EXPLORING STUDENTS' READING HABITS IN COMPLETING FINAL PROJECT: A CASE OF EFL UNDERGRADUATE AT STATE ISLAMIC INSTITUTE OF KERINCI

A THESIS

BY

RAHMA YULIZA PUTRI

NIM : 2110203007

STATE ISLAMIC INSTITUTE OF KERINCI

FACULTY OF EDUCATION AND TEACHER TRAINING

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A THESIS

Submitted as a partial fulfillment of the requirements for an Undergraduate Degree at the English Education Program in the Faculty of Education and Teacher Training, State Islamic Institute of Kerinci

By :

RAHMA YULIZA PUTRI
NIM.2110203007

ENGLISH EDUCATION PROGRAM FACULTY OF EDUCATION AND TEACHER TRAINING STATE ISLAMIC INSTITUTE OF KERINCI

ACADEMIC YEAR

2025

Dr. Rodi Hartono, S.Pd, M.Pd
Reko Harry Putra, M.Pd
LECTURES OF IAIN KERINCI

Sungai Penuh, Oktober 2025
To : LECTURES OF IAIN KERINCI
The Rector Of IAIN Kerinci
At—
Sungai Penuh

OFFICIAL NOTE

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Assalamu'alaikum Warahmatullahi Wabarakatu

After guiding, analyzing, briefing, and correcting, the writing of Rahma Yuliza Putri thesis (the student's number is 2110203007) entitled: " ***Exploring Students Reading Habits In Completing Final Project: A Case of EFL Undergraduates Students At State Islamic Institute Of Kerinci*** ". We believe that this thesis has met the qualification as partial fulfillment of the requirements for an undergraduate degree in the English Education Program at the Faculty of Education and Teacher Training, State Islamic Institute (IAIN) of Kerinci. Thus, we submitted this thesis to the faculty for immediate administrative processing for the final examination.

Wassalamu'alaikum Warrahmatullahi Wabarakatuh.

ADVISORS

Advisor 1

Dr. Rodi Hartono, S.Pd, M.Pd
NIP. 19730122 200003 1 002

Advisor 2

Reko Harry Putra, M.Pd
NIP. 19910413 202521 1 006

CERTIFICATE OF ORIGINALITY

Researcher,

Name	: Rahma Yuliza Putri
Place/Date of Birth	: Bumbun Duri, 10 July 2003
Gender	: Female
Job	: Student
Address	: Bumbun Duri, Sub-district Gunung Tujuh

I hereby declare that the thesis entitled "Exploring Students' Reading Habits in Completing Final Projects: A Case of EFL Undergraduates at the State Islamic Institute of Kerinci" is truly my original work, except where sources are cited. If in the future there are misunderstandings and mistakes, it is entirely my own responsibility. Thus, I make this statement sincerely to be used as needed.

Sungai Penuh, Oktober 2025
Researcher



Rahma Yuliza Putri
2110203007

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jln. Kapten muradi sungai penuh telp. 0748-21065 faks: 0748-22114

APPROVAL AND ACCEPTANCE

This thesis, entitled **"Exploring Students Reading Habits In Completing Final Project : A Case Of EFL Undergarduate Students At State Islamic Institute Of Kerinci "** by Rahma Yuliza Putri (Student Number: 2110203007) has been examined in the viva voce held by the Faculty of Education and Teacher Training at the State Islamic Institute of Kerinci on..... This thesis is submitted as a partial fulfilment of the requirements for the undergraduate degree in the English Education Program, the Faculty of Education and Teacher Training at the State Islamic Institute of Kerinci.

Sungai Penuh, Oktober 2025

The Viva Voce

Dr. Rodi Hartono, S.Pd, M.Pd **NIP. 19730122 200003 1 002**	The Chairman	.....
Dr. Toni Indrayadi, S. Pd, M.Pd **NIP. 19770302 200710 1 001**	Examiner I	.....
Musdizal, M.Pd **NIP. 19840205 202321 1 011**	Examiner II	.....
Dr. Rodi Hartono, S.Pd, M.Pd **NIP. 19730122 200003 1 002**	Advisor I	.....
Reko Hary Putra, M.Pd **NIP. 19910413 202521 1 006**	Advisor II	.....

Aprroved by
The Dean Of Eduaction And Teacher Training Faculty

Dr. Eva Ardinal, M.A
NIP. 19830812 201101 1 005

Accepted by
Head Of English Eduaction

Musdizal, M.Pd
NIP. 19840205 202321 1 011

ABSTRACT

Rahma Yuliza Putri, 2025 : **Exploring Students Reading Habits In Completing Final Project: A Case Of EFL Undergraduate Students At State Islamic Institute Of Kerinci**

Advisor : **1. Dr. Rodi Hartono, S. Pd, M. Pd**

2. Reko Hary Putra, M. Pd

Key Words : **Reading habits,Final Project, Accademic Writing, Students Perceived**

This study aims to analyze the reading habits of students of the English Department Student at the State Islamic Institute Kerinci and their perceptions of the influence of reading habits on the success of writing a final project. This study also examines whether there are significant differences between the reading habits of male and female students. The study used a quantitative descriptive approach involving 46 students in semesters seventh and ninth. Data were collected through a Likert scale questionnaire consisting of 15 statements that have been adjusted to measure reading frequency, reading volume, comprehension, and perceptions of the influence of reading habits on writing a thesis. Data analysis was carried out using descriptive statistics and the Independent Samples t-test. The results of the study show that, the first students' reading habits are in the good to very good category, with an average score ranging from 3.09 to 4.00. This indicates that students have a strong involvement in academic reading, especially in the aspects of reading interest, reading volume, and comprehension. Second, Students also have a very positive perception of the influence of reading habits, which is shown by a high average score (3.83–4.00). They believe that reading habits contribute significantly to understanding theory, strengthening arguments, and improving the clarity and structure of their thesis writing. Third, The results of the Independent Samples t-test showed no significant difference between the reading habits of male and female students (Sig. = 0.476 > 0.05), indicating that gender does not influence academic reading habits in the context of this study. Overall, this study concludes that students not only have good reading habits but also have a high awareness of the importance of these habits in supporting the success and quality of their thesis writing. This finding underscores the need for ongoing efforts to cultivate consistent and sustainable academic reading habits among EFL students.

ABSTRAK

Rahma Yuliza Putri, 2025 : Explorasi Kebiasaan Membaca Mahasiswa Dalam Menyelesaikan Tugas Akhir : Studi Kasus Pada Mahasiswa Semesmter Akhir Di Institute Agama Islam Negeri Kerinci

Advisors : 1. Dr. Rodi Hartono, S. Pd, M. Pd.

2. Reko Hary Putra, M. Pd

Key Words : Kebiasaan Membaca, Tugas Akhir, Tulisan Akademik, Presepsi Mahasiswa

Penelitian ini bertujuan untuk menganalisis kebiasaan membaca mahasiswa Jurusan Pendidikan Bahasa Inggris Institut Agama Islam Negeri Kerinci dan persepsi mereka tentang pengaruh kebiasaan membaca terhadap keberhasilan penulisan tugas akhir. Penelitian ini juga mengkaji apakah terdapat perbedaan yang signifikan antara kebiasaan membaca mahasiswa laki-laki dan perempuan. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan melibatkan 46 mahasiswa semester tujuh dan sembilan. Data dikumpulkan melalui kuesioner skala likert yang terdiri dari 15 pernyataan yang telah disesuaikan untuk mengukur frekuensi membaca, volume membaca, pemahaman, dan persepsi tentang pengaruh kebiasaan membaca terhadap penulisan tesis. Analisis data dilakukan dengan menggunakan statistik deskriptif dan uji-t Sampel Independen. Hasil penelitian menunjukkan bahwa, kebiasaan membaca mahasiswa pertama berada pada kategori baik sampai dengan sangat baik, dengan skor rata-rata berkisar antara 3,09 sampai dengan 4,00. Hal ini menunjukkan bahwa mahasiswa memiliki keterlibatan yang kuat dalam membaca akademik, terutama pada aspek minat baca, volume membaca, dan pemahaman. Kedua, Mahasiswa juga memiliki persepsi yang sangat positif terhadap pengaruh kebiasaan membaca, yang ditunjukkan dengan skor rata-rata yang tinggi (3,83–4,00). Mereka percaya bahwa kebiasaan membaca berkontribusi secara signifikan terhadap pemahaman teori, penguatan argumen, dan peningkatan kejelasan serta struktur penulisan tesis mereka. Ketiga, Hasil uji-t Sampel Independen tidak menunjukkan perbedaan yang signifikan antara kebiasaan membaca mahasiswa laki-laki dan perempuan (Sig. = 0,476 > 0,05), yang menunjukkan bahwa jenis kelamin tidak memengaruhi kebiasaan membaca akademis dalam konteks penelitian ini. Secara keseluruhan, penelitian ini menyimpulkan bahwa mahasiswa tidak hanya memiliki kebiasaan membaca yang baik tetapi juga memiliki kesadaran yang tinggi akan pentingnya kebiasaan ini dalam mendukung keberhasilan dan kualitas penulisan tesis mereka. Temuan ini menggarisbawahi perlunya upaya berkelanjutan untuk menumbuhkan kebiasaan membaca akademis yang konsisten dan berkelanjutan di kalangan mahasiswa EFL.

