

SURVEY ON THE READING HABIT OF INDONESIAN PRE-SERVICE EFL TEACHERS

Siti Aisah^a,

^a STKIP PGRI Pasuruan, sitiaisah881998@gmail.com

Ana Ahsana El-Sulukiyyah^b

^b STKIP PGRI Pasuruan, aahsana3@gmail.com

Rasyidah Nur Aisyah^c

^c STKIP PGRI Pasuruan, ocicyah@gmail.com

Abstract

Reading is a useful activity to get information which can expand students' knowledge. This research aims to investigate pre-service EFL teachers' reading habit at STKIP PGRI Pasuruan. This survey research collected data from 130 pre-service EFL students who were randomly selected majoring in English and Education as the respondents. Questionnaires were distributed to collect the information regarding their reading habit, and were triangulated through observation. The statistical evidence showed that the student teachers' interest and frequency of reading as well as their reading habit were poor. The main purpose of reading for the students, the majority of whom download the reading resources from the internet, was to gain knowledge. Most of the students preferred readings from websites and printed books.

Keywords: *Reading, Reading Activity, Reading Habit*

INTRODUCTION

In this era, people share and tell the information as easy as clicking the screen. One of the activities to get information from the written text is by reading the text itself. According to Henry Guntur (2008) reading is process to get message or information from the writer through printed media. Reading is an activity that cannot be separated from our daily life, without realizing it, people always do reading activities in their life. Especially in this digital era, the internet can help people to access various types of information more easily. Beside getting information, reading activities also provide the

pleasure for the reader such as by reading novels, and comics. It will be beneficial for the reader to spend their free time by doing positive activities. STKIP PGRI Pasuruan, a teacher training institution, also provides and facilitates students to develop their reading habit by having library and wifi area to ease students get digital information. But unfortunately based on the achievement in writing and reading subjects, students of English Education Study Program still have no analytical thinking. It is assumed that students are lazy to read.

Florence, Adesola, Alaba, and Adewumi (2017) stated that colleges students' reading habit was still lower than senior high schoolers. It was effected by their busy activities to go to colleges and have their part time jobs. They didnot have much time to spend their time in library or reading digital books. Based on the above reason, the researcher is interested to find out how is the reading habit of the college students, especially the English Education Study Program students in STKIP PGRI Pasuruan. The researcher intentds to analyse the reading habit of the English Education Study Program Students, especially how interest they are in reading English texts.

LITERATURE REVIEW

The Definition of Reading

In general, the students need to do reading activities every day to help them get various information and knowledge that enrich their mind in this globalization era. According to Grabe & Stoller (2002), reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that reading is the activities to understand reading material which help the students to expand their knowledge.

According to Patel and Jain (2008), reading is the most important activity in any language class. Reading is not only source of information and pleasurable activity but also as a means of enriching someone's knowledge. It means that reading not only provides the students the information and knowledge, but also help the students to improve their skill in learning English indirectly.

Based on the definition above, the researcher concludes that reading is the activity to get the information or knowledge by comprehending a written text that can help the reader to get

many advantages. Reading activities can help the students to expand their knowledge and help the students improving their skill in learning English.

The Importance of Reading

Reading is one of the important skills for the students to expand students' knowledge that can be done anytime and anywhere. According to Janette, Vaughn, and Boardman, (2007) reading is an activity that has a purpose. Students may read in order to get the information or expand students' knowledge. Whereas according to Nation and Newton (2009), reading is a source of learning and a source of enjoyment. Reading can help the students discover new things that are useful for the students. It means that reading is one of the important activities that provides the students with many advantages to help them improve their achievement in the school.

In conclusion, reading is a useful activity that provides the readers with many advantages. Reading can also provide the students with the pleasure while enjoying the reading materials. Those purposes can help the students to improve their ability in comprehending the written text material and increase their achievement in school.

Reading Interest

Reading can help the students improve their ability in learning English; however the students sometimes did not realize the importance of reading. The students must build their interest on reading because it can provide the students with many advantages, and reading interest can be useful for the students to build their reading habits. According to Dhivah (2018), interest appears when the activity was done frequently by people and people enjoy it. Reading interest makes people read in their leisure time or whenever they have time to read.

The students can start to fill their leisure time by reading an interesting material which can make the students enjoy the reading activities. Khairuddin (2013) claims that reading interest is the total books students have read in a month, their favorite genres and types of English reading materials. It means that reading interest can be

shown from how many books that readers have reads in a month, and the ability of selecting interesting reading materials.

In the other words it means that reading interest appears when people try to spend their free time to read an interesting material frequently. The reader must be able to select interesting materials that makes the reader enjoy in the reading activity, and the readers must be able to understand and finish the text itself.

