HOW READING HABIT SUPPORT STUDENTS SELF REGULATED (SRL) IN LITERAL READING SUBJECT AT THE 1ST SEMESTER IN ACADEMIC YEAR 2022/2023 UNIVERSITAS PANCA SAKTI BEKASI

Yanti Rusmiati[1*], Iswandini Agustin[2]
English Education Department, Universitas Panca Sakti Bekasi, Indonesia
Corresponding author email: yantirusmiati@gmail.com

ABSTRACT

In this day reading habit was low performance especially in the Z generation who was born in the late 1990s and early 2000s. They didn't familiar with newspaper or magazine but they look for the information by internet. So, this study aim to find out "How Reading Habit can Support Students Self Regulated in Literal Reading Subject." This research used descriptive qualitative Methods. Creswell (2012, p.274) explained the purposes of descriptive method is to find the detailed explanation and description about the object of the research systematically. This research was conducted at the first semester of Universitas Panca Sakti in Bekasi. The subjects of this research were fifty six students at the first semester on literal reading class. The data collection get by two instruments namely interviews and questionnaire. This finding revealed during