DEDICATION AND MOTO

DEDICATION

With the completion of this long journey in writing my thesis, I proudly dedicate this work and express my deepest gratitude to all those who have supported me throughout my journey in writing this thesis, especially to:

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MOTO

وَاَنْ لَّيْسَ لِلْاِنْسَانِ اِلَّا مَا سَعٰىۙ ٣٩

Meaning :

"And that there is not for man except that [good] for which he strives."

(QS. An-Najm 53:39)

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Sungai Penuh,… September 2025
Researcher,

Rahma Yuliza Putri
Nim.2110203007

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CHAPTER I

INTRODUCTION

A. Background Of The Problem

Reading habits play a vital role in the academic success of university students, especially in the process of completing their final projects. Reading is a complex cognitive activity that is crucial for building knowledge and developing critical thinking skills. Good reading habits enable students to comprehend academic texts, synthesize information from various sources, and construct strong arguments in their writing. In higher education, especially during the final project phase, students are expected to engage in independent learning, which heavily relies on their reading behavior. (MacMillan, 2016).

According to (Virgiyanti & Mahdiyah, 2023) Strong reading habits significantly impact students' academic performance and language proficiency. However, many students in this department exhibit low reading habits, which can negatively affect their academic achievements. One of the contributing factors is environmental influence, as social media often diverts students' attention with more engaging digital content compared to traditional reading materials. Reading habits refer to the regular and consistent practice of reading, encompassing various aspects such as frequency, duration, preferred reading materials, and an individual's attitude toward reading. It involves not only the act of reading itself but also the motivation, interest, and purpose behind engaging with written texts.

Reading habits can vary from person to person, influenced by factors such as education, environment, personal interests, and accessibility to reading materials. A well-developed reading habit can serve multiple purposes, including entertainment, knowledge acquisition, academic success, and professional growth. Individuals who cultivate strong reading habits tend to engage with diverse sources such as books, newspapers, journals, magazines, online articles, and research papers, which in turn enhances their cognitive abilities and broadens their perspectives. Additionally, good reading habits contribute significantly to improving vocabulary, language skills, comprehension, and critical thinking (Palani, 2012).

A final project is an academic work that students are required to complete as a main requirement to finish their higher education program, whether at the undergraduate or postgraduate level. This work is usually an independent research project conducted by students under the guidance of academic supervisors, aimed at thoroughly investigating an academic problem or specific phenomenon within their field of study.

The final project serves as a means to assess the extent to which students can apply the theoretical knowledge they have learned during their coursework into practical research, including their ability to collect, analyze, and interpret data systematically and scientifically. Moreover, the final project reflects students' ability to construct logical and critical arguments and present their research findings in a written report that meets academic standards (Sugiyono, 2017).

Generally, the types of final projects vary depending on the level of education and the format of the work. At the master's or postgraduate level, the final project is commonly referred to as a thesis, which is an original and in-depth research work within a specific study area (Creswell, 2014). At the undergraduate level, the final project is often called an undergraduate thesis, which is a research paper with a narrower scope than a master's thesis (Sugiyono, 2017). In some academic programs or departments, final projects can also take the form of research articles intended for publication in academic journals (Mertens, 2019). Besides independent final projects, students also complete significant assignments as part of specialized coursework, focusing on particular aspects of their study field, such as projects or papers that are more focused and directed (Ary, Jacobs, & Sorensen, 2018). These coursework assignments serve as important foundations for developing the academic skills needed to complete the final project (Best & Kahn, 2006).

Many studies have been conducted by researchers on students' reading habits in completing their final projects. Researchers have found several previous studies. The first study by Ahmad & Yusuf (2020) found that students who have good reading habits tend to have sharper analytical skills in compiling their final assignments. Those who read more regularly will have a deeper level of understanding of their research topics (Vioreza & Utami, 2023). Several studies have investigated the relationship between students' reading habits and their success in completing final projects. For instance, Wahyuni (2018) in her study titled *"The Effect of Reading Habits on Students' Final Project*

Achievement" found that students who maintain good reading habits, such as reading regularly and employing effective reading strategies, tend to achieve better results in their final projects. This research highlights that consistent reading habits help students gain a deeper understanding of academic literature, which is crucial for preparing a quality final project. Furthermore, a study conducted by Rahman (2022) in Indonesia examined the factors that hinder students' reading habits. The results showed that time constraints, lack of motivation, and learning methods that do not support reading habits are the main factors that hinder students from developing good reading habits. Although this study provides insight into inhibiting factors, it has not directly linked them to the context of students' final project preparation.

While previous research highlights the significant role of reading habits in academic success and final project achievement, there is limited focus on how these habits specifically manifest among students at the State Islamic Institute of Kerinci. Furthermore, students' own perceptions of how their reading habits influence the success and quality of their final projects remain underexplored. Understanding these aspects is essential for identifying targeted strategies to support students in improving their reading behaviors and enhancing their academic outcomes, particularly in the final project stage.

Based on preliminary observations with several students of the English Department at the Kerinci State Islamic Institute, it was found that reading habits significantly influence the quality and completion of students' theses. The data revealed that students who frequently read academic sources, such as

journals and research articles, tend to demonstrate better comprehension and more coherent writing in their final assignments. However, the observations also indicated that quite a number of students still have irregular reading routines, with limited engagement in academic reading outside of lectures or thesis preparation. These findings support the need for a more in-depth exploration of how students' reading habits develop and how these habits influence their ability to complete their final assignments effectively.

Based on the explanation above, previous studies have generally indicated a positive connection between students' reading habits and their success in completing final projects. However, limited attention has been given to understanding how these reading habits specifically manifest among English Department students at the State Islamic Institute of Kerinci. In addition, little is known about how students perceive the influence of their reading habits on the quality and success of their final project completion. Therefore, this study focuses on examining the reading habits of English department students at the State Islamic Institute of Kerinci in relation to completing their final projects, as well as how students perceive the influence of these reading habits on the success and quality of their final projects.

B. Identification Of The Problem

Based on the background explained above and the results of initial observations through interviews, several problems related to students' reading habits in completing their final assignments can be identified. First, many students have irregular reading habits and tend to only read when assignments

or thesis deadlines are approaching. Second, students often spend more time reading non-academic materials, such as social media content or graphic entertainment, than academic sources that support their research. Third, a lack of motivation and time management are factors that limit student engagement in academic reading activities. Fourth, students' understanding of the extent to which reading habits directly influence the quality and success of their final assignments remains limited. These problems indicate the need for a more in-depth exploration of students' reading habits and perceptions to understand their crucial role in the completion final project.

C. Limitation Of The Research

This research is limited to the reading habits of students in the English Education Department at the State Islamic Institute of Kerinci in relation to the completion of their final projects or theses. The focus of the research does not cover all aspects of academic achievement, but specifically highlights students' reading habits and their perceptions of how these habits influence the success and quality of their final project completion. Furthermore, the study only involves students from a specific study program who are currently working on or have completed their final projects, and therefore, the findings cannot be generalized to all students at the State Islamic Institute of Kerinci or other institutions.

D. Research Questions

1. What are the reading habits of English department students at the State Islamic Institute of Kerinci in completing their final project?

2. How do students perceive the influence of reading habits on the success and quality of completing final assignments for English department students at the Kerinci State Islamic Institute?
3. Is there a significant difference in reading habits between male and female students in the English Department at the State Islamic Institute of Kerinci?

E. Purposes Of The Research

1. Describe the reading habits of English Department students at the state Islamic institute of kerinci in completing their final projects.
2. Analyze students perceived of the influence of reading habits on the success and quality of completing their final projects
3. Determine whether there is a significant difference in reading habits between male and female students in the English Department at the State Islamic Institute of Kerinci

F. Significance of The Research

1. For Lectures

   This study can be used as a reference for lecturers in designing more effective teaching strategies to encourage students to develop better reading habits. By understanding the patterns and challenges faced by students in reading, lecturers can develop learning activities that integrate extensive reading and critical analysis. This, in turn, can improve students' academic performance and research abilities.

2. For Students

This study aims to increase students' awareness of the importance of reading habits in achieving academic success, especially in writing their final projects. By understanding the positive impacts of reading habits, students are expected to develop more structured and consistent reading practices. This will not only make it easier for them to complete their final projects more effectively, but will also improve their overall academic skills, including critical thinking, comprehension, and analysis.

3. For Research

This study makes a valuable contribution to the existing literature on reading habits and academic success, particularly in the context of Islamic higher education institutions. It provides insight into the influence of students' reading behavior on their ability to complete their final project, which can serve as a basis for further research. Other researchers can build on this study by exploring similar issues in different academic settings or by examining the effectiveness of various interventions to improve reading habits among students.

G. Definition Of Key Terms

1. Reading Habits

The activity of reading is regarded as a habit when it is repeatedly carried out. In measurable terms, reading habits are often considered in terms of the amount of materials being read, the frequency of reading, as well as the average time spent on reading. (Chettri, 2013).

2. Final Project

The final project serves as a means to assess students' ability to apply theoretical knowledge to practical applications, enhancing their research, analytical, and problem-solving skills under the supervision of a faculty advisor. (Wicaksono, 2020).

CHAPTER II

LITERATURE REVIEW

A. Review Of Related Literature

1. Reading

Reading is a passive skill that requires an interactive process in comprehending the meaning to get information or ideas from written text. Understanding the meaning of the reading skill, including the ability to read from many experts who have different points of view, is definitely important for the teacher of reading. Reading is an attempt to comprehend the writer's message for personal growth and success in the relevant fields. Thus, psychologists consider it a multifaceted cognitive process of constructing meanings from texts.(Fergina et al., 2024).