Reading Sources

In this digital era, the students can get the reading sources easily, they can get the reading sources from the library and also can use an internet to help them get information. Using internet is considered as one of the ways to obtain information instantly without spending much time on topics they do not want to explore (Tanjung, Ridwan, & Gultom, 2017). It is easily done by inserting keywords and all the information is available at once. The use of internet eases the readers to get their reading sources, they can access websites, downloading an e-book, and getting research articles international journals easily.

However, the use of an internet sometimes had disadvantages for the users, especially the screen radiation exposure. The student sometimes needs to be wise enough for selecting an appropriate reading sources, they can also try to access the reading sources in the printed forms. According to Rayanto and Rusmawan (2016), printed books have some advantages over E-books, including that they have the feel of a book that many readers love, such as turn the pages, and feel the paper. Also, for those who like to read as they fall asleep, paper books make a better choice since there is no eye strain that comes with an electronic device.

In conclusion, there are some kinds of reading forms which are electronic form and printed form. Basically all kinds of reading forms provide the information that is useful for increasing students' knowledge. The students must be wise in selecting the types of reading forms in accordance with the students' need the conditions.

Reading Habit

The reading activity is regarded as a habit when it is repeatedly carried out. Habits cannot come instantly because it takes

a longer process to be built. Since reading habit provide the readers with many advantages, the readers must spend enough time on reading to have a good reading habit. According to Miller (2017), the ideal time to read in every single day is more than 30 minutes. While Sakinah (2008) believes that reading more than 5 times a week and find enjoyment in reading is considered as a good reading habit.

The students must have a good reading habit, because it is very useful to help the students to understand academic materials to pass the examinations. However, there are many factors influencing habit. One of factors that influence the reading habit is the library's condition, and library's reading source. Sakinah (2008) further explains that a reading habit will increase if the resource in the library match the students' reading preference. It means that the library have an important role in improving students' reading habits (Rosyidah & Aisyah, 2019).

Based on the explanation above the researcher concludes that reading habit is the reading behavior which is carried out continuously to get information which expands the knowledge of the reader. Reading habit is also defined as the pleasure of the readers enjoy the reading materials. Reading habit is the useful activities for students to increase their knowledge and help the students to have good academic performance in school.

Indicator of Reading Habits

Reading habit is a good behavior for the students to increase their knowledge. There are many aspect in measuring reading habit, Wicaksono (2014) states that there are ten concepts to measure the students reading habit, which includes: (1) the pleasure of reading, (2) the frequency of reading, (3) the number of books read in a certain time, (4) the origin of the reading books obtained, (5) the frequency of visiting the library, (6) the types of book that are liked, (7) terms of subscribing to magazines, (8) sections of newspapers that are liked to be read, (9) types of magazines that are subscribed to, and (10) magazines that are most liked to be read.

While to investigate the EFL students who have good English reading habits in another research, Iftanti (2012) mentions the indicators of the EFL students' good English reading habits are: (1) they are eager to read English, (2) they spend most of their time

reading English texts, (3) they have strong interest to read English regularly, (4) they keep motivated to read English despite the difficulties, (5) they are strategic readers, (6) they have strong willingness to go to libraries and bookstores to find their own reading materials, (7) they consider books as valuable properties so that they always want to possess their own reading texts, (8) they have positive beliefs about reading English, (9) they make use of the Internet as vast resourceful information of any kinds, and (10) they claim themselves to have good English reading habits.

As the conclusion based on the explanation about the concept and the indicator of reading habit above the researcher categorize the reading habits into seven aspects. Those are: (1) the frequency of reading, (2) the pleasure of reading, (3) the purpose of reading, (4) the students' interest in reading, (5) the reading sources, (6) the frequency of visiting the library, and (7) the types of reading forms that are liked.

RESEARCH METHOD

Research Design

The design used in this research is quantitative research particularly survey design. According to Creswell and Poth (2018), survey study designs are types in quantitative research that researcher survey the population to get information and describe the opinion and attitudes. It focuses to describe the students' reading habits of English Education Study Program in STKIP PGRI Pasuruan.

The population of this study were all generation of English Education Study Program Students in STKIP PGRI Pasuruan, which consist of 173 students. In determining the sample of this research, the researcher used random sampling technique to collect the data from the students. The researcher took 75% from the total population as the sample, or as many as 130 students of English Education Study Program in STKIP PGRI Pasuruan.

Research Instrument

a. Questionnaire

Questionnaire is the main instrument of this survey research to collect the data. The researcher created each question in the

questionnaire based on some indicators of reading habit with the guidance of the advisor. The questionnaire consists of 10 close questions related to the indicator of reading habit. There were four options for each question in the questionnaire. After determining the questions, the advisor checks the appropriateness between the questions and the indicators and before deciding to do try-out

The first trying out was held on May 9, 2019. The researcher asked 12 students randomly to respon to the questionnaire. There were some weaknesses of the questionnaire, so the researchers made some improvement in the questionnaire. The researchers decided to try out the revised questionnaire. The second try out was held on May 10, 2019. The result of the second try out showed good progress, the data obtained is easier to analyze than the result of the first try out.

