sampling technique was used. The samples were 35 students. In the data analysis, descriptive qualitative method was used. Questionnaire, interview and test were used in a method of data collection. There were three types of finding in this research. The first concerned with students reading habits were students mostly like to read English reading material, students' reading purpose to read English reading material were for pleasure, they spent time to read English reading material about 1 – 5 hours a week, houses were the place they like to read, beside that they used to determine the book they wanted to read based on the important of the book, and students usually got the book they wanted to read from internet. The second related to the reading materials mostly read by students was novel. The third related to the students' level categories of reading comprehension were students who read English reading material about 15 – 20 hours a week had very good scores categories, students who read English reading about 10 – 15 hours a week had very good scores categories, students who read English reading about 5 – 10 hours a week had good scores categories, students who read English reading about 1 – 5 hours a week had fairly good scores categories, students who read English reading less than one hour had very low scores categories.

Keywords: *Reading habits, reading comprehension*

1. Background of Study

In learning English language there are four basic skills that should be mastered by student. They are reading, speaking, listening, and writing. Reading is one of the important skills that should have by students. According to Sarwo (2013), students who have good ability in reading will easily get information they need when they read. There are some reasons why reading is important for students. First, reading can develop students' comprehension, students who often read will have good comprehension in reading different kind of texts. Second, reading can develop students' knowledge. The more students read, the more knowledge students get. Students can get information from the book that they read. Third, reading can improve students' thinking ability. Students who often read usually will think first before doing something, they also tend to be smart in making decisions.

Students must know that reading is important for their individual development. Reading brings influence to students' ability and creative side of students. Therefore, they must have reading habit to improve their reading comprehension. Reading habit is important for students to develop thinking ability and create new ideas. Students who have good reading habit will have good knowledge in their mind, this is because they always get new knowledge from the book that they read. Students usually spend their reading time for their favorite

books, they also spend their time for reading after school or before sleep.

Students who have good reading habits usually have good vocabulary mastery because during reading process they can get the meaning directly. On the other hand students who rarely read book will have lack of vocabulary. The mastery of vocabulary can help the students to comprehend the idea from the text. It can be concluded that vocabulary and reading have correlation each other, because without good vocabulary students can not have good reading comprehension. Therefore, it is important to know the students reading habit and how far they know what they read.

2. Literature Review

2.1 Reading

Reading is a process of thinking in assigning meaning from reading material. Reading is not only looking at words in the form of graphic symbols but also getting meaning from the word of word or line to understand what we read. It means that reading is a process to understand the text content and get information as stated by Weaver (2009) reading is a process to get knowledge and information. Processes that occur during reading allow the communication between the reader and reading material that were read. According to Alyousef (2005) reading is an interactive process between a reader and a text that happens automatically during the process of reading.

Another definition is Reading is a process to obtain information, knowledge and experiences (Cadena,

2006). From this definition we know that the purpose of reading is to gather information from text that was written and also to construct the meaning, information, knowledge and experience. Reading is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002). Reading is important for students to increase their knowledge and perspective. Reading enables the students to access information and develops their idea, beside that the ability to comprehend the text will bring the effect for their study, and academic progress.

2.2 Reading Habits

Students can improve their ability to comprehend the text by having good reading habits. According to Marantina(2012) a good reading habits can increase the reader reading achievement and make them understand how to be a good reader. She further stated that the proficient adult reader can read a variety of material with ease and interest, can read for varying purposes, and can read with comprehension even when the material is neither easy to understand or intrinsically interesting. Moreover safiah (1990) cited in Khairuddin (2013) stated that a good reader are able to develop their views, experiences and thought. According to Snow (2002,13)” a reader must have a wide range of capacities and abilities”. He further stated that capacities and abilities include first, cognitive capacities such as attention, memory, etc ,second, motivation such as a purpose for reading, an interest in the content being read, self-efficacy as a reader, and the last various types of knowledge such as vocabulary, domain and topic knowledge, linguistic and

discourse knowledge, knowledge of specific comprehension strategies.

People can increase their reading comprehension by having reading habit. Habit is a pattern to respond a certain situation that is peoples always doing every day and they never boring to repeatedly. As cited in Oxford Dictionary, Horby (2005:193) defined habit as “A thing that a person does hard to stop doing”. Moreover, in Longman Exams Dictionary of Language and Applied linguistics, Richard & Smith (2010) is also defined that habit is “ A pattern of behavior that is regular and which has become almost automatic as a result of repetition”.

