



The Influence of Reading Habit on Reading Comprehension by EFL Papuan Students

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Abstract

This study aims to describe the level of reading habits of the sixth semester EFL students of English Study Program IAIN Fattahul Muluk Papua and to find out to the extent of the level reading habits has an influence on students' reading comprehension. This research applies descriptive quantitative method using descriptive statistical analysis and simple linear regression by SPSS. The number of research subject was 25 EFL students of the sixth semester. The instrument of the research to collect data is a questionnaire consisting of 18 statements about reading habits and 10 statements about reading comprehension. The results showed that: (1) The level of reading habits of the sixth semester EFL students is considered good with the highest average score on the indicators of motivation, effort and interest in reading; (2) The calculations of simple linear regression show that there is an influence given by reading habits on EFL students' reading comprehension, where it can be concluded that the better level of reading habits, also the better their reading comprehension will be. With these results, it was suggested that students must be aware of the importance of having reading habit in order to achieve reading comprehension.

Keywords: Reading Habit, Reading Comprehension, EFL Students

A. Introduction

Reading is one of the most important language skills and cannot be separated from human life. There are many assumptions that a person's level of reading comprehension is influenced by how often he reads. But even in our everyday lives whether we realize or not, we always read and we always do reading in every subject since kindergarten to college. In fact there are still many students who are not skilled at reading, especially at the ability to read for comprehension. It means that students only can read without knowing the meaning of what they read. Just being able to read is not enough, because what we read will be meaningless if we do not comprehend it. However, the level of reading comprehension in Indonesia, especially in the Eastern region is still very low. This is based on data from the Early Grade Reading Assessment (Kemendikbud RI, 2019) which states that students in Eastern Indonesia can read well but their reading comprehension levels are lower than students in Java and Bali. This is because there is no reading habit in our culture, not all students have the awareness to read and not all the environment around them supports to make reading habits. Students are accustomed to reading only when instructed by the teacher or parent and when doing assignments. Not being able to achieve reading comprehension can be seen from several things,



such as not being able to enjoy reading activities, especially when the reading is very long: not being able to understand the overall meaning of the reading if there is new unknown vocabulary: and not being able to develop the meaning that has been obtained from reading.

Now in this digital era, many reading applications or *e-book* have started to appear on *smarthphone* which are more in demand than reading print media. Application or *e-book* are certainly very interesting, because it offers various genres of stories from Indonesian stories to English stories and can even be read when not connected to internet access. Based on a survey conducted by Gramedia (Hadiyanti, 2020), 85% of respondents chose to read through *e-books* on their *smarthphone*. This type of technological innovations as well as the fact that everyone, especially teenagers must have a *smartphone* will eventually change people's reading habits. People who previously didn't like reading due to the unattractive appearance of books and their heavy weight if they had to be carried everywhere, now with the existence of reading applications and *e-books* can make many people start to enjoy reading. This kind of changes is really needed because by getting used to reading; there will be many benefits, especially in improving the ability of reading comprehension. There are some previous researches which focus on reading habit and reading comprehension. The first previous research is "Correlation between Students' Reading Habit and Their Reading Comprehension Skill at Health Science" (Darojat, 2020). This study focuses on the existence of a strong and very high correlation between students' reading habits and their reading comprehension ability. Another previous research is "The Correlation between English Reading Habit and English Reading Comprehension for EFL Students" (Andriani & Ariyanti, 2021). This study focuses on the significant correlation between reading habits and reading comprehension. Where from this study it was found that the intensity time of reading from an early age is the key to achieving reading comprehension. The more they read, the more they will understand the content of the reading.

The fact that there are still many students, especially in the Papua region, who can read but do not understand the meaning contained is the reason for conducting this research. The difference from previous research, this study wants to prove that reading habits have a good influence on the level of reading comprehension of students in Papua, to be precise at the sixth semester of English Study Program IAIN Fattahul Muluk Papua. As said by Ade Asih (Tantri, 2016) the more often we read, the higher possibility of a person's reasoning ability to get information from his reading. This is in line with the opinion of Viora (Viora, 2017) which states that the higher students' reading interest, also more higher their reading



comprehension ability. Based on these statements, this study formulates the problem follow as: The extent to which the level of EFL students' reading habits and the extent to which the level of reading habits has an influence on the reading comprehension.