After several development and try-out, the questionnaire was validated by the advisor to be distributed to the respondents. The questionnaire was validated by the advisor on May 11, 2019.

b. Observation

The data from the observation was used to support the finding from the questionnaire. The researcher conducted the observation on the library, WIFI- id spot, and corridor lecturer room. The researcher focused to observe the students activity related to reading habit

c. Data Analysis

After collecting the data from the respondents, the researcher input the data by using Microsoft Office Excel 2013, and then the researcher processed the data by using SPSS. The researcher percentage the students' response by using this pattern.

$$F\% = \frac{f(\text{abs})}{N \times 100\%}$$

Note:

F...: percentage of frequency distribution

f^(abs): absolute frequency

N : total of respondent

After obtaining the percentage data of the questionnaire, then the result of the percentage of each question are categorized into the criteria of frequency taken from Sopiany and Hijjah (2016). The criteria of frequency is explained below:

Table 1 The Criteria of Frequency

Percentage	Criteria
0%	No one
1%-24%	Only few
25%-29%	Almost half
50%	A half
51%-74%	Most of the
75%-99%	Almost all
100%	All

FINDINGS AND DISCUSSION

Findings

The finding of this research explained the data from the researcher about the students' reading habit of English Education Study Program in STKIP PGRI Pasuruan. The data was obtained from the result of survey from questionnaire, and also the result of the students activity from the observation.

a. The Result of Survey from Questionnaire

The researcher describes the data obtained from the students' response of question in detailed as follows :

The students' activities in their free time

The first question asked about the activities of the students during their free time. The detailed of the students' answers described in the diagram below.

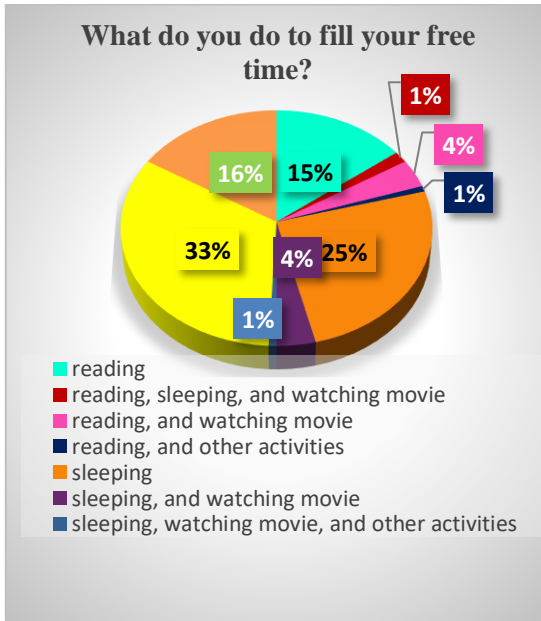


Figure 1 Table Percentage of Question Number 1

Based on Figure 1, the percentage of the students who spent their free time to read was only 15% (19 students). The highest percentage was 33% or as many as 43 students who spent their free time to watch movie. The researcher concludes that a small number of English Education Study Program Students in STKIP PGRI Pasuruan spent their free time in reading.

The likeness of students in reading

The second question asked about the students likeness in reading. The detailed of the students' answers are described in the diagram below.

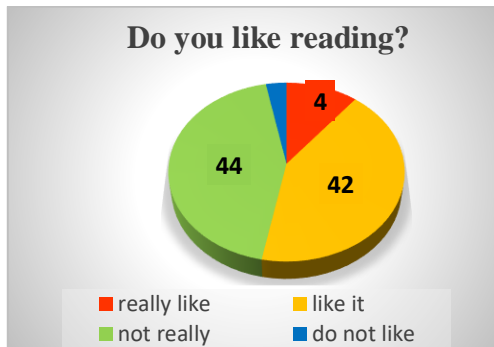


Figure 2 Table Percentage of Question Number 2

Based on Figure 2, the highest percentage was 57 students or as much as 44% of respondents mentioned that they did not really like reading. There were 55 students or as much as 42% of respondents mentioned that they like reading. So the researcher concludes that the students' likeness in reading activities was not really good or poor, because there were almost half of the students mentioned that they did not really like reading.

The enjoyment of students in reading

The third question asked about how many students enjoy reading. The following figure describes the finding :



Figure 3 Table Percentage of Question Number 3

Based on Figure 3 there were 53% of respondents (69 students) who said that they felt just okay for enjoying reading activities. The researcher concludes that most of the English Education Study Program students in STKIP PGRI Pasuruan felt just okay for doing reading activity.