According to Swiers (2010) habits is “the automatic and unconscious processes that are used in constructing meaning from text”. From this statement habits refers to the process to understand the meaning from context. Narramore (1974) cited in Ogbodo (2010) defined habit as a pattern of activity which are conducted continuously and automatically bring conscious effect. People who have habit will conduct the activity continuously and automatically. It is can be seen in reading habit, the person who have reading habit will read continuously, as stated by Sangkaeo (1999) cited in Noor (2011) Reading habit refers to behavior which expresses the likeness of reading of individual types and it is a part of behavior that come from ourselves . People who are interested in reading will spend much more time for reading.

2.3 Reading Comprehension

Reading for comprehension is the process of extracting and constructing the meaning with written language (Snow, 2002). This statement implies that reading

is the process to understand the meaning in the text. Moreover Heilman (1981) cited in Muawana (2014) stated that reading for comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension related to metacognitive process because student control their own comprehension. It can be concluded that reading comprehension is a process of thinking and it related to the text and strategies used by reader. The readers who have good comprehension in reading usually have good reading habits in their everyday life. Smith (1982) stated that reading is seen as a fundamental characteristic, therefore reading should be based on comprehension. He further stated that to be a successful reader, people must comprehend and understand the information in written materials.

Students can control their comprehension by strategies that used to understand the text. According to Duke & Pearson (2002) there are some effective individual Comprehension strategies :

a. Prediction

This strategy is used to predict the content of the text, beside that it is strategy is used for the reader to facilitate their understanding of new ideas encountered in the text. The dominant activites for reader is making prediction about story theme, content of structure.

b. Think Aloud

Another strategy to improve comprehension is think-aloud. This strategy involves making one's thoughts audible and also performing reader's thinking while reading process. This strategies has been shown to improve students comprehension especially during reading.

c. Text Structure

The structural aspect of the text organization is important for the reader because it helps the reader to organize the story. Beside that the structure helps the reader to understand and analyze the text.

d. Visual Representation of the text

Visual Representation of the text related to the picture, it can be paraphrase" "a visual display helps readers understand, organize, and remember some of those thousand words".

e. Summarization

The reader summarizes the text in order to improve their overall comprehension of the txt.

f. Question/ questioning

The reader connect the information in the text by making question in their mind, it is often help the reader to comprehend the text.

3.1. Place of Research

This research would be conducted in Faculty of Teacher Training and Education, Mataram University, especially in English Department. The subject of this research is university students at the fourth semester in academic year 2014/2015

3.2. Population and Samples

1.3.1 Population

The population of this research consisted of 4th year students of English Education program at Faculty of Teacher Training and Education University of Mataram in academic year of 2014/2015. Those students were divided into 7 classes, with 288 students in total.

1.3.2 Sample

This study applied a random sampling. Random sampling was used to determine the sample randomly. In this research, the writer took all of students at 4th semester from total of number of the population, the students were both from Regular and Non-Regular classes. The regular class consisted of 60 students, while the Non-Regular class consisted of 168 students. The total number of the population was 288 students.

The writer took 15% as the sample that was considered representating all of forth grades students of English Department, as stated by Arikunto (2002) if the subject less than 100, the researcher took all of the population as the sample, however, if total subject more than 100, the

researcher took 10-15% or 20-25%. As a conclusion, there were 35 students of English Department at Faculty of Teacher Training and Education University of Mataram taken as the sample for this research.

1.3.3 Data Collection

The data collection method of the study are questionnaire, interview the students and interview the lecturer. As in this study the researcher will explored data collection method as follow:

3.2.1. Questionnaire

A questionnaire employed for this study was adapted from the SILL version 7.0 (ESL/EFL) (Oxford, 1990). The latter compose based on Oxford's (1990) explanation of strategies useful for speaking skills and thus add it into the questionnaire to meet the need for collecting more specific data on strategies for speaking skills, left out by the SILL given its nature as an instrument to assess more general L2 learning strategies.

3.2.2. Interview the students

As the researcher will conducted interview by directly to ask some question to students who follow the speaking class. In this interview the researcher randomly choose 10% from the sample, they are 6 students.

3.2.3. Interview the lecturer

The researcher will interview the lecturer of Speaking II class of FKIP Mataram to know the difficulties faced by the students. The researcher

will also investigate the strategies used by students to tackle the difficulties they are facing in speaking English during the class.