According to Gebhard (2006), reading includes finding meaning in written and written form, in a social context, through bottom-up processing (to understand written language, we rely on the ability to recognize words, phrases and sentences) and top-down processing (as well as background knowledge related to the content of the reading), and the use of strategies and skills.(Nur & Ahmad, 2017).

a. Concepts and theories of reading habits

According to Wagner (2002), reading habits can be measured based on the amount of reading materials consumed, the frequency of reading, and the average time spent on reading. In other words,

reading habits are not merely about the act of reading itself but also reflect an individual's level of engagement in acquiring information.

Furthermore, Wijesuriya (1995) asserts that reading habits do not develop naturally but can be cultivated through various external factors, such as the academic environment and access to reading resources. In an academic context, students' reading habits play a central role in helping them complete their final projects, as reading provides a strong theoretical foundation and assists students.

Reading Habits According to (Gaona, C. G. J. & González, 2010). There are two types of motivation in reading: motivation in the family environment, which is often reported by the person in purchasing books, recommending books, and reading interest in the family, and motivation in an academic environment, the frequency with which students report about teachers using activities to promote contact with the psychology literature.

Based on the arguments about reading habits above, the researcher concludes that reading habits are a crucial factor in completing the final project.

b. Benefits of reading habits

Reading habits in an academic context have many benefits, especially in improving vocabulary mastery, critical thinking, and creativity in writing. By reading various types of readings, ranging from books, journals, or articles, someone will get a lot of new

information. Vocabulary that can be used as material for them to communicate well both verbally and in writing. In addition, reading can train critical thinking skills by requiring readers to analyze and provide information obtained in the reading. (Hicks, 2023).

c. Indicator of reading habits

Some of the indicators contained in the reading habits are as follows.(Virgiyanti & Mahdiyah, 2023)

1. Reading Frequency

Reading frequency refers to the regularity with which students engage in reading activities over a defined period, such as weekly, monthly, or within any other designated timeframe. This indicator is typically measured by the number of days or reading sessions that students dedicate to reading. A higher reading frequency suggests that students are more consistently involved in reading, which is often a sign of greater engagement with the content, the program, and the reading habit itself. Students with a higher reading frequency are likely to experience greater exposure to a variety of texts, which can significantly enhance their vocabulary, comprehension skills, and critical thinking abilities. These students tend to participate more actively in the Extensive Reading program, as their frequent reading habits allow them to encounter a broader range of materials and ideas. On the other hand, students who read less frequently may face challenges in

maintaining momentum within the program, as irregular reading can hinder the development of a sustained reading habit and limit opportunities for reinforcing language skills over time. Thus, reading frequency is not only an indicator of a student's commitment to the Extensive Reading program but also a predictor of their overall academic development, as consistent reading is closely linked to improved literacy outcomes and cognitive growth.

2. Reading Volume

Reading volume refers to the total amount of reading material that students complete over the course of a given period, such as during the implementation of an Extensive Reading program or throughout a research timeline. This indicator serves as a key measure of students' engagement with reading activities, reflecting not only their interest in reading but also their consistency, self-discipline, and commitment to completing various texts. The volume of reading can be quantified through several metrics, including the number of books, articles, journals, short stories, or other types of texts that have been fully read. In addition, more detailed measures such as the total number of pages or words read may also be employed to provide a more comprehensive picture of a student's reading engagement. These data are often collected through reading logs, personal reading journals, digital reading trackers, or structured reporting systems used throughout the program. A high

reading volume indicates that students are exposing themselves to a wider range of topics, genres, and vocabulary, which contributes significantly to their language development and overall literacy. It enhances their ability to recognize different text structures, writing styles, and linguistic patterns. Furthermore, students who maintain a high reading volume are more likely to develop a sustained reading habit, which plays a crucial role in long-term academic success. Therefore, reading volume not only measures the quantity of text consumed but also reflects a student's dedication to independent learning and personal growth through reading.

3. Reading Comprehension

Reading comprehension is a crucial indicator that assesses how well students are able to grasp, interpret, and reflect upon the content of the texts. It goes beyond simply recognizing words and phrases; it involves the ability to understand the main ideas, identify supporting details, infer meanings from context, and critically evaluate the information presented in the texts. Students with strong reading comprehension skills are typically able to summarize texts accurately, make logical connections between different parts of a text, and draw conclusions based on evidence provided in the reading material. Moreover, improved reading comprehension is often linked to increased vocabulary knowledge, better grammar usage, and higher levels of academic achievement. It also

contributes to students' ability to apply the information they read to real-life situations, engage in more meaningful discussions, and become more independent and critical readers over time. Therefore, reading comprehension serves not only as a measure of how much students understand what they read, but also as an indicator of their overall cognitive and linguistic development.

d. Importance of reading habits in completing the final project

1. The role of reading habits in research and academic writing

   Consistent reading habits enhance a student's ability to conduct thorough research and produce well-founded academic papers. Regular engagement with diverse literature expands knowledge, sharpens critical thinking, and improves comprehension skills, all of which are essential for effective research and writing. A study highlighted that reading habits significantly impact students' academic performance, emphasizing the correlation between regular reading and academic success.(Diwan, 2020).

2. The impact of reading habits on the quality of the final project

   Strong reading habits contribute to higher-quality final projects by enabling students to integrate various perspectives, theories, and data into their work. This integration leads to more comprehensive analyses and robust arguments. Research indicates that students with established reading habits tend to perform better

academically, as frequent reading enhances vocabulary, writing skills, and critical thinking abilities. (Hicks, 2023).

e. Factors affecting students' reading habits

1. Internal factors

a. Motivation

Motivation is the internal drive that encourages individuals to engage in reading activities. A high level of motivation enhances one's reading interest and frequency. Conversely, low motivation can hinder reading habits. Research shows that low reading interest among students is often due to a lack of internal motivation (Sampe et al., 2023). In addition, motivated readers tend to demonstrate greater persistence, better comprehension, and a deeper connection to the reading material. They are more likely to view reading as a meaningful and enjoyable activity rather than a mere academic requirement (Guthrie & Wigfield, 2000). Therefore, fostering students' intrinsic motivation is essential to cultivating sustainable reading habits and improving academic performance.

b. Interest

Interest in specific topics or types of reading materials influences how often and how long a person reads. Students with a strong interest in certain reading materials are more

likely to engage in reading activities. This factor is related to psychological needs and personal habits.(Purwasi et al., 2023).

c. Learning Strategies

Learning strategies refer to the techniques and approaches students use to enhance their reading comprehension and retention. Effective learning strategies, such as summarizing, questioning, and note-taking, can improve reading habits and make the process more engaging. Students who apply strategic reading techniques are more likely to develop a consistent reading routine. Conversely, a lack of effective strategies may result in poor comprehension and reduced motivation to read.(Yang, 2016).

2. External Factors

Some factors that influence reading habits, according to (T. Casicas & A. Quirap, 2023).

a. Academic Environment

b. The academic environment is one of the factors that influences the students' reading habits. Tella and Akande (2007) said that school policy and curriculum may include decisions about emphasizing reading instruction in content areas. This decision helps to shape the school environment in reading habits. Social Environment

Support from family, friends, and the community plays a crucial role in shaping reading habits. A social environment that encourages and values reading activities motivates individuals to adopt the habit. Conversely, a lack of social support can be a barrier to developing reading habits.

c. Support From Educational Institutions

Schools and other educational institutions play a crucial role in developing a reading culture. Teachers who actively encourage students to read, well-equipped libraries, and structured literacy programs significantly enhance students' reading habits. In contrast, a lack of facilities and initiatives from educational institutions can be a limiting factor.

2. Final Project

The final project serves as a means to assess the extent to which students can apply the theoretical knowledge they have learned during their coursework into practical research, including their ability to collect, analyze, and interpret data systematically and scientifically. Moreover, the final project reflects students' ability to construct logical and critical arguments and present their research findings in a written report that meets academic standards. (Sugiyono, 2017).

a. Thesis

A thesis is a formal and comprehensive written report that presents the findings of a research project conducted by a student,

generally at the end of an academic program, which applies scientific methodology to address a specific research problem. (Creswell, 2014). In higher education, particularly at the undergraduate and postgraduate levels, a thesis functions as a final academic requirement that demonstrates a student's ability to conduct independent research. The document typically includes several structured components such as a title page, abstract, literature review, methodology, data analysis, results, discussion, conclusion, and references. A thesis not only reflects the student's mastery of the subject matter but also their analytical thinking, academic writing ability, and familiarity with research procedures. Its primary purpose is to contribute to the body of knowledge in a particular field while also assessing the student's competence in applying research theories and methods to solve real-world or theoretical problems. Furthermore, the thesis process helps develop critical academic skills such as information synthesis, critical reasoning, and argument development, all of which are essential in both academic and professional contexts.

b. Article

An article is a concise academic paper that presents research findings or scholarly arguments in a structured format suitable for publication in academic journals (Day & Gastel, 2012). Unlike a thesis, which is usually extensive and exhaustive, an article focuses

on delivering essential aspects of a research study in a clear, succinct, and reader-friendly manner. Articles are often derived from larger research projects, including theses, and are rewritten to meet the specific formatting and content requirements of a particular journal or publication. They are usually between 3,000 to 7,000 words in length and follow a standard scientific structure consisting of an abstract, introduction, methodology, results, and discussion (commonly abbreviated as IMRAD). A well-written article emphasizes the novelty and relevance of the research, backed by credible evidence and references. It also aims to engage a wider academic audience, including researchers, practitioners, and policymakers, thus requiring clarity of language, logical flow of arguments, and rigorous referencing. Writing a scientific article demands the ability to distill complex research into its most significant points while maintaining academic integrity and coherence. Articles also play a key role in advancing knowledge within a discipline and are often used as indicators of scholarly productivity and contribution.