The reasons for reading

The fourth question asked about the students' reason for reading as described in the following figure :

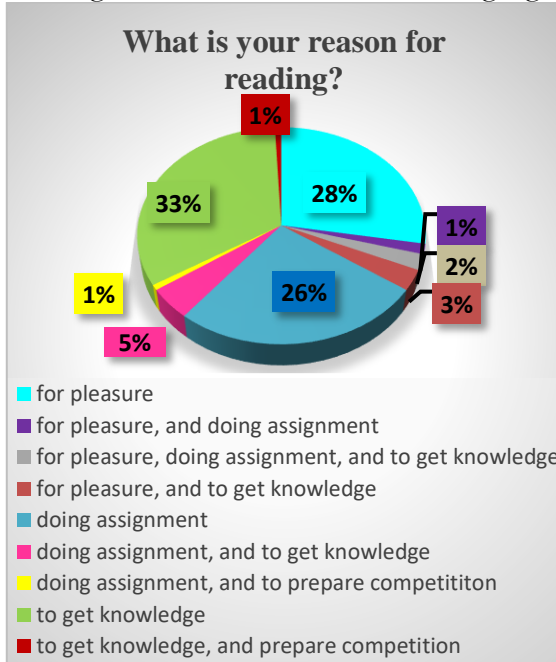


Figure 4 Table Percentage of Question Number 4

Figure 4, shows that the highest percentage mention that there were 33% (43 students) of respondents answer getting knowledge as their reason for reading. Based on the diagram above, the researcher concludes that English Education Study Program Students in STKIP PGRI Pasuruan mostly do the reading activities for getting knowledge.

Time to spend reading

The fifth question asked about the duration of time students spends in reading activities. The detailed of the students answer were explained in the diagram below.

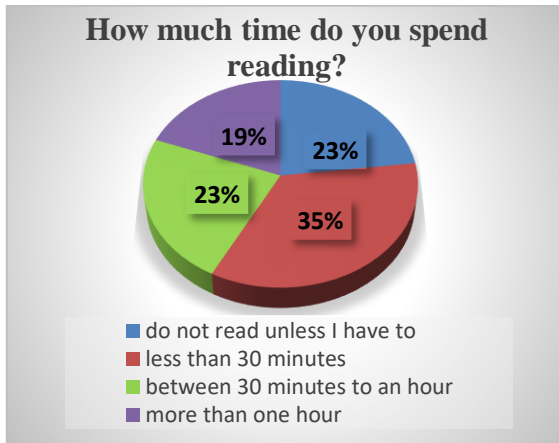


Figure 5 Table Percentage of Question Number 5

Based on Figure 5, the highest percentage was 35% of respondents (45 students) answered that they spend less than 30 minutes to read. The researcher concludes that the time the students spend reading was not really poor, because almost half of the students spend their time to read for more than 30 minutes. The question number six asked the students about how often they do reading activities. The responses were elaborated in Figure 6.

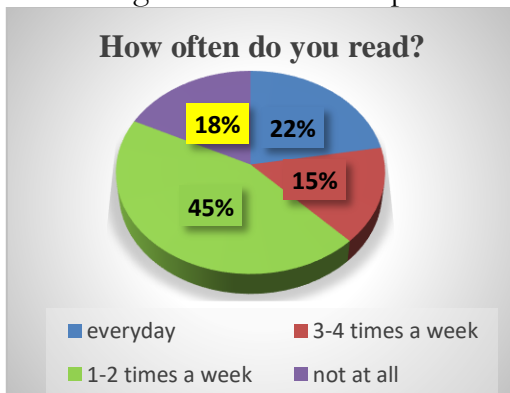


Figure 6 Table Percentage of Question Number 6

Figure 6 shows the highest percentage which was 45% of respondents or as many as 58 students spent once or twice a week for reading. The researcher concludes that almost half of the students spent 1-2 times a week to do the reading activity, but the

students who spent their time every day for reading was not really poor, about 22%.

The students' preferences in reading sources

The question number seven asked the students to select kind of reading form that they preferred to read, as illustrated in the following figure.