Based on the argument stating reading habits and reading comprehension are two things that cannot be separated from the success of students' reading abilities. Reading habits are a factor in the success of reading comprehension and reading comprehension is one of the keys to student achievement in reading skills. All of these descriptions show that there is a positive relationship between reading habits and reading comprehension. That's way, every student must cultivate the habit of reading in themselves. Even more, in this era of digital technology if we want to read, we no longer need to spend a lot of money to buy books. Easy and free access to various readings on digital applications and e-book is an opportunity, so reading can become something that students like to do and eventually get used to reading often. By reading often, students would be easier to understand a text and the level of reading comprehension will also be better

B. Literature Review

1. Reading Habit

Reading skills is a fundamental ability that must be achieved by all students. To achieving good reading skills, students must also have good reading habits. Resnani & Agustina (Resnani & Agustina, 2014) stated in their research, the habit of reading is not a talent but a behavior that will be formed when done regularly and consistently with discipline. According to Haryadi (Noorman Haryadi, 2020), the habit of reading is an activity that is carried out by someone automatically, mechanically, intentionally or planned and regularly or repeatedly in order to understand and interprets the contents of a reading. Tampubolon (Tampubolon, 2008) stated that reading habit is a reading activity that has been ingrained in a person and becomes a reading habit if it has been cultured in society. Furthermore, it is said that a high desire or interest in reading is one aspect that forms reading habits. So it can be concluded that reading habits is a not easy process, is an activity that is routinely carried out, takes a long time and requires strong motivation from the reader.

Many benefits can be felt by students from reading habits because reading habits are a strong and lasting tool in the development of students' academic success and also help students to increase vocabulary meaning and become smarter (Darojat, 2020). The habit of reading helps students to get used to seeing the



relationship between one word and another, so they can understand the meaning of a text even though there are some words that they do not understand. According to Ratna Dewi (Dewi et al., 2020) stated that reading habit is required to master science and technology which are constantly changing and our insight will continue to grow in order to face future. Furthermore in others research (Fitriyani et al., 2020) revealed that students who have habit of reading will have more knowledge for their reading lesson. If someone has a strong reading habit, they will finally be able to comprehend what they have read.

2. Reading Comprehension

Reading is a complex activity that involves perception and thought in understanding written texts and consists of two related processes, they are word recognition and comprehension (Bamford & Day, 1998). Comprehension is a process for making sense of words, sentences, and connected text. This is in line with the Fitri Sartika opinion (Sartika et al., 2020) that reading comprehension is the ability to understand and get the new information from written language. Furthermore, according to Kholiq & Luthfiyati (Kholiq & Luthfiyati, 2020) stated that the meaning of reading comprehension is studying the reading text word by word, then analyzing the intent and purpose of the reading and then can develop new readings. So it can conclude that reading comprehension is a person's ability to capture the main points of thought and be able to understand and convey back with his own understanding of the intent and purpose of the book or text material that has been read.

The ability of reading comprehension is very necessary to get information because students need to understand the information they get from reading, so there are no errors in understanding the information (Andriani & Ariyanti, 2021). In line with Ratna Dewi (Dewi et al., 2020) which stated that students with good reading comprehension will find it easier to comprehend implicit meaning in all subjects. If students can read but do not understand the meaning or retrieve information from the text they read, then their reading process has not been successful (Sartika et al., 2020). It's like students who read books without comprehension skills; they cannot acquire the conclusion to answer questions because they do not understand what they are reading and they cannot find any information from reading the book.



3. EFL Students

EFL is an abbreviation for English as a Foreign Language. According to Collins Dictionary, EFL is the teaching of English to people whose first language is not English. The same definition is stated by Yoko Iwai (Iwai, 2011), EFL can be defined as the study of English in non-native English speaker country where English is not used as the official language of the country. It can be concluded that this EFL teaching applies in countries where the majority do not use English for daily communication but still study English, such as in Indonesia. So, EFL Students is a term for students who study English in a country where English is not the main language (Muthmainnah, M., 2023)

A worldwide demand form for successful communication of good English among non-native speakers has been established. Learning English as a Foreign Language is assumed to be learned from an early age (Patahuddin et al., 2017). This has led to a situation where schools in many non-English speaking countries start introducing English to students from a young age. As for the current curriculum in Indonesia, English is a compulsory subject introduced from elementary school to college. In learning English as a Foreign Language (EFL), learners must be faced with four basic language learning skills called Reading, Speaking, Writing, and these four skills in principle work together as a system to support the EFL learning process (Latifa, 2021).