B. Relevant Studies

Several previous studies have consistently highlighted the significant role of reading habits in enhancing students' academic performance, particularly in the context of completing final academic projects. Wahyuni (2018), for example, examined the effect of reading

habits on final project achievement among undergraduate students and found a positive correlation between frequent reading practices and better academic results. Similarly, Vioreza and Utami (2023) concluded that students with greater access to academic reading sources, such as scholarly journals and academic books, tend to complete their final projects more successfully due to a deeper understanding of theories and research methodologies. In addition, a study by Setyaningrum (2022) on EFL students indicated that those who regularly engage with English academic texts develop better writing and analytical skills, which are crucial for drafting quality final projects. These studies share a common understanding that consistent and meaningful reading habits directly support students in completing their final academic work.

Despite these similarities, differences can be found in the focus and methodology of the studies. Wahyuni (2018) emphasized the frequency and strategy of reading habits but did not explore the contextual challenges students face during the writing process. Vioreza and Utami (2023), on the other hand, focused more on external factors such as access to academic materials, without examining the behavioral or motivational aspects of student reading. Meanwhile, Setyaningrum's (2022) research centered on English language learners but approached reading habits from the perspective of general academic writing skills, not specifically on how those habits evolve during the final project process. These differences show that while reading habits are widely acknowledged as important, the studies vary

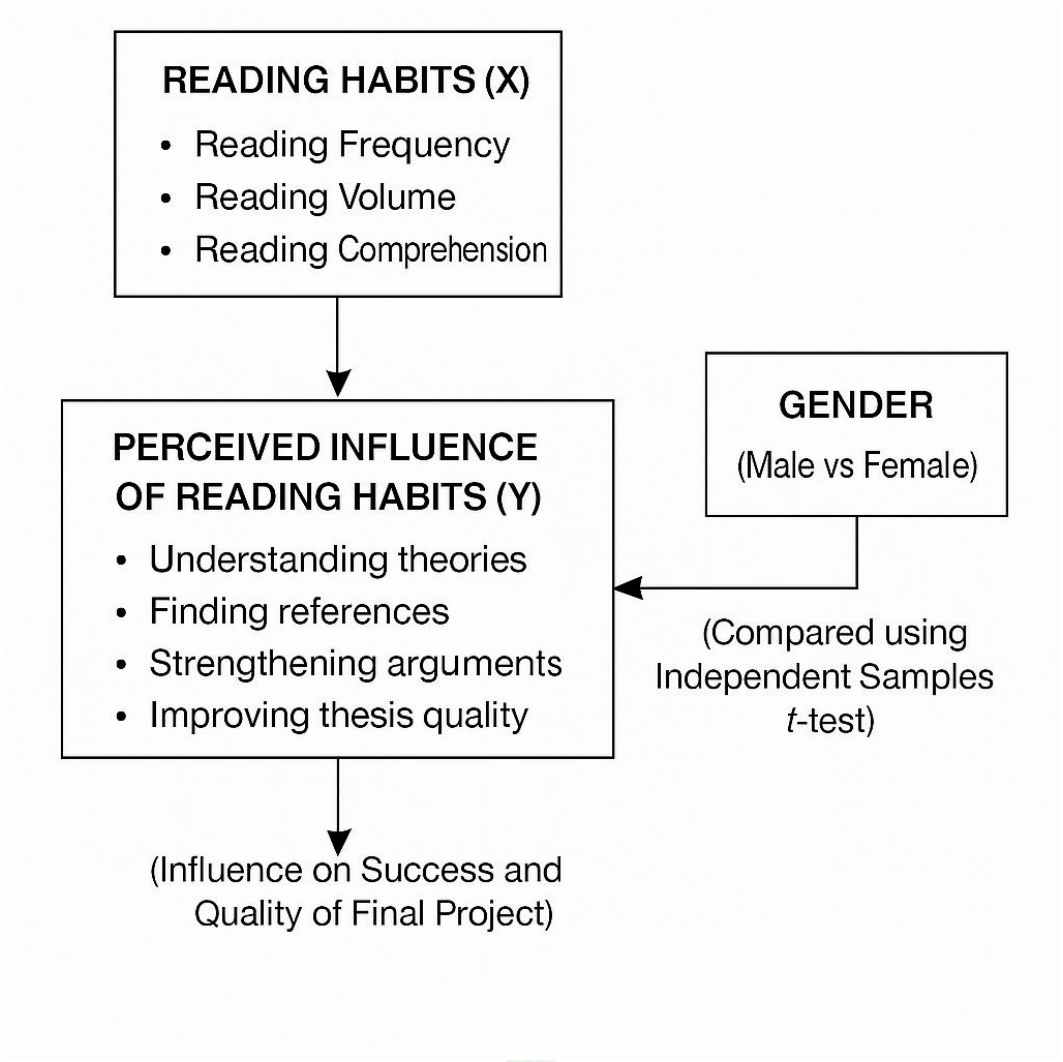
in terms of the dimensions they prioritize, be it behavior, access, or language skills, and often analyze reading habits in isolation from the final project journey itself.

This variation points to a research gap: there is still limited investigation into how EFL students' reading habits develop throughout the stages of writing their final projects, especially within the context of Islamic higher education institutions. Most prior studies have addressed reading habits as a static factor or as an outcome-related behavior, rather than as a dynamic process influenced by internal motivation, institutional support, or academic pressure during the actual writing phase. Moreover, very few studies have explored this issue in a localized setting like the State Islamic Institute of Kerinci, where the cultural, linguistic, and academic characteristics may uniquely shape students' reading behavior.

To address this gap, the present study offers a novel contribution by specifically exploring the reading habits of EFL undergraduate students during the process of completing their final projects at the State Islamic Institute of Kerinci. Unlike previous studies, this research investigates both the development and the influencing factors of students' reading habits as they work through the various phases of academic writing. By focusing on the Islamic higher education context and the experiences of EFL learners, this study seeks to provide deeper, context-specific insights into how reading habits are formed, sustained, or disrupted throughout the final project process. This localized and process-oriented approach is expected to

enrich existing literature and offer practical implications for improving academic support strategies in similar institutions.

C. Conceptual Framework



The conceptual framework illustrates the relationship between the main variables examined in this study. Reading Habits (X), which include reading frequency, reading volume, and reading comprehension, serve as the independent variable. These habits are assumed to directly influence Students' Perceived Influence of Reading Habits (Y) in completing their final project. This dependent

variable reflects how students believe reading contributes to understanding theories, finding references, strengthening arguments, and improving the overall quality of their thesis writing. Additionally, gender (male vs female) is included as a comparative factor to determine whether differences exist in reading habits between the two groups, which is analyzed using an Independent Samples t-test. Overall, the framework shows that good reading habits are expected to enhance students' academic performance and the quality of their final project, regardless of gender.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research methodology. The purpose of this chapter is to assist the researcher in conducting this study. It covers the research design, timeframe, and location, as well as the research objects. Additionally, it discusses the subjects, population, sample, and data analysis.

A. Research Design

According to Creswell (2012:13), quantitative research is a method for testing objective theories by examining relationships among variables, which can be measured using instruments and analyzed using statistical procedures This research employed a quantitative approach using a survey design. The survey design was selected because it enabled the researcher to collect data directly from a large number of respondents using a structured instrument, namely a questionnaire. The primary purpose of using this design was to obtain systematic, objective, and standardized information about students' reading habits, particularly in the context of completing their final projects or theses. Through this design, the researcher was able to describe the behaviors, preferences, and reading patterns of students at the State Islamic Institute of Kerinci. The survey method allowed for efficient and consistent data collection, making it possible to identify general tendencies within the studied population. Moreover, this approach allowed the researcher to analyze differences based on demographic characteristics, such as

gender,to examine whether there were variations in reading habits between male and female students. This distinction was essential for gaining a deeper understanding of reading. Behavior, and for providing a more comprehensive picture of the factors that influenced students' success in completing their final projects.

B. Population And Sample

1. Population

According to (Amin, 2021). A population is a collection of objects or subjects that have certain qualities and characteristics that will be determined by researchers to be analyzed to obtain relevant conclusions. The population of this research consisted of students from the English Department at the State Islamic Institute Kerinci who were in the seventh and ninth semesters and were in the process of completing their final projects . These students were selected because they were in the final stage of their academic studies, during which intensive reading activities are essential as part of the thesis-writing process.

Tabel 3.1 Population

No	Semester	Gender		Amount
		Male	Female	
1	VII	9	10	19
2	IX	15	12	27
Total				46

2. Sample

According to Creswell (2012:145) notes that a sample is a subgroup of the population that the researcher selects for data collection. Sampling can be purposive when the researcher selects individuals based on specific criteria relevant to the study. The sample selection criteria in this study included active students enrolled in the English Language Education Department at the State Islamic Institute (IAIN) Kerinci who were currently writing or had recently completed their final assignments (thesis). The research sample consisted of 46 students, both male and female, who were considered to represent the characteristics of the target population and were able to provide relevant data for analyzing students' reading habits during the final project completion process. Data regarding the sample were obtained from the department, including a list of students attending proposal seminars and data from the Supervisor's Decree (SK) issued by the English Department to identify students currently writing their theses. This combination of data sources ensured that the selected respondents met the research criteria and were actively involved in the process of compiling and completing their final project.