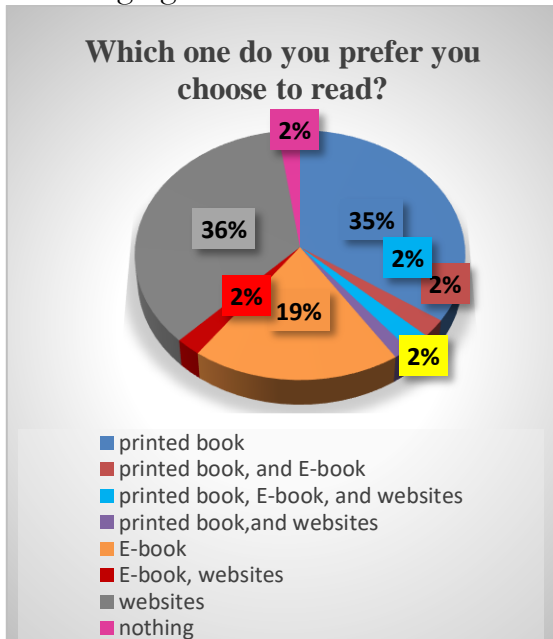


Figure 7 Table Percentage of Question Number 7

Based on Figure 7 there were (46 students) 36% of the respondents who preferred websites as the reading sources. There were 35% of respondents or as many as 45 students who choose printed book. The researcher concludes that most of the students preferred to choose Websites and printed book as their types of reading form.

The question number nine also asked the students about their reading sources which focused on how the students get their reading sources. The detailed of the students answer were explained in the diagram below.

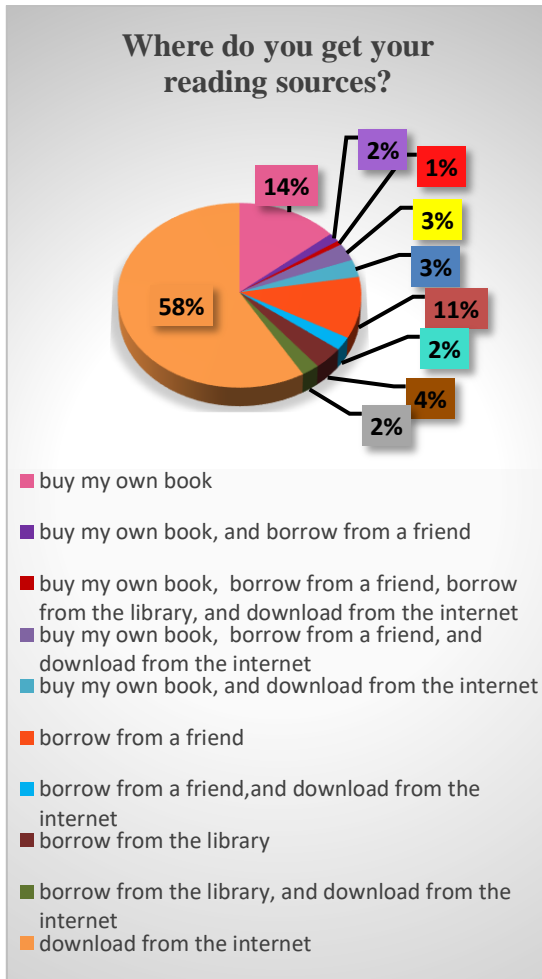


Figure 8 Table Percentage of Question Number 9

Based on Figure 8, the highest percentage shows that there was 58% of respondents (76 students) got the reading sources by downloading the source from the Internet. The researcher concludes that most of the students in STKIP PGRI Pasuruan preferred to get the reading sources by downloading the sources from the Internet.

The number of books the students read in a month

This section discusses about the number of books thde students read in a month. The students answers were clearly presented in the diagram below.

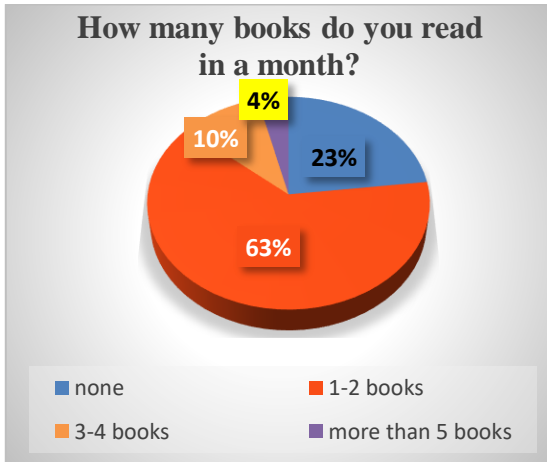


Figure 9 Table Percentage of Question Number 8

Based on Figure 9, the highest percentage shows that 63% of respondents (82 students) read 1-2 books in a month. The researcher concludes that most of students at English Education Study Program in STKIP PGRI Pasuruan already finish reading 1-2 books in a month.

The frequency of visiting the library

The last question asked about the students' frequency on visiting the library. The researcher asked the students how often they go to the library, and mention the duration. The researcher explained the result of student answers in the diagram below.