C. Methods

This study uses a descriptive quantitative research design, which is quantitative research that is non-experimental (Siyoto & Sodik, 2015). Where this research is not intended to test hypotheses but to describe or simply identify data in the form of numbers from a problem or phenomenon that occurs. This is in line with Abdullah (Abdullah, 2015) opinion which says that descriptive quantitative research is research that only describes or explains various conditions, situations, phenomena or various research variables according to events as they are. Furthermore, this research was conducted to find out and describe in detail and in depth the level of students' reading habits and the influence on EFL students' reading comprehension.

The research was conducted at the English Study Program IAIN Fattahul Muluk Papua. There are two sources of data used in this study, namely primary data and secondary data. Primary sources are data collected directly from the data source (Siyoto & Sodik, 2015). The primary data of the study were obtained



through questionnaires given to EFL students and through observations made by the researcher. Furthermore, secondary sources are data that the authors obtained from various existing sources, namely from books, journals, articles, and theses from previous researchers related to this research.

The population in this study was the sixth semester (third year) of English Study Program at IAIN Fattahul Muluk Papua. Meanwhile, the sixth semester of English Teaching consists of only one class. So, all 25 EFL students in the class consisted of 4 males and 21 females where set as sample based on the saturated sample technique, which is a sampling determination technique where all members of the population are used as samples in the study (Garaika & Darmanah, 2019).

In collecting data, this study used questionnaires. Questionnaire is a data collection technique using written questions with the aim of obtaining the necessary information and data from respondents (Garaika & Darmanah, 2019). The author made a questionnaire in the Google Form and distributed it to the 25 respondents, of the 6th semester of English Study Program. The questionnaire used in this study was a closed-ended questions consisting of 18 questions about reading habits and 10 questions about reading comprehension. This close-ended question means that the questions asked on the questionnaire sheet already have answers. So, respondents can directly choose an answer by placing a check mark on the appropriate option based on their own experience. The questionnaire consists of two variables; they are variable of reading habits and variable of reading comprehension. Then, the measurement of the variables was carried out using a Likert Scale. Likert Scale requires the respondent to respond the questions or statements by providing responses such as whether he strongly agrees, agrees, hesitates, disagrees or strongly disagrees which will be used to measure the attitudes, opinions and perceptions of respondents towards a phenomenon (Gay et al., 2012). Each response to each question will be given a point and calculated to get an overall score.

The result of the respondents' answers to the questionnaire is quantitative data that will be processed statistically. Then data obtained from the questionnaire are tabulated and analyzed by SPSS using descriptive statistical analysis and simple linear regression. The data were analyzed descriptive statistical by explaining the frequency, percentage, and average of respondents' answers to determine the students' level of reading habits and then simple linear regression was used to see the influence that reading habits had on reading comprehension. Simple linear regression serves to test the extent of the causal relationship between



two variables, where one variable is considered to affect the other variables. The influencing variable is the independent variable (X) and the dependent variable (Y) is the affected variable (Harlan, 2018). Simple linear regression was chosen because it was able to describe numerical data formed from the phenomenon or case being studied (Kurniawan, 2008), which is the influence of reading habits (X) on reading comprehension level (Y). The stages of data analysis techniques in this study are:

1. Data tabulation. At this stage the data is compiled and entered into a table.
2. Determine the percentage level of respondents.
3. Calculate the average on each indicator on the variables.
4. Interpret the average score that has been obtained into the intervals: (maximum value-minimum value)/number of classes = $(4-1)/4 = 0.75$.

Poor	: 1.00-1.74
Fair	: 1.75-2.49
Good	: 2.50-3.24
Very Good	: 3.25-4.00

D. Findings

The findings in this study are used to determine that the level of good reading habits has a good influence on the reading comprehension of EFL students. The data findings will provide information related to the level of reading habits and the extent of reading habit influence toward reading comprehension of EFL students. Then the results of testing data with simple linear regression on the relationship between reading habits and reading comprehension will more provide information on whether there is an influence or effect from reading habit toward reading comprehension. The results of the research findings are described in the following five tables:



Table 1. The level of reading habits

No	Statements	Strongly agree		Agree		Disagree		Not agree		MEAN
		F	P	F	P	F	P	F	P	
Feeling of pleasure in reading										
1.	I like reading	3	12%	17	68%	5	20%	0	0%	2.92
5.	I think that reading is a fun activity	3	12%	14	56%	8	32%	0	0%	2.80
6	I'm always passionate about reading books or any reading.	0	9%	14	56%	11	44%	0	0%	2.56
16-	I like reading English fiction stories	2	8%	15	60%	8	32%	0	0%	2.48
The use of time for reading										
8.	I try to set aside a special time to read each day.	1	4%	11	44%	11	44%	2	8%	2.44
9.	I fill my spare time by reading book or any reading	2	8%	10	40%	11	44%	2	8%	2.48
17.	I often read articles in English	2	8%	10	40%	13	52%	0	0%	2.56
18.	In a day, I read at least one English text (fiction or nonfiction)	2	8%	9	36%	13	52%	1	4%	2.48
Motivation for reading										
2.	I read on my own volition	6	24%	14	56%	5	20%	0	0%	3.04
3.	I have been used to reading since childhood	2	8%	12	48%	11	44%	0	0%	2.40
10.	I need to broaden my horizons, so I have to be diligent in reading	8	32%	15	60%	2	8%	0	0%	3.24



12.	I read newspapers, articles, or posts on madding because they contain important information	7	28%	16	64%	0	0%	2	8%	3.12
Effort for reading										
4.	I have read many books and texts	2	8%	10	40%	12	48%	1	4%	2.52
7.	I don't just read books for exams	2	8%	13	52%	10	40%	0	0%	2.68
11.	In order to better understand the material, I read many reference sources before doing the assignment	8	32%	14	56%	3	12%	0	0%	3.20
Interest in reading										
13.	I am interested in knowledge books	3	12%	16	64%	6	24%	0	0%	2.88
14.	I like reading novels or non-fiction stories	10	40%	14	56%	0	0%	1	4%	3.32
15.	I like to read on apps on my smartphone or e-book	13	52%	10	40%	1	4%	1	4%	3.40
										3.20

The author uses 5 indicators to measure the variables of reading habits in EFL students, namely feeling of pleasure in reading activities (feeling), whether or not reading is often (use of time), motivation that encourages reading (motivation), effort to read (effort/tips), and interest in reading (interest). A total of 18 statements from the five indicators were presented randomly by the author in the questionnaire. Statements that represent indicators of feeling happy in calculating the level of reading habits are four statements in the questionnaire, such as numbers 1, 5, 6, and 16. Indicators of the use of time to read are four statements in numbers 8, 9, 27, and 18. Indicators of motivation for read as many as four statements in numbers 2, 3, 10, and 12. The indicator of effort to read as many as three statements in numbers 4, 7, and 11. The last indicator of the type or variety of reading consists of three statements at numbers 13, 14, and 15.



Then, from the table 1.2 below, which shows the details of the average value of the five indicators of reading habits, it can be seen that: (1) Feeling of pleasure in reading in the good category with a score of 2.76 which indicates students feel happy while reading; (2) The use of time for reading in the fair category with a score of 2.49 which indicates that students are quite able to take time to read; (3) Motivation for reading in good category with a score of 2.95 which indicates students have good motivation to read; (4) Effort for reading in the good category with a score of 2.80 which indicates students have made an effort to be able to read; (5) Interest in reading indicator in the very good category with a score of 3.20 which shows students are very interested in various types of reading, especially reading that can be accessed via *smartphone*. Overall the level of reading habits of EFL students is in the good category with a score of 2.84. The highest score on the reading type indicator and the lowest score on the time use indicator.

Table 1.2. The average value of the indicators of reading habits

Reading Habit Indicators	Score
Feeling of pleasure in reading	2,76
The use of time for reading	2,49
Motivation for reading	2,95
Effort for reading	2,80
Interest in reading	3,20
Total Score	14,2
Average Score	2,84

Table 2. The extent of students' reading comprehension

No	Statements	Not agree		Disagree		Agree		Strongly agree		Mean
		F	P	F	P	F	P	F	P	
Attitude when reading										
1	I can concentrate and focus while reading	0	0%	6	24%	14	56%	5	20%	2,96
2	I enjoy reading long English texts	2	8%	11	44%	11	44%	1	4%	2,44
9	I find it easier to understand an English text because I am used to reading	0	0%	5	20%	19	76%	1	4%	2,84
Effort to understand reading										
3	When I find a new/difficult word that I don't understand in English reading, I keep reading.	1	4%	6	24%	16	64%	2	8%	2,76
4	When I'm reading and find new words, I will underline and look for the meaning.	1	4%	4	16%	16	64%	4	16%	2,92
5	When I find difficult words, I look for meaning relationships between words and adjust them to the context of the sentence	4	16%	0	0%	15	60%	6	24%	2,92
Absorption										