3.3. Research Procedure

In this section several methods in collecting the data were considered. To collect data the study used questionnaire, interviews, and test. The questionnaire consisted of some questions that related to the students' reading habits, The interview was an instrument which has a function as an additional data to complete this research, Students were given a test of reading comprehension. This test functions as an instrument to measure students' reading comprehension.

3.4. Data Analysis

To analyze the descriptive data the writer applied these following methods:

3.4.1 Questionnaire

After the data were fully collected, the result was tabulated by using frequency and percentage.

3.4.2 Interview

a) Transcribing Data

The interview between researcher as the interviewer and respondents as interviewees was recorded to make the process of data-gathering easier. After that, the researcher transcribed the recording into written form, which is called data transcription. The data transcription has purposed to facilitate the researcher in analyzing data.

b) Reducing Data

After finish transcribing the recordings interview, the researcher reduced the data. Reducing data was a process of selecting and simplifying data transcription and

note taking. First, the researcher selected the data either relates to the issue of the research or not. Second, the researcher then simplified the data from the first step.

c) Displaying Data

The next stage is displaying data. Within this process, the data classified in order to make some descriptions and relations between them. Thus, it was easier for the researcher to understand what is happening in her research.

3.4.3 Test

3.4.3.1 Finding the students' score of students competence

The researcher finalized the students' score and then divided the scores into some levels of competence. Based on this result, the researcher could finally determine the level of students' reading comprehension.

3.4.3.1 Drawing conclusions

The final stage of analyzing data in this research were drawing and verifying conclusions. As a conclusion, the research questions of this thesis could be answered by looking at the findings (questionnaire, interview, and the test).

4. FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 The questionnaire result

The questionnaires were given to thirty five students in the fourth semester of English Department Faculty of Teacher Training and Education. From the questionnaire which consisted of eight questions, the researcher found the result about students' reading habits and what English materials they read most.

The students were most likely to read book in English (94.28%). Students' purpose for reading English materials was for pleasure (45.45%), students' often read 1 – 5 hours a week (55.54%), students usually read English reading material before an exam (45,45%), students' favorite place to read is in their own house (54,54 %), the students determine the book they want to read by the importance of the book (54,54 %), and students usually get the book that they want to read from internet (36.36%).

The researcher also found that students mostly liked to read novel with a number of 12 respondents. According to Wallace (1992), cited in Khairuddin (2013), in all aspect of our life, we are surrounded by written materials such as newspaper, books, journals, magazine and electronic source. Wallace (1992) further stated that reading has become a big part of the public's daily life.

4.1.2 Interview result

➤ The first question of the interview has a purpose to find out the students' most favorite reading material. . From the interview the researcher found that novel was the most reading material that read by

student, it was the same result with the questionnaire that students at 4th semester of English Department like to read novel.

- The second question was to inquire the reason why they liked to read novel, article, instructional material and journal. It turned out that 8 students liked to read English reading material because reading could increase their knowledge, 4 students liked to read English reading material because it was interesting for them, 3 students stated liked to read English reading material because it could improve their vocabulary mastery.
- The purpose of the third question was to reveal whether they often found some difficult words from the book they were reading. All of the respondents answered yes. During the process of reading students often found difficult words, it was common for students because as a learning process they would find new words.
- The fourth question was about students' attitude when they found difficult words during reading process. From the result of the interview, 10 students stated that they opened the dictionary when they found difficult words, 5 students stated that they asked their friends when they found difficult words.
- The purpose of the fifth question was to find out if they ever felt bored when reading a book for too long. All of the respondents answered yes. Students usually felt bored when they read book for a long time, however, some of them kept reading when reading their favorite book.

4.1.2 Test Result

1. There were 3 students who read English reading material for 15 – 20 hours a week. Their scores categories were very good.

Smith (1982) defined that reading is something that makes sense to the reader, the fundamental characteristic of reading is that reading should be based on comprehension. He further stated that to be successful reader, the reader must comprehend or understand the information in written materials. The students in this result showed they had very good categories for reading comprehension.