C. Research Instrument

The main instrument used in this study was a questionnaire consisting of 15 items designed using a five-point Likert scale format. The questionnaire was developed based on the theoretical framework and adapted from the Adult Survey of Reading Attitude (ASRA) by Smith (1991). The instrument was

modified to fit the context of English department students in relation to academic reading behavior and the perceived influence of reading habits on the completion of their final project. The questionnaire was divided into two parts: (1) students' reading habits and (2) students' perceived influence of reading habits on final project completion.

Before the instrument was administered to the respondents, it underwent a validation process performed by experts. Two types of validity were conducted: face validity and content validity. Face validity was conducted to examine the clarity, readability, and appropriateness of the wording used in the questionnaire items. Two experts in the field of English Language Education assessed the instrument and provided feedback regarding grammar, language clarity, and the suitability of the content for the target respondents. Based on the suggestions provided, several items were revised to ensure clarity and proper alignment with the research context.

Based on the results of the Corrected Item-Total Correlation analysis using the Statistical Package for the Social Sciences (SPSS) version 24, all 15 questionnaire items obtained correlation values above 0.40, thus being declared valid. Furthermore, the reliability test results showed a Cronbach's Alpha value of 0.92, which exceeds the minimum limit and indicates excellent internal consistency. These results indicate that the research instrument is suitable for measuring reading habits and perceptions of the influence of reading habits on the completion of final assignments.

The variable in this study is operationally defined through measurable indicators developed from relevant theories and previous research. This operationalization ensures that every construct can be accurately measured according to the study's objectives. The variables, indicators, descriptions, and corresponding questionnaire items are presented in the following table.

Table 3.2 Variable of the indicator

Variable	Indicator	Describtion	Item
Reading Habits	Frequency	How often do students read academic materials (journals, books, articles)?	1,2,3
	Volume	The amount of academic reading completed within a specific time period.	4,5,6
	Comprehension	The ability to understand and interpret academic texts.	7,8,9,10
Perceived Influence Of Reading Habits	Understanding of academic literature	Students' perception of their ability to comprehend academic theories and references.	11, 12
	Ability Develop Arguments	Students' perception of their ability to construct logical and coherent arguments in their thesis writing.	13,14,15

To measure respondents' perceptions of each statement in the questionnaire, this study employed a Scala Likert. This scale is used to assess the degree of respondents' agreement or disagreement with statements related to the research variables. The Likert Scale was chosen because it allows for systematic and quantifiable measurement of attitudes,

perceptions, and opinions. The details of the scale are presented in the following table.

Table 3.3 Skala Likert

Scale	Description
5	Strongly Agree (SA)
4	Agree (A)
3	Neutral (N)
2	Disagree (D)
1	Strongly Disagree (SD)

To determine the level of students' reading habits and perceptions, this study used the Respondent Achievement Index. The TCR index was applied to interpret the percentage score obtained from respondents' answers on the Likert scale. The interpretation criteria are presented in the following table.

Table 3.4 Respondent Achievement Index

No	Persentasi Pencapaian Responden	Kriteria
1	0 % – 20 %	Very Poor
2	21% - 40 %	Poor
3	41% - 60%	Fair
4	61% - 80 %	Good
5	81% - 100 %	Very Good

Source. *Adapted from Riduwan (2012). Scale of Measurement for Research Variables. Bandung: Alfabeta*

D. Technique Of Data Collection

The data for this research were collected through several systematic procedures. Prior to distributing the questionnaire, the researcher first requested formal permission from the Head of the English Education Department at IAIN Kerinci. This step was necessary to ensure that the research was conducted in accordance with institutional regulations and ethical guidelines. After receiving approval, the researcher coordinated with the class coordinators (commonly referred to as *kosma*) from each 7th- and 9th-semester class to facilitate the distribution of the questionnaire.

The data for this study were collected using an online questionnaire created with Google Forms, which could be accessed through the following link https://forms.gle/fhm1XV3NhTp4yVUD6 . The questionnaire was developed based on indicators relevant to the research focus. The researcher personally distributed the questionnaire link to final-year students of the English Education Department at the State Islamic Institute of Kerinci, with the assistance of class leaders from each group.

The questionnaire link was shared through WhatsApp to ensure it reached all targeted respondents. Before filling out the questionnaire, students were informed about the purpose of the study and were assured that their participation was voluntary and would not affect their academic grades. They

were also encouraged to respond honestly to each item to ensure the validity and reliability of the data collected.

E. Technique Of Data Analysis

Descriptive statistics and non-parametric tests were employed to analyze the data using Statistical Package for the Social Sciences (SPSS).

1. Descriptive Analysis

   Descriptive statistics are used to describe the results of respondents' responses to each statement item in the questionnaire. Data are analyzed in the form of percentages, frequencies, mean values, and standard deviations. This analysis aims to provide an overview of students' reading habits and their perceptions of the influence of these habits on completing their final project.

2. The **Independent Samples t-test** was applied for normally distributed data to investigate differences in reading habits and students' perceptions of the impact of those habits on their final project completion.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Description Of Respondents

This study involved students of the English Department at IAIN Kerinci who were in the process of writing and completing their final project (thesis). The respondents were from the 7th and 9th semesters, with a total of 46 students. Based on gender, the respondents consisted of 19 male and 27 female students.

Table 4.1 demographic information of sample

No	Grade	Gender		Amount
		Male	Female	
1	VII	9	10	19
2	IX	15	12	27
Total				46

2. Survey Result (Descriptive Analysis)

Descriptive analysis was conducted to describe the students' reading habits and their perceived influence on thesis writing. This analysis presents the minimum, maximum, mean, and standard deviation scores for each variable to show the overall trend of respondents' answers. The results are summarized in table.

Table 4.2 analysis descriptive

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Reading habits	46	24.00	45.00	32.6304	4.48879
Perceived influence on reading habits	46	7.00	25.00	19.6304	3.32906
Valid N (listwise)	46				

The results of descriptive statistical analysis show that the level of students' reading habits is in the fairly good category, with a minimum score of 24 and a maximum of 45 from a total of 46 respondents, and an average of 32.63 (SD = 4.49) indicating moderate variation among respondents. Meanwhile, students' perceptions of the influence of reading habits on the completion of final assignments are in the very good category, with a score range of 7–25 and an average of 19.63 (SD = 3.33). These findings indicate that although the level of students' reading habits varies, they still have a strong belief that reading activities provide a positive contribution to the quality and success of completing their final projrct.

2.1 Reading Habits Of English Department Student At State Islamic Institute Of Kerinci In Completing Final Project

To obtain a more detailed picture of students' reading habits in completing their final assignments, researchers analyzed the responses of 46 students regarding their frequency, volume, and comprehension of academic reading. Each statement in the questionnaire was measured using

a 1–5 Likert scale, and the calculation results show variations in the level of reading habits that reflect students' literacy activity patterns during the thesis writing process. A summary of the mean and standard deviation values for each item is presented in Table 4.3 as follows.

Tabel 4.3 Students Responses of reading habits

No item	Statement	Mean	Std. Deviation
1	I read academic materials (books, journals, articles) almost every day.	3,09	.890
2	I regularly allocate time for reading academic materials.	3,35	.766
3	I tend to read more academic sources when preparing assignments or my thesis.	3,80	.859
4	In a week, I read several chapters of academic books or articles.	3,72	.750
5	I usually complete at least one academic journal reading per week.	3,43	.886
6	I read academic sources from both the library and the internet.	3,98	.614
7	I can understand the main ideas of the journals or books I read.	3,76	.603
8	I can relate the content of academic readings to my research topic.	3,72	.655
9	I can restate the content of academic readings in my own words.	3,78	.728
10	Regular reading helps me understand theories in my field of study.	3,74	.713

In general, the results in Table 4.3 indicate that students' reading habits are in the good category, with most items having mean scores above 3.60. The item with the lowest score was "I read academic materials almost every day" (mean = 3.09), indicating that some students had not yet fully established a daily reading routine. However, higher mean scores for other items—for example, "I tend to read

more academic sources when preparing for assignments or theses" (mean = 3.80) and "I read academic sources both from the library and the internet" (mean = 3.98)—indicate that students tend to increase their reading intensity when faced with specific academic needs, particularly when completing assignments or theses.

Furthermore, the reading comprehension indicator also showed good results. Students felt able to understand the main idea of the reading material (mean = 3.76), connect the reading content to the research topic (mean = 3.72), and retell the reading material in their own words (mean = 3.78). These findings indicate that although the frequency of daily reading is still low, students have a fairly strong ability to understand and utilize academic reading to support the preparation of their final assignments.

2.2 Students Perceived Influence Of The Reading Habits On The Success And Quality Of Completing Final Project.

In addition to assessing students' reading habits, this study also examined how students perceive the influence of reading habits on the success and quality of their final assignments. This perception is important because it indicates the extent to which students recognize the benefits of reading in the research process, from searching for references to developing a theoretical framework. Therefore, five statements related to perceptions of the influence of reading habits are explained, and a summary of the results is presented in Table 4.4 below.