6	When I'm reading and find new words, I will underline and look for the meaning.	4	16%	0	0%	16	64%	5	20%	2,88
7	When I find difficult words, I look for meaning relationships between words and adjust them to the context of the sentence	1	4%	5	20%	16	64%	3	12%	2,84
8	When I find a new/difficult word that I don't understand in reading text, I just keep reading.	0	0%	7	28%	16	64%	2	8%	2,80
Achievement Index in Reading Course										
10	How the average score of your reading course for 6 semesters?	D		C		B		A		3,16
		0	0%	1	4%	19	76%	5	20%	

The author uses 4 indicators to measure reading comprehension variables in EFL students, namely the feeling of EFL students' attitudes when faced with reading (attitude), efforts to understand reading (effort), EFL students' absorption of reading (absorption), and the last is a question about reading comprehension. How the average value of their reading course for 6 semesters (achievement). A total of 10 statements from the five indicators were presented randomly by the author in the questionnaire. Statements that represent indicators of attitude when reading in calculating the level of reading comprehension are three statements in the questionnaire numbers 1, 2, and 9. The indicators of effort to understand reading are three statements in numbers 3, 4, and 5. The indicator of absorption of reading consists of three statements in numbers 6, 7, and 8. Last, the achievement index indicator with question number 10 about how the average value of reading courses for EFL students is for 6 semesters.

Then, from the table 2.2 below which displays the details of the average value of the four reading comprehension indicators, it can be seen that: (1) Attitude when reading in the good category with a score of



2.74; (2) Effort to understand reading in the sufficient category with a score of 2.87; (3) Indicator of absorption in the good category with a score of 2.82; (4) Achievement index in reading course in the good category with a score of 2.82. Overall reading comprehension of EFL students is in good category with a final average score of 2.89.

Table 2.2. The average value of the indicators of reading comprehension

Reading Comprehension Indicators	Score
Attitude when reading	2,74
Effort to understand reading	2,87
Absorption	2,82
Achievement Index in Reading Course	3,16
Total Score	14,2
Average Score	2,89

Table 3. Simple linear regression in testing the influence of reading habits on reading comprehension

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,553	5,342		1,414	,171
	Kebiasaan Membaca	,413	,104	,637	3,960	,001

Based on the table above, the constant (a) value is 7.553 and the regression coefficient (b) is 0.413. Then these values can be entered into the regression equation $Y = 7.553 + 0.413X$. The regression equation means that due to the habit of reading, the reading comprehension of EFL students is 7.553. If the reading habit variable increases, it will cause the reading comprehension level to increase by 0.413.



The criteria used in regression testing if the value of $t_{\text{count}} > t_{\text{table}}$ means that the X variable affects the Y variable and if the $t_{\text{count}} < t_{\text{table}}$ means that the X variable has no effect on the Y variable. It can be seen in the "t" column that information is obtained that the t_{count} is 3.960, while t_{table} after calculating the value is 2.069. Because $t_{\text{count}} > t_{\text{table}}$, it can be concluded that the variable X (reading habits) has an effect on the variable Y (reading comprehension). The influence of the X variable can also be seen in the table, the significance t value obtained is $0.001 < 0.05$, which means that the X variable has an effect on the Y variable.

E. Discussions

Based on the research findings above, it is known that from all indicators of reading habit variables were obtained an average score of 2.84 meaning that the level of reading habits of EFL Students in sixth semester of English Study Program IAIN Fattahul Muluk Papua belongs to a good category. The level of good reading habits indicates that students already have an awareness of the importance and benefits of reading activities. Out of the five indicators of reading habits in the questionnaire, there are three indicators with the highest average were found, namely indicators of motivation, effort and interest in reading.

High score of motivation and effort indicators means that there is already a desire from inside students' self to read often by starting with simple efforts, one of which is reading lots of references before doing assignments. Students feel motivated to read because they feel reading will add insight and can find out various useful information. In addition to motivational encouragement from within themselves, as many as 56% of respondents agree and strongly agree if the encouragement from an environment that familiarizes them with reading from a young age also helps students in building their reading habits. Based on Sauturassik opinion (Sauturassik, 2015) that reading can become a habit and become an inseparable part of life as long as there is effort, motivation, desire, and enthusiasm. It is different from the results of this research where effort is the third factor after interest and motivation that can encourage the creation of high reading habit. In a study conducted by Sauturassik, effort is the main factor that can grow and develop reading habits in students. The means of effort is an effort that can be initiated from a parent to familiarize their children with reading at an early age through storytelling and utilize all the things that exist in the environment as support for reading activities.