2. There was 1 student who read English reading material for 10 – 15 hours a week. The Subject score category is very good
3. There were 11 students who read English reading material for 5 – 10 hours a week. The Subject scores categories are good. According to Dalman (1982) cited in Marantina (2012) reading is more than knowing what each letter of alphabet stand for, reading involves more than word recognition. That is without comprehension, no reading takes place, comprehension was the most important thing in reading textbooks or written materials. This result showed that students who read 5 – 10 hours a week have good categories for reading comprehension
4. There were 12 students who read English reading material for 1 – 5 hours a week. The subject scores categories are fairly good. According to Feuerstein and Scholnik (1995) cited in Marantina (2012), lack of practice was probably the most serious source of reading difficulties. The more the students read,

the more proficient he or she becomes. By having a reading habit, the process of reading became automatic and easy for us because a good reader would be easy to comprehend the text.

5. There were 8 students who read English reading material less than one hour a week. Their scores categories were low. According to Khairuddin (2013) students who do not read will have problem academically. Students who seldom to read English text may feel frustrated when they were reading because they have lack of comprehension in understanding the text. This result showed that the less time they used for reading English reading material, the lower level of comprehension they got.

5. Discussion

The aims of this research was to identify students reading habits, English reading material mostly read by students, and students' reading comprehension at 4th semester students of English Department, Faculty of Teacher Training and Education, University of Mataram in Academic Years 2014/2015.

The researcher found that the students' reading habits :

First, most of the students at 4th semester English Department like to read English material. Reading is important for students to be mastered since it can help them to develop their knowledge, as stated by Akanda et al (2013) that reading is particularly important in people's education as well as for their intellectual growth.

Second, students' purposed for reading English material was for pleasure, the students often read in their leisure time. According to Mc

Kool (2007) cited in Smith (2009) leisure reading promotes readers' attitude and motivation to read, it can also develop the reader confidence since they can choose to read the easier material for them such as magazines and comics, by chosen their own reading for pleasure can foster them too increase their academic success and increase their knowledge.

Third, most of the students read English reading material for 1 -5 hours a week, this means that students read less than one hour a day. However, this amount of time was still considered limited for the students who need more time to increase their knowledge and develop their thinking ability

Fourth, student usually read English reading material before exam, before their exam student prepared their knowledge in order to easily answer the questions, Marantina (2012) stated that reading can help learners to learn new vocabularies and grammar structures. In addition, reading can also encourage learners to learn more with their study of a language.

Fifth, the students' favorite place to read was at home, student felt comfortable to spend their time for reading in their houses, as stated by De Medina (1976) cited in Abeyrathna & Zinab (2004) reading occurred when there was an allocated place to carry out this activity in the home. Reading is an activity which regularly done by students at home because they could read a book while doing other activities at the same time.

Sixth, students determine the book they wanted to read based on the importance of the book, if the book was important for the students so they tried to read it. Shen (2006) cited in Annamalai & Mundiandy (2013) identified that reading habit, as how often, how much and what the people read. This result showed that students read based on

the importance of the book, which means that students habits was reading based on the importance of the book. The last was the students usually got the book they wanted to read from internet.

English reading material mostly read by students' was novel. Novel was the favorite English reading material for students. From the test result showed that students who read English reading material about 15 – 20 hours a week got very good scores categories, Marantina (2012) stated that reading was similar to drive the brain to process the pages of the text. Reading is an unconscious process in constructing a set of points.

From the interview students stated that they mostly like to read novel. Novel became the favorite reading material for students since they could spend their time for reading novel in leisure time, beside that reading novel was interesting for students. There were some reasons why the students like to read English reading material like novel, journal, article and instructional material such as grammar book and vocabulary book. First reason was reading could increase knowledge. Reading was a process to get knowledge, when the students read many books they could increase their knowledge.

Second reasons were reading could improve students' vocabulary mastery, while reading process students could get many vocabularies. Students also could memorize the vocabulary while reading. They also stated that by mastering the vocabularies, it could help them to improve their reading comprehension ability.

Third, reading was interesting for students. Reading could be done in leisure time, when students got bored with their activities they often spent their time for reading, as stated by Mc Kool (2007) cited in Smith (2009)

leisure reading promotes readers' attitude and motivation to read, it could also develop the reader confidence since they could choose to read the easier material for them such as magazines and comics, by chosen their own reading for pleasure can foster them too increase their academic success and increase their knowledge.

Fourth, most of the students often found difficult words while reading. During reading students found many new vocabularies, most of it still difficult for student because those were the new vocabulary for them. When they found difficult words the student tried to look the dictionary.