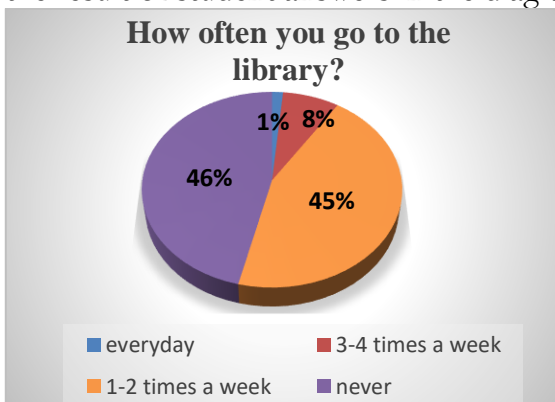


Figure 10 Table Percentage of Question Number 10

Based on Figure 10, the highest percentage mentioned that there was 46% of respondents (60 students) answered that they never go to the library. However there was 45% of the respondents or as many as 58 students went to the library between 1-2 times in a week. The researcher concludes that almost half of English Education Study Program Students in STKIP PGRI Pasuruan never go to the library, and also almost half of respondents visit the library 1-2 times a week.

b. The Result of the Observation
The students' activities in the library

The observation was held on May 20, 22, and 25, 2019. The researcher observed the students' activities in the library focusing on how many students visit the library, read a book, borrow books, and kinds of students' activities done in the library.

The result showed that some students visited the library to borrow books. They also spent their time in the library to discuss about their tasks, read some books related to their task, and sometimes talk about their personal life with their friends. Some other students visited the library to access an internet, watch YouTube, and access their social media. The detailed of the total visitors to the library in a week is described in the table below.

Table 2 Total Visitors of the Library

No	Day	Date	Visitor
1	Monday	May 20, 2019.	15
2	Tuesday	May 21, 2019.	11
3	Wednesday	May 22, 2019.	21
4	Thursday	May 23, 2019.	29
5	Friday	May 24, 2019.	7
6	Saturday	May25, 2019.	22

The students' activities in campus related to reading habit

The researcher did the observation in some different places in STKIP PGRI Pasuruan which were often visited by the students. The researcher observed the students' activities related to reading

activities in that place. The researcher wanted to identify the students reading activities to indicate the students' reading habit.

The first place observed was library and the result of the library observation has shown before and next for the second place, the researcher was doing observation in the WIFI-id spot which was held on May 21, and 23, 2019. The researcher found that most of the students visited this place for various reasons; waiting for the next class or just for waiting their friends, doing their task in a group, and sometimes also talking about their personal life while looking for information by using an Internet at the same time. Some other students spent their time to download a video, they simply came to enjoy the Internet.

The third place was the corridor lecturer room, the researcher held an observation on May 24, 2019. Based on the observation, the researcher found that most students gathered with their friends to discuss about the task, examination, as well as their personal life. There were also students who are waiting their lecturer for submitting their work or their task, and some other students spent their time by talking with their friends or reading a Wattpad while waiting for their lecturer.

Discussion

After analyzing the data, the researcher describes the reading habit of students of English Education Study Program in STKIP PGRI Pasuruan based on students' answers.

The Students Reading Habit in STKIP PGRI Pasuruan

This section presents some description of the characteristic on the reading habit of English Education Study Program Students in STKIP STIT PGRI Pasuruan.

The students interest on reading

The question number one asked about kinds of activities to fill the students free time. Based on the finding in the questionnaire, the researcher found that there were 33% of students who answered watching movie, they reasoned that watching movie could improve their listening skill, refresh their mind, entertain them, and some of

them also mentioned that watching movie was more interesting than reading.

While the students who answered doing reading to fill their free time was only 15% of the students. The students reasoned that reading can give a lot of new things, feel relaxing, decrease their stress, and improve their English skill. It is in line with Dhivah (2018), that when we enjoy something we can do it regularly, it can raise our interest, as well as the interest of reading. The more we like reading the more we enjoying it, we love to read wherever and whenever we are.

The question number 8 was also related to the students' interest on reading. This question asked about how many books that the students have already read in a month. Based on the finding, it shows that there were 63% of students mention that they were only read 1-2 books in a month. The students reasoned that they did not have enough time to read, only read for doing the assignments; some other said that they were too busy for doing other homework. Furthermore Khairuddin (2013) claims that reading interest can be shown from the total books students have read in a month, they can read their favorite genres or various types of English reading materials to gain their knowledge. So it can be concluded that students' reading interest is still low, because based on the result it is found that mostly the students have read 1-2 books in a month, only few students have read more than 5 books in a month. The finding from observation also support this statement, only few out of students were indicates have an interest on reading.