Tabel 4.4 Students Ressponses of perceived influence reading habits

No item	Statement	Mean	Std. Deviation
1	I feel increasingly capable of finding relevant references for my thesis.	3,83	.547
2	I believe that reading various sources broadens my research insights.	3,98	.733
3	Reading many references helps me construct logical arguments.	3,93	.685
4	I can connect what I read with the research problems I am working on.	3,89	.543
5	Reading habits improve my ability to develop a framework for my thesis.	4.00	.800

The results in Table 4.4 indicate that students have a very positive perception of the influence of reading habits on the process of completing their final assignments, as reflected in the mean scores for all items, which range from 3.83 to 4.00. The item with the highest mean score was "Reading habits improve my ability to develop my thesis framework" (mean = 4.00), indicating that students feel reading helps them build a stronger and more relevant theoretical framework.

Furthermore, students also believe that reading a variety of sources can broaden their research horizons (mean = 3.98) and help them construct more logical arguments (mean = 3.93). Their ability to connect reading to the research problem (mean = 3.89) and find relevant references (mean = 3.83) were also assessed as improving through reading habits.

3. Additional Analysis (t-test)

a. **Group Statistics**

Group statistics show the comparison of male and female students' reading habits, including the number of respondents, mean, standard deviation, and standard error. These values indicate the average level and variation of reading habits in each group.

Table 4.4 group statistic

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
ReadingHabits	Male	19	33.2632	4.21429	.96682
	Female	27	32.2963	4.68069	.90080

Based on the group statistics, it was observed that male students reported slightly higher reading habits (M = 33.26) compared to female students (M = 32.30). Although this descriptive result shows a minor difference between the two groups, such a difference does not necessarily indicate statistical significance. Therefore, an Independent Samples t-test was conducted to examine whether the difference in reading habits between male and female students is statistically significant or if it merely occurred by chance.

a. Independent Sample Test

Table 4.5 Independent sample test

Independent Samples Test

		t-test for Equality of Means					
		t	df	Significance	Mean Difference	Std. Error	95% Confidence Interval of the Difference

				One-Sided p	Two-Sided p		Difference	Lower	Upper
Reading Habits	Equal variances assumed	.718	44	.238	.476	.96686	1.34624	-1.74630	3.68002
	Equal variances not assumed	.732	41.280	.234	.468	.96686	1.32143	-1.70128	3.63500

Based on the descriptive analysis in the *Group Statistics* table, male students had an average reading habit score of 33.26, while female students had an average score of 32.30. Descriptively, this indicates that male students demonstrated slightly higher reading habits compared to female students. However, this difference still needs to be tested for statistical significance.

The results of the *Independent Samples t-test* in the *Independent Samples Test* table showed a significance value (*Sig. 2-tailed*) of 0.476 (> 0.05). This means that there is no statistically significant difference in reading habits between male and female students. In other words, although male students had a slightly higher mean score than female students, the difference was not strong enough to be statistically meaningful and is more likely due to chance.

B. Discussion

1. What Are The Reading Habits Of English Department Students At The State Islamic Institute Of Kerinci In Completing Final Project?

   The descriptive statistical findings indicate that the reading habits of English Department students at State Islamic Institute of Kerinci fall into

the good to very good category, as shown by mean scores ranging from 3.09 to 4.00 across all items. Most indicators, particularly those related to reading engagement, comprehension, reading for academic purposes, and interest in reading materials, consistently show mean values above 3.70, suggesting that students demonstrate strong academic reading behaviors when engaging with their final project. These results are consistent with previous studies such as Palani (2012) and Logan & Johnston (2010), who found that students with stronger reading habits tend to perform better academically due to increased exposure to vocabulary, improved comprehension skills, and stronger analytical abilities. Furthermore, Day & Bamford's (1998) extensive reading framework asserts that consistent and meaningful reading contributes significantly to students' language development and academic literacy—both crucial in writing a high-quality thesis. Therefore, the high mean scores across several items reinforce the notion that reading is a central component of students' academic preparation in the final project stage.

However, the relatively lower mean in Item 1 (M = 3.09) suggests that not all aspects of reading habits are equally strong. Specifically, this result may indicate that students' daily or independent reading routines remain inconsistent. This pattern aligns with Rahmawati (2024), who found that many EFL students tend to read primarily when required by assignments, rather than maintaining a regular reading schedule. Nonetheless, the overall distribution of scores demonstrates that students

become more actively engaged in reading when it is directly connected to academic needs such as understanding theories, reviewing previous studies, or preparing the literature review section of their final project. From the researcher's perspective, this finding reveals that students at IAIN Kerinci are capable of demonstrating effective reading habits, but their motivation remains largely instrumental and situational—that is, driven by immediate academic demands rather than intrinsic reading interest. This suggests an opportunity for the department to encourage a more sustained reading culture that supports long-term academic growth rather than task-driven reading alone.

2. How Do Students Perceive The Influence Of Reading Habits On The Success And Quality Of Completing Final Assignments For English Department Students At The Kerinci State Islamic Institute?

The findings from the descriptive statistics reveal that students hold very positive perceptions regarding the influence of reading habits on their success in completing their final assignments. This is demonstrated by the consistently high mean scores in items that measure students' perceived usefulness of reading, particularly Items 11, 12, 13, 14, and 15, which fall within the range of 3.83 to 4.00. These high values indicate that students believe reading plays a significant role in improving their understanding of theoretical concepts, developing coherent arguments, and enhancing the overall quality of their thesis writing. These perceptions are aligned with previous research, such as MacMillan (2016), who argues that academic

reading is foundational for students' ability to synthesize information and produce well-structured academic writing. Likewise, Virgiyanti & Mahdiyah (2023) highlight that strong reading habits are positively correlated with improved academic performance and better research outcomes among EFL learners. Such findings reinforce the idea that reading is not only a learning strategy but also a determinant of academic achievement in higher education.

The data further suggest that students recognize reading as a crucial component in producing a high-quality final project, as shown by the highest mean score on Item 15 (M = 4.00). This implies that students perceive reading not merely as an academic requirement, but as an activity that directly enhances the clarity, depth, and validity of their research writing. From the researcher's perspective, these positive perceptions indicate that students are aware of the value of academic reading, especially when dealing with complex tasks such as thesis preparation. Students appear to understand that frequent engagement with academic texts allows them to broaden their theoretical insights, better interpret previous studies, and strengthen their methodological decisions. Although their reading habits may vary in other contexts, their perception of reading's contribution to thesis quality remains strong and consistent, showing that they appreciate reading as an essential academic skill.

Moreover, the moderate standard deviations (SD = 0.603–0.894) indicate that students' perceptions are relatively homogeneous, suggesting

that most students share a similar belief about the importance of reading in supporting their academic writing process. In the researcher's view, this consensus among students reflects a healthy academic culture within the English Department of IAIN Kerinci, where reading is recognized as a fundamental literacy practice that contributes to academic success. These positive perceptions also highlight the potential for further strengthening reading programs and academic literacy initiatives within the department, as students already demonstrate a strong awareness of the benefits of reading in completing their final assignments.

3. Is There A Significant Difference In Reading Habits Between Male And Female Students In The English Department Students At The State Islamic Institute Of Kerinci ?

The results of the Independent Sample t-test indicate no significant difference between the reading habits of male and female students at IAIN Kerinci (Sig. = 0.476 > 0.05). In other words, both groups demonstrated similar levels of academic reading engagement, thus concluding that the gender gap in reading behavior has narrowed in this academic environment.

While previous research indicates that women often have higher reading habits than men (Clark & Rumbold, 2006; Logan & Johnston, 2010), these results suggest a different pattern. At the higher education level, particularly among EFL students, academic reading activity is no longer influenced by gender factors, but rather by academic demands and

research needs. Both male and female students at IAIN Kerinci are required to read a variety of academic sources—such as journals, books, and research articles—to complete their assignments and theses.

This lack of difference indicates that the academic culture at IAIN Kerinci is equal and gender-inclusive. Access to similar learning resources, a consistent curriculum, and equal academic expectations facilitate the development of balanced reading habits. In line with Suryani (2020), gender differences in reading behavior tend to diminish at the university level because students share equal academic goals and responsibilities. This is consistent with Hapsari et al. (2021), who asserted that EFL students' reading habits are more influenced by situational factors such as workload and academic culture than by gender.

However, hidden gender gaps in reading preferences or motivations may still exist. For example, female students tend to read theoretical and reflective texts, while male students tend to prefer practical and data-focused reading. Therefore, it is crucial to develop gender-sensitive literacy programs to cater to varying reading interests and styles.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions presented in this chapter, several important conclusions can be drawn regarding the reading habits of English Department students at the State Islamic Institute of Kerinci and the influence of these habits on the completion of their final projects.

1. The reading habits of English Department students at IAIN Kerinci fall into the good to very good category. The descriptive statistics demonstrate that the mean values of the 15 items range from 3.09 to 4.00, with the majority of items scoring above 3.70, which strongly indicates that students exhibit considerable engagement in academic reading. This suggests that students are relatively committed to reading activities that support their academic responsibilities, especially during the process of completing their final projects. High mean values reflect positive behaviors across multiple dimensions of reading habits, including reading interest, reading volume, text comprehension, and the extent to which students use reading to support academic tasks such as understanding theories, reviewing previous studies, and synthesizing literature for thesis writing.