Dictionary was one of the choices for student to look for the vocabulary, they could look new vocabularies from the electronic dictionary, and book dictionary. Students also asked their friend when they found difficult words, some time they were lazy to open the dictionary and try to ask their friend about the new vocabulary. While reading the book at many times students often felt bored. It was common for everybody to feel bored when reading in a long time, but they could do others activities to reduce it.

From the test result, the researchers found that students who had more time for reading got higher scores than the student who read in limited time. 3 students who read for 15 – 20 hours a week got very good scores categories, 1 student who read for 10 – 15 hours a week got very good scored categories, 12 students who read for 5 – 10 hours a week got good categories, 11 students who read for 1 – 5 hours a week got fairly good scores categories, and 8 student who read for less than one hour a week got low scores categories.

Alder and Doren (1972) stated that the more active the reader, the better. Alder& Doren further stated

that a reader is better than another when he or she has a greater range of activity in reading and exert more effort. The test result showed that students who read 15 – 20 hours a week got very good scores categories, students who spent their time for reading had high score categories, on the other hand student who read less than one hour a week got low scores categories, it means that students who had limited time for reading a book, they have low reading comprehension categories. According to Snow (2002) the reading comprehension was informed by a vision of proficient readers who are capable of acquiring new knowledge and understanding new concepts, beside that a proficient reader are capable of applying textual information appropriately, and are capable of being engaged in the reading process and reflecting on what is being read. The more students' read the more achievement in comprehension they got, it was because reading process made students understand the new concept and new vocabulary, beside that it helped them to acquire a new language.

6. Conclusion

According to the discussion in the previous chapter, the answer of the research questions: (1) How are the students' reading habits in English at 4th semester students of English Department Faculty of Teacher Training and Education University of Mataram ? (2) Which English reading material mostly read by the 4th semester students of English Department Faculty of Teacher Training and Education University of Mataram ?(3) What are the students' level categories of reading comprehension at 4th semester students of English Department Faculty of Teacher

Training and Education University of Mataram?

To address the first question, the researcher found the students reading habits at fourth semester of English Department were (a) they mostly like to read English reading material, (b) students' reading purpose were for pleasure, (c) they spent time for reading about 1 – 5 hours a week, (d) students' favorite time for reading was before exam, (e) houses were the place they like to read, (f) they used to determine the book they wanted to read based on the importance of the book, and (g) students usually found the book they wanted to read from internet.

For the second question, students at fourth semester English Department mostly like to read novel. For the third questions, students' level categories of reading comprehension showed that students who read English reading material about 15 – 20 hours a week had very good scores categories, students who read English reading about 10 – 15 hours a week had very good scores categories, students who read English reading about 5 – 10 hours a week had good scores categories, students who read English reading about 1 – 5 hours a week had fairly good scores categories, students who read English reading less than one hour had low scores categories.

7. Suggestion

1. For the students English Department
 - a. Students should read more about academic reading such as journal, article, instructional material because reading academic book help the reader to get knowledge and develop their thinking ability.
 - b. Students should build a good reading habit in their daily life

and maintain it by continual reading activity so that the student can improve their reading comprehension skill.

2. For next researchers
 - a. The result of this research hopefully can be used as a reference for further study on similar problems about reading habit and reading comprehension at different level of students.
 - b. This research was far from perfect because the researcher had limited skills in conducting the interview. Thus, there were many important aspects about the students' reading habits which had not been mentioned in the result of the interview. Therefore, the researcher suggests the next researcher to find more information about the students reading habits.

References

- Abeyrathna & Zinab, 2004. The status of Reading Habit and Interest among Secondary School Children in Srilangka, *Malaysian Journal of Library & Information Science* Vo 9, No 2
- Akandaet all, 2013. Reading habits of students in Social Sciences and Arts : A Case Study of Rajhahi University, An International Electronic Journal, pp 61
- Alder, Mortimor&Doren, Charles, 1972. How to Read A Book, pp 6
- Alyousef, Hesham. 2005. Teaching Reading Comprehension to ESL/EFL Learners, *The Reading Matrix*, Vol 5, No 2