On the interest in reading indicator, the percentage of 96% indicates that novels and fiction are the types of reading that are highly preferred by respondents to read. Erawati et al (Erawati et al., 2019) revealed that a



liking for reading will be one of the factors in increasing the interest in reading. When there is interest and desire to read, it is expected that reading habits will be created. As for reading media, as many as 52% of respondents agree and strongly agree if they prefer reading through *smartphone* and *e-books*. It cannot be denied that technology media and online reading are an inseparable part of people's lives today (Satriani, 2018). Reading materials from online sources or e-books on *smarthphone* are more accessible and offer a wide range of reading types, so students should be able to take advantage of it as best as possible to increase reading and built reading habits.

The level of good reading habits is in line with the findings on the reading comprehension variable, where based on the recapitulation calculation results on all reading comprehension indicator items were obtained the average score is 2.84 and is included on the good category. Means the level of good reading habits has an influence on the good reading comprehension of EFL students. This is supported by the results of simple linear regression which shows that the value of t count (3.960) higher than the value of t table (2.069) and significance value is 0,001 lower than 0.005, so reading habits are proven to have an influence on reading comprehension. The existence of an influence between high levels of reading habits and good reading comprehension has also been proven by many other studies. Among them is studies by Haka et al (Haka et al., 2015), were obtained simple linear regression results that the significant is 0,000 lower than 0,05. It means there is a significant influence of reading habits on students' reading comprehension, which shows if the level of students' reading habits is higher, also the higher of level in reading comprehension they will get.

Apart from the existence of relationship that affect each other. The influence of level reading habits on reading comprehension also can be seen from the indicators of effort in understanding reading. As many as 80% of respondents agree and strongly agree when they were reading and then find new words, they will underline and look for the meaning of the word. This means that reading habits have an influence or effect on increasing the vocabulary possessed by EFL students. It is in the line with Dewi Purnamasari (Purnamasari, 2013) argues that reading habits is a factor that influencing reading comprehension because students who are accustomed to reading have a more collection of vocabulary and more effective reading techniques. The richer of vocabulary will help the students to understand books and reading materials more quickly, so more things and knowledge are gained.



Even though the results have obtained the fact that there is an influence of reading habits on reading comprehension. But a high level of reading habits does not always mean reading comprehension will also be good and vice versa. This is in line with Dalman's opinion (Dalman, 2014), that many people have been diligently reading but still do not find anything from their reading. It's because there are many other factors besides reading habits that affect reading comprehension in students. According to Libert Jehadit (Jehadit, 2016), his research shows that there are internal and external factors that affect students' reading comprehension. Internal factors include reading habits, reading interest, emotional condition and reader's health, and reading intelligence level. While the external factors that influence the family's economic background,

F. Conclusion

This study has shown that the level of reading habits of EFL Students in sixth semester of English Study Program IAIN Fattahul Muluk Papua is included in the good category and has an influence on the reading comprehension. Students' motivation, effort and interest of students in reading novel and fiction stories that are easily accessible through technology media have become the driving force for the creation of EFL students' reading habit. From reading, especially by reading a lot of English texts, it will have an impact on vocabulary development. The more often students get used to reading, the richer the vocabulary will be. So it is easier for students to understand the text they read.

As the result of the research, it was found that reading habits have a very significant influence on reading comprehension. Students who are accustomed to reading will better at master their reading comprehension because they are trained to see the meaning of words as a whole, not in the meaning of word for word. Furthermore this paper emphasizes that to achieve a good reading comprehension, it takes habit and perseverance in reading. Starting with growing motivation to read through book or texts that they like and making reading a necessity. So, the researcher strongly recommends for students to be able to develop themselves to get used to reading, because reading will be meaningless if it is not accompanied by comprehension.

This paper has a limitation on the number of respondents which consists of only 25 EFL students at the university level. Where from the number of respondents there are not many students are indigenous Papuans. So, it is not enough to provide a truly concrete representation of the level reading habit and extent



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to which reading habits exert influence on reading comprehension of EFL students in Papua. Therefore, further research is still needed with more respondents, especially from EFL students who are indigenous Papuans and at other school levels.



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