   In addition, the results imply that students are capable of adjusting their reading behaviors to meet academic demands, particularly when they are involved in more advanced stages of their studies, such as preparing research proposals or writing their final project. This pattern is aligned with

the notion that academic pressure and task requirements often motivate students to engage more actively in reading scholarly sources. However, despite their overall good reading habits, some aspects—such as daily independent reading or reading for pleasure—appear to be less consistently practiced, as reflected in the lower mean score of certain items (e.g., Item 1 with a mean of 3.09). This indicates that while students are able to read effectively when the purpose is academic, they may not maintain the same level of engagement outside academic contexts. Therefore, although their academic reading habits are strong, fostering intrinsic motivation to read regularly could further enhance their long-term academic literacy and overall reading proficiency.

2. Students hold very positive perceptions regarding the influence of reading habits on their success and the quality of their final assignments. This is clearly reflected in the consistently high mean scores ranging from 3.83 to 4.00 on the perception-related items, which demonstrate a strong collective belief that reading plays a crucial role in supporting their academic performance. These high scores indicate that students perceive reading as a key factor in helping them understand theoretical frameworks, interpret research findings, and integrate relevant literature into their own work. Such perceptions highlight that reading is not merely a passive activity, but rather an active academic strategy that enables students to deepen their knowledge base and enhance their ability to think critically—skills that are essential when constructing a well-developed and academically sound thesis.

3. The results of the Independent Samples t-test reveal no significant difference in the reading habits of male and female students (Sig. = 0.476 > 0.05). Although male students had a slightly higher mean score descriptively, the difference was not statistically meaningful. This indicates that reading habits are relatively similar between genders, suggesting that academic demands, institutional expectations, and equal access to learning resources play a stronger role in shaping students' reading behaviors than gender itself.

Overall, the conclusions indicate that students of the English Department at IAIN Kerinci possess good reading habits, have strong positive perceptions of the importance of reading for thesis completion, and show no gender-based differences in reading engagement. These findings highlight the significance of fostering a sustained academic reading culture to support students in achieving higher academic performance and producing well-developed final projects.

B. Suggestion

Based on the conclusions of this study, several suggestions can be provided to enhance students' reading habits and academic performance.

1. For students, it is highly recommended to improve their daily reading frequency and consistency. Students should not only read materials related to their assignments but also engage with a variety of academic sources such as journals, books, and research articles. This practice can strengthen their comprehension skills, enrich their vocabulary, and enhance their

academic writing abilities. Regular reading activities will also help students develop critical thinking and a deeper understanding of their research topics.

2. For lecturers and academic supervisors, it is suggested that to take a more active role in promoting reading habits among students. They can encourage students to read more extensively through reading-based assignments, provide guidance on how to select and analyze reliable academic sources, and integrate reading tasks into classroom activities. Moreover, fostering a reading culture from the early semesters is crucial, as it helps students build sustainable academic habits that will benefit them throughout their study period, especially when completing their final projects or theses.
3. For the institution, efforts should be directed toward creating a more supportive academic environment. This includes improving access to academic resources, both printed and digital, through well-equipped libraries and online databases. Additionally, the institution can organize literacy programs such as reading clubs, academic writing workshops, and reading competitions to motivate students to read more actively. Finally, for future researchers, it is recommended to expand this study by involving a larger and more diverse population or by using qualitative methods such as interviews and focus group discussions. Such approaches can provide deeper insights into students' experiences, challenges, and motivations in developing effective and sustainable reading habits.

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APPENDICES

Appendix 1: Questionnaire

Title: *Exploring Students' Reading Habits In Completing Final Project: A Case Of EFL Undergraduate At State Islamic Institute Of Kerinci*

Instructions:
Please put a check mark (✓) in the column that best represents your opinion.
Scale:
1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Neutral (N)
4 = Agree (A)
5 = Strongly Agree (SA)

No	Statement	SD (1)	D(2)	N(3)	A(4)	SA(5)
1	I read academic materials (books, journals, articles) almost every day.					
2	I regularly allocate time for reading academic materials.					
3	I tend to read more academic sources when preparing assignments or my thesis.					
4	In a week, I read several chapters of academic books or articles.					
5	I usually complete at least one academic journal reading per week.					
6	I read academic sources from both the library and the internet.					

7	I can understand the main ideas of the journals or books I read.					
8	I can relate the content of academic readings to my research topic.					
9	I can restate the content of academic readings in my own words.					
10	Regular reading helps me understand theories in my field of study.					
11	I feel increasingly capable of finding relevant references for my thesis.					
12	I believe that reading various sources broadens my research insights.					
13	Reading many references helps me construct logical arguments.					
14	I can connect what I read with the research problems I am working on.					
15	Reading habits improve my ability to develop a framework for my thesis.					

Appendix 2 : Transkip observasi wawancara

LAMPIRAN : TRANSKRIP OBSERVASI AWAL

Judul Penelitian: Exploring Students' Reading Habits in Completing Final Project: A Case Study at State Islamic Institute of Kerinci

Tempat: Jurusan Tadris Bahasa Inggris, IAIN Kerinci

Jenis Observasi: Wawancara informal dan pengamatan lapangan

Partisipan: 3 mahasiswa

Peneliti: Rahma Yuliza Putri

Participant 1

Peneliti: Seberapa sering kamu membaca bahan akademik seperti jurnal atau buku selama menyusun skripsi?

(Saya biasanya membaca hampir setiap hari, terutama saat menulis bab dua. Saya sering mencari jurnal atau artikel yang berkaitan dengan topik penelitian saya. Kadang saya juga membaca skripsi-skripsi terdahulu di perpustakaan untuk melihat bagaimana orang lain menulisnya).

Peneliti: Apakah kebiasaan membaca tersebut berpengaruh terhadap kualitas penulisan skripsimu?

(Iya, sangat berpengaruh. Kalau saya sering membaca, saya jadi lebih paham teori dan bisa memilih referensi yang tepat. Selain itu, saya juga jadi lebih mudah menyusun kerangka berpikir yang logis dalam tulisan saya).

Peneliti: Apa yang memotivasi kamu untuk terus membaca secara rutin?

(Biasanya karena saya tidak ingin kesulitan saat menulis. Dosen pembimbing juga sering menanyakan sumber referensi yang saya gunakan, jadi mau tidak mau saya harus membaca lebih banyak).

Participant 2

Peneliti: Seberapa sering kamu membaca sumber akademik untuk persiapan skripsi atau tugas kuliah?

(Jujur saja, tidak terlalu sering. Biasanya saya mulai membaca serius hanya kalau ada tugas proposal atau menjelang seminar skripsi. Kadang saya hanya mencari ringkasannya di internet).

Peneliti: Kenapa begitu?

(Kadang sulit menemukan jurnal yang(Kadang sulit menemukan jurnal yang sesuai, dan kalau baca teksnya panjang, saya cepat bosan. Saya lebih suka nonton penjelasan di YouTube daripada baca artikel panjang).

Peneliti: Jadi bisa dibilang kebiasaan membaca kamu belum teratur ya?

(Iya, benar. Saya membaca kalau memang perlu saja. Saya tahu membaca itu penting, tapi sering kali terganggu oleh HP atau media social).

Participant 3

Peneliti: Biasanya kamu menggunakan bahan bacaan seperti apa untuk mendukung skripsimu?

(Saya lebih sering membaca jurnal online dari Google Scholar dan e-book. Itu lebih praktis karena bisa disimpan di laptop dan diberi tanda bagian pentingnya).

Peneliti: Menurut kamu, kebiasaan membaca ini berpengaruh terhadap proses penulisan skripsi?

(Iya, kalau saya rajin membaca, saya bisa lebih mudah menghubungkan teori dengan topik penelitian saya. Tapi kalau beberapa hari tidak membaca, rasanya jadi susah untuk melanjutkan tulisan).

Peneliti: Apa tantangan terbesar kamu dalam menjaga kebiasaan membaca itu?

(Motivasi, sih. Kalau lagi capek atau banyak kegiatan lain, saya sering menunda membaca. Selain itu, tidak semua referensi bisa diakses gratis, jadi saya pakai apa yang ada saja).

Appendix 3 : Tabulation Data

A. Reading Habits

No Resp	Reading Habits										Total
	1	2	3	4	5	6	7	8	9	10	
1	4	4	4	4	3	4	4	4	4	4	35
2	3	3	5	4	4	5	3	3	4	4	34
3	3	3	3	3	3	3	3	3	3	3	27
4	2	3	3	3	2	4	4	4	4	4	29
5	3	3	3	4	4	4	4	4	4	4	33
6	3	3	2	4	4	2	2	2	2	2	24
7	5	5	5	5	5	5	5	5	5	5	45
8	4	4	5	4	5	4	4	5	5	4	40
9	3	3	5	5	5	5	3	4	3	4	36
10	3	3	3	3	2	3	3	3	2	3	25
11	4	4	4	3	4	5	4	4	5	5	37
12	3	4	4	4	4	4	4	4	3	4	34

13	2	3	4	2	2	4	4	3	3	3	27
14	3	5	4	4	4	4	4	4	4	5	36
15	4	4	4	4	4	4	4	4	3	3	35
16	4	4	5	5	5	5	5	4	5	5	42
17	1	2	3	5	3	3	3	3	4	3	28
18	1	2	4	2	3	4	3	4	4	4	27
19	3	2	3	3	3	4	4	4	3	2	29
20	4	4	4	4	4	4	3	4	4	4	35
21	4	4	4	4	4	4	3	4	4	4	35
22	2	4	4	4	4	4	4	4	4	4	34
23	4	4	4	4	4	4	4	3	4	4	35
24	3	3	3	3	3	4	4	3	3	3	29
25	2	4	5	2	1	4	4	3	3	3	28
26	2	3	4	4	4	4	4	4	4	3	33
27	4	4	3	4	3	4	4	4	4	4	34
28	3	4	4	4	3	4	4	4	4	4	34
29	3	3	4	4	4	4	4	4	4	4	34
30	4	3	4	4	3	4	4	4	4	4	34
31	4	2	5	5	2	3	4	4	4	4	33
32	4	4	3	4	4	4	4	4	4	4	35
33	4	4	3	4	4	4	4	4	4	4	35
34	3	2	2	4	3	3	4	3	4	4	28
35	4	3	5	3	4	4	4	4	4	4	35
36	3	4	4	4	4	4	4	4	4	4	35
37	3	4	5	4	3	5	4	5	5	5	38
38	3	4	4	3	3	4	5	5	5	4	36
39	2	2	2	4	4	4	4	3	4	4	29
40	3	3	4	3	4	4	4	3	4	3	32
41	3	3	3	3	3	3	3	3	3	3	25
42	2	3	4	3	2	4	3	3	3	3	27
43	2	3	3	3	3	4	3	3	3	4	27
44	4	3	5	4	3	5	4	4	4	4	36
45	2	3	3	4	3	4	4	4	3	3	30
46	3	3	3	4	3	4	3	3	4	3	30

A. Perceived Influence Reading Habits

B. No Resp.	Perceived Influence: Reading habits					total
	1	2	3	4	5	
1	4	5	4	4	4	21
2	5	5	5	5	4	24

3	3	3	3	3	3	15
4	3	4	3	4	3	17
5	3	4	3	4	3	17
6	2	1	1	2	1	7
7	5	5	5	5	5	25
8	5	4	5	5	5	24
9	4	4	4	3	3	18
10	3	2	3	3	3	14
11	4	5	5	5	5	24
12	5	4	4	4	4	21
13	3	4	3	3	3	16
14	5	5	5	5	5	25
15	4	3	3	4	3	17
16	5	5	5	5	3	23
17	3	4	3	4	3	17
18	4	4	4	4	4	20
19	3	4	3	4	4	18
20	4	4	4	4	5	21
21	4	4	4	3	5	20
22	4	4	4	4	5	21
23	4	4	4	5	5	22
24	3	4	4	4	3	18
25	2	5	3	4	3	17
26	4	4	4	4	5	21
27	4	4	4	4	4	20
28	4	4	4	4	4	20
29	4	4	4	4	4	20
30	4	4	5	4	5	22
31	4	5	3	3	4	19
32	4	5	5	4	5	23
33	4	5	5	4	5	23
34	4	4	4	4	4	20
35	4	5	4	4	4	21
36	4	4	4	4	4	20
37	4	4	5	5	5	23
38	5	4	4	5	5	23
39	3	5	4	3	5	20
40	4	3	4	3	4	18
41	3	3	3	3	3	15
42	4	3	4	3	4	18
43	3	3	4	3	4	17
44	4	4	4	4	4	20
45	4	3	4	4	4	19
46	4	3	4	3	5	19

Appendix 4: Tabulation of gender

No Resp	Gender	Total
1	Male	40
2	Male	35
3	Male	42
4	Male	29
5	Male	35
6	Male	34
7	Male	29
8	Male	28
9	Male	33
10	Male	34
11	Male	34
12	Male	34
13	Male	38
14	Male	36
15	Male	32
16	Male	27
17	Male	27
18	Male	30
19	Male	33
20	Female	35
21	Female	34
22	Female	27
23	Female	29
24	Female	33
25	Female	24
26	Female	45
27	Female	36
28	Female	25
29	Female	37
30	Female	34
31	Female	27
32	Female	36
33	Female	28
34	Female	27
35	Female	35
36	Female	35
37	Female	34
38	Female	34
39	Female	34
40	Female	33
41	Female	28

42	Female	35
43	Female	35
44	Female	29
45	Female	27
46	Female	36

APPENDIX 5: INDEXS TCR

A. Reading Habits

No	Statement Criteria					N	Scor	Mean	TCR%	categori
	SD	D	N	A	SA					
1	2	9	19	15	1	46	142	3,08	61,73	Good
2	0	6	20	18	2	46	154	3,34	66,95	Good
3	0	3	13	20	10	46	175	3,80	76,08	Good
4	0	3	12	26	5	46	171	3,71	74,34	Good
5	1	5	17	19	4	46	158	3,43	68,69	Good
6	0	1	6	32	7	46	183	3,97	79,56	Good
7	0	1	12	30	3	46	173	3,76	75,21	Good
8	0	1	15	26	4	46	171	3,71	74,34	Good
9	0	2	12	26	6	46	174	3,78	75,65	Good
10	0	2	13	26	5	46	172	3,73	74,78	Good
Total/avarage							1673	3,63	72,73	Good

B. Perceived Influence Reading Habits

No	Statement Criteria					N	Scor	Mean	TCR%	Categori
	STS	TS	KS	S	SS					
1	0	2	11	26	7	46	176	3,82	81,86	Verry Good
2	1	1	8	24	12	46	183	3,97	85,11	Verry Good
3	1	1	11	20	10	46	166	3,60	77,20	Good
4	0	1	8	2	9	46	171	3,71	79,53	Good

5	2	0	11	25	15	46	210	4,56	97,67	Verry Good
Total/Avarage							906	3,93	84,27	Very Good

APPENDIX 6: Descriptive Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Reading habits	46	24.00	45.00	32.6304	4.48879
Perceived influence reading habits	46	7.00	25.00	19.6304	3.32906
Valid N (listwise)	46				

APPENDIX 7: T-test

A. Group Statistic

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
ReadingHabits	Male	19	33.2632	4.21429	.96682
	Female	27	32.2963	4.68069	.90080

B. Independent Sample Test

Independent Samples Test

		t-test for Equality of Means					
						95% Confidence Interval of the Difference	
		Significance					
t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper

ReadingHabits	Equal variances assumed	.718	44	.238	.476	.96686	1.34624	-1.74630	3.68002
	Equal variances not assumed	.732	41.280	.234	.468	.96686	1.32143	-1.70128	3.63500

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Kapten Muradi Desa Sumur Gedang, Kecamatan Pesisir Bukit, Kota Sungai Penuh
Telp. (0748) 21065, Fax. (0748) 22114, Kode Pos 37112, Web:ftik.iainkerinci.ac.id, Email: info@ftik.iainkerinci.ac.id

Nomor : B-1156 /In.31/D.1/PP.00.9/08/2025 — 20 Agustus 2025
Lampiran : 1 Halaman
Perihal : Permohonan Izin Penelitian

Kepada Yth,
Rektor IAIN Kerinci
Sungai Penuh
Di
Tempat

Assalamulaikum Wr, Wb.

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan kerjasama Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini.

NAMA	:	**Rahma Yuliza Putri**
NIM	:	2110203007
Program Studi	:	Tadris Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi **AN ANALYSIS OF EXTENSIVE READING METHOD IN STUDENT'S READING HABITS AT ENGLISH DEPARTMENT STATE ISLAMIC INSTITUTE OF KERINCI**. Waktu penelitian yang diberikan kepada yang bersangkutan minimal **2 (dua)** bulan, dimulai pada tanggal **25 Agustus 2025 s.d 25 Oktober 2025**

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih

Dekan

Dr. Eva Ardinal, M.A

Tembusan

1. Rektor IAIN Kerinci (sebagai laporan)
2. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga
3. Yang bersangkutan sebagai pegangan
4. Pertinggal

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS

Jalan Pelita IV Sungai Penuh Telp. 0748 – 21065 Kode Pos. 37112 web : www. Stainkerinci.ac.id

SURAT KETERANGAN PENELITIAN
Nomor: B- 172/In.31/J3.1/PP.00.09/10/2025

Yang bertanda tangan dibawah ini Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Menerangkan bahwa :

Nama	:	**Rahma Yuliza Putri**
Nim	:	2110203007
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Semester	:	IX

Telah melaksanakan penelitian di Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Penelitian ini dilaksanakan dari tanggal 25 Agustus s.d 25 25 Oktober 2025. Dengan judul **"An Analysisof Extensive Reading Method in Students' Reading Habits at the English Department of The State Islamic Institute of Kerinci".**

Demikianlah surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sungai Penuh, 25 Oktober 2025
Ketua Jurusan,

MUSDIZAL, M.Pd
NIP. 19840205 202321 1 011

CURICULUM VITAE



A. Biography of the writer

Name	: Rahma Yuliza Putri
Student Number	: 2110203007
Date Of Birth	: Bumbun Duri, 10 july 2003
Gender	: Female
Address	: Bumbun Duri, Gunung Tujuh, Kerinci
Email	: Rahmayuliza158@gmail.com
Major	: English Department
Faculty	: Tarbiyah And Teacher Training

B. Education Background

2009 – 2015	: SDN 156/III Tangkil
2015 – 2018	: SMPN 25 Kerinci
2018 – 2021	: SMAN 7 Kerinci
2021 – 2025	: Institute Agama Islam (IAIN) Kerinci