The pleasure of reading

The question number 2 asked about the students' likeness on reading. The researcher found that the students' likeness in the reading activities was not really poor. The finding shows that the highest percentage of the respondents (44%) did not really like reading. Most students reasoned that reading was boring, and made them sleepy. Some of them mentioned that they just read if they needed the information and only read depended upon the kinds of reading text itself. The second highest percentage was as much as 42% of the respondents marked "like it" as their answer, the students reasoned that reading could increase their knowledge and

gave some information, increase their vocabulary, decreased their stress, and refreshed their brain. It is line to Janette K et al. (2007) that the goal of reading activity is to get purpose like getting information or enrich students' knowledge. But unfortunately although students of English Education Study Program read to get information they did it when they have assignments or tasks only.

The question number three asked about the students' enjoyment in reading. The finding shows that the highest percentage which is as much as 53% of students choose "just okay" for doing the reading activities. Most of them reasoned that they enjoyed the reading but it depended on the content of the text itself, if the content was easy to understand they would read it as long as they need it. While Nation and Newton (2009) states that reading is a learning activity and a place to find the enjoyment. The more interesting the books or materials are, the more students read it. It is not difficult to find interesting reading content nowadays that is appropriate with or needs.

In conclusion, the researcher found that almost half of the students have pleasure of reading, because they realize the importance of reading which is providing them with information to expand their knowledge. The researcher also found that the students felt enjoyable in reading if they found the interesting materials to read.

Purpose of reading

The fourth questions help the researcher to indicate the students' purposes on reading activities. The result indicates that there was 33% of the students who answered getting knowledge as the purpose of reading. They mentioned that they often read articles in the research journal, and many kinds of books such as history book, biography book, science book, religion book, grammar book; The students also claimed to access their social media for getting new knowledge. Again, reading activity can add one's knowledge whatever the contents are, it is in line to Patel and Jain (2008) students can increade their idea from many types of reading contents, they also can have their enjoyment while reading it.

In conclusion, based on the percentage of students' answer in the questionnaire it can be said that mostly the purpose of the

students of English Education Study Program in STKIP PGRI Pasuruan on reading was to get knowledge.

The frequency of reading

The question number five asked about how much time the students spend on reading. Most students (35%) answered that they spent less than 30 minutes of their time for reading. The students reasoned that they felt easy to get bored and lazy to read. They claimed that they preferred to watch movie than read.

There were 19% of the students who mentioned that they could spend time for more than an hour to read, especially if they read an interesting topic. It is also stated by Huda and Aisyah (2018) that in a day we can read for 30 minutes long, and it is ideal. We can read more than 30 minutes till 2 hours for the maximum time and after that we will get bored. Based on the students' answer, the researcher concludes that the students need to spend their time to read for more than 30 minutes every day in order to get the knowledge or information from the reading text.

The sixth question asked the students about how often they spend time for reading in a week. There was 45% of students who answered that they spent 1-2 times a week for reading. They reasoned that they had many activities, and were too busy for reading, therefore they only reading if they wanted to finish their task. It is contrary with Sakinah and Safinas (2016) they said that a good reading habit can be shown from how regular someone read. It can be 5 times reading textbooks or reading materials in a day. But in fact students of English Education Study Program of STKIP PGRI Pasuruan only read once or twice per week it means their reading activity was very low.

In conclusion, the frequency of the students' reading activities indicates that the students' reading habit was still low. The researcher found that the reading frequency of English Education Study Program students in STKIP PGRI Pasuruan was not really good or can be categorized as poor since only few students spent enough time to read in a week, and almost half of the students spent enough time for reading to understand the reading materials.

Types of reading forms that were liked to read

The question number seven asked about kinds of reading form that the students liked to read. The result shows that most students preferred to read articles websites and printed books. There were 36% of the students who mentioned that they preferred to read from websites because they could access various information from the Internet without any limitation, and websites were also easy to access. Tanjung et al. (2017) having the same direction that the Internet use can give instant information without wasting much time.

There were 35% of the students who preferred to read printed book. In addition to the better health of their eyes as reading the printed books, reduced the screen radiation exposure, the students also reasoned that printed books were easy to carry everywhere. The researcher agreed to McMaken (2019) that claims that the advantages of printed books over e-books are readers can bring it everywhere, it is better to choose printed books because it reduced eye strain than we read from electronic devices.

In conclusion, based on the descriptions, the researcher concludes that most of the students in STKIP PGRI Pasuruan were like to read on websites and printed book.

The reading sources

The question number 9 asked about where the students get their reading sources. The highest percentage shows that there was 58% of the students who stated that they got their reading sources by downloading them from the internet. The students mention that they could easily access various kinds of information anywhere, anytime easily. Iftiani (2012) states in the result of her study that internet can support and provide students need as mentioned in this research result as well. So internet has big role for students nowadays, because they like to find and get the sources or articles rrelated to their study from the internet.

The researcher concludes that most the students of English Education Study Program in STKIP PGRI Pasuruan got their reading sources by downloading them from the internet. In this digital era, the students could access several information easily.