- Alyousef, 2005. Teaching Reading Comprehension to ESL/EFL learners. Vol. 5. Pp 143
- AnnamalaiSubashini and MuniandyBalakrishan, 2013. Reading Habits and Attitude Among Malaysian Polytecnic Students, *International Online Journal Of Educational Sciences*
- Arikunto, Suharmi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktis*. Jakarta: PT Rineka Cipta
- Brigita, Helgania, 2012. Students' Ability in Translating English Narrative Text into Indonesia, Cadena, 2006. *Effectiveness of reading Strategies and improving reading comprehension in Young ESL readers*
- Brigita, Helgania. 2012 Students' Ability in Translating English Narrative Text into Indonesian, Mataram. English Department Faculty of Teacher Training and Education University of Mataram
- Duke, Nell & David Pearson, 2002. Effecting Practices for Developing Comprehension, *International Reading Association*, pp 205
- Fadilah, Arif, 2013. *a descriptive study on eight grade students' attitude in reading habit and their reading comprehension ability of descriptive texts at SMP Plus Nurul Hikmah, Pamekasan*. Pamekasan: English Language Education and Study Program Language of Art Department the Faculty of Teacher Training and Education Jember University.
- Ghelani, Karen, et al, 2004. Reading Comprehension and Reading Related Abilities in Adolescents with Reading Disabilities and Attention- Deficit/Hyperactivity Disorder, *Dyslexia*, 10, pp.365
- Glenberd Arthur, 2011. How Reading Comprehension is Embodied and Why That Matters, *International Electronic Journal of Elementary Education*, pp 8
- Goana, Julio & Gonzalez, Erwin, 2011. Relationship Between Reading Habits, University Library and Academic Performance in Sample of Psychology Students, Vol 1, No 157
- Heilman, W. Arthur, Blair, R. Timothy, and Rupley, H. William. 1981. *Principles and Practices of Teaching Reading*. Columbus: Charles E. Merrill Publishing Company
- Hogson, 2004. Reclaiming Habit for Institutional Economic. Pp 652
- Hornby, A. S (2005) *Oxford Advanced learner Dictionary of Current English. 5 edition*. NY: Oxford University Press Implication, Edo Journal of Conseling. Pp 229
- Karim, Nor, Hasan, Amelia. 2006. *Reading habit and attitude in digital age*, Kuantan: University College of Engineering and Technology Malaysia
- Khairuddin, 2013. A study of Students' reading Interest In a second Language, *International education studies*, Vol 6, No 11, pp 160
- Krashen, Stephen, 2007. *Pleasure Reading*,
- MarantinaNessy, 2012. The influence of Students Reading Habit and Teachers' Role on Students' Reading Achievement, pp 2

- Margono.
1999.*Prosedur Penelitian Kualitatif*.
Jakarta: Pustaka Jaya
- Muawanah, Samrotul, 2014. The Correlation between Students' Reading Habits and Their Reading Comprehension
- Noor, 2011. Reading Habits and Preferences of EFL Post Graduates, *Indonesian Journal of Applied Linguistics*, No. 1, Vol. 1
- Ogbodo, Rosemary Ochayana. 2010. Effective Study Habits in Educational Sectors :Conselling
- OgyikMuhlise&AkyayEsin , 2009. Investigating Reading Habits and Preferences of Students
- Teachers at Foreign Language Department, *The International Journal of Language society and Culture*, pp. 72
- Palani, 2012. Propmoting reading habits and creating literate society, pp 92. Vol III
- Richard & Smith, 2010. Longman Dictionary of Language Teaching and Applied Linguistics : Forth Edition. United Kingdom. Pearson Education Limited.
- Sarwo, 2013. An Analysis of Students Problem in Comprehending Narrative Text
- Smith, F,1982. Understanding reading. New York: Holt Rinehart and Winston.
- Smith, M. C. (1990). A longitudinal investigation of reading attitude development from childhood to adulthood.*Journal of Educational Research*, 83, 215–219.
- Smith Nichole, 2009. A Study of Middle Grades' Reading Interest, Habits, and Achievement
- Snow, Catherine and Chair. (2002). Reading for Understanding an RAD program InReadingComprehension. Santa Monica: RANDD reading Study Group.
- Swiers, Jeff, 2010. Building Reading Comprehension Habits in Grades 6-12.International Reading Association.
- Sugiyono,
2014.*Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung :Alfabeta
- Walberg, H.J., & Tsai, S, 1985. Correlates of reading achievement and attitude: A national assessment study. *Journal of Educational Psychology*
- Weaver Constance, 2009. Reading Process. Winthrop Publisher.
- United States Department of Education ,2005. *Helping your child become a reader*. Washington, DC: ED Pubs.