The frequency of visiting the library

The last question describes about the frequency of the students who visit the library. The result shows that there was 45% of the students who visited the library. The students reasoned that they could spend more than two hours in the library to finish their task. The highest percentage shows that most of the students or as much as 46% never go to the library; they reasoned that they did not have time to visit the library. The students also mentioned that the library did not provide enough books and a large number of reading sources for the students. It is in line with Dalila (2017) that library can be one big role to increase students' reading habit, the library condition and books it provides are the big influence.

Based on the description above, the researcher concludes that the reading habit of English Education Study Program students in STKIP PGRI Pasuruan was not really poor.

IMPLICATIONS AND CONCLUSION

According to the result discussed in the previous section, the researchers draw some conclusions about the students' reading habit. Firstly based on the students' interest on reading, and the frequency of reading, the researchers conclude that most of the students had poor reading habit. Second, based on the pleasure of reading, and the frequency of visiting the library, the researcher found that the reading habit of students was not really poor or good. Finally, it is claimed that the purpose of the students to read was mostly for getting knowledge, and most of the students get their reading sources by downloading them from the internet. The types of reading form that were liked by the students to read were websites and printed book.

Based on the result of this research, the researchers also make some suggestions. Firstly, the researchers suggest the reading class lecturer to select the appropriate method which is suitable with the students' condition to motivate, and help the students to increase reading their habit.

In addition, the researchers suggest the students to increase their reading habit, especially by building their interest on reading, and by spending more time on reading activities. Also the students

must be able to find interesting materials to help them increase their reading habit

For future researchers, the researchers who want to do the same research, it is suggested that the future researcher may try to identify the reading habits in a larger sample compared to this research.

REFERENCES

- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry Research Design: Choosing Among Five Approaches Fourth Edition*. California: Sage Publisher.
- Dalila, B. 2017. The correlation between recreational reading habit and reading achievement. Bachelor's University. UIN Ar-Rainy, Banda Aceh.
- Dhivah, Ikhwana. 2018. *Student's Interest in Academic Reading: An Investigation on Reading Journal Article*. Bachelor's University. UIN Ar-Rainy, Banda Aceh.
- Florence, F. O., Adesola, O. A., Bilkis Alaba, H., & Adewumi, O. M. (2017). A Survey on the Reading Habits among Colleges of Education Students in the Information Age. *Journal of Education and Practice*, 8(8), 106–110. Retrieved from www.iiste.org
- Grabe, W., & Stoller, F. L. (2002). *Teaching and Researching Reading*. London: Routledge.
- Henry Guntur, T. (2008). *Membaca sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Huda, M. M., & Aisyah, R. N. (2018). Improving the EFL college learners' reading comprehension through skimming technique. In *Conference on English Teaching in Indonesia* (pp. 84–104).
- Iftanti, Erna. 2012. *A Survey of the English Reading Habit of EFL Students in Indonesia*. (Online) (<http://teflin.org/journal/index.php/journal/article/download/144/136>), accessed on April 24, 2019.
- Janette K, K., Vaughn, S., & Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. London: the Guilford Press.
- Khairuddin, Z. (2013). A Study of Students' Reading Interests in a Second Language. *International Education Studies*, 6(11), 160–170. <https://doi.org/10.5539/ies.v6n11p160>.

Aisah, S., El-Sulukiyyah, A.A., & Aisyah, R.N., *Survey...*

- Mcmaken, Linda. 2019. *E-book vs Print Books: What is the difference?*.(Online) (<https://www.investopedia.com/financial-edge/o812/e-books-vs.-print-books.aspx>), accessed on July 17, 2019.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.
- Patel, M. ., & Jain, P. M. (2008). *ENGLISH LANGUAGE TEACHING; Methods, Tools & Techniques*. Jaipur: Sunrise Publishers & Distributors.
- Rayanto, Y. H., & Rusmawan, P. N. (2016). The Implementation of C-ID , R2D2 Model on Learning Reading Comprehension. *Journal of Education and Practice*, 7(3), 62–68.
- Rosyidah, K., & Aisyah, R. N. (2019). DEVELOPING READING HANDBOOK BASED ON GENRE BASED APPROACH tenth grade of Islamic Senior High School level. *Jurnal Pendidikan Glasser*, 3(April), 28–38.
- Sakinah, A., & Safinas, R. N. (2016). Integration of TPACK Curriculum Framework for TESL Pre-service teachers: a review. In *1st English Education International Conference (EEIC) in* (pp. 358–361). Malaysia.
- Tanjung, F. Z., Ridwan, & Gultom, U. A. (2017). Reading habits in digital era: a research on the students in borneo university. *Language and Language Teaching Journal*, 20(2), 147–157. <https://doi.org/doi.org/10.24071/llt.2017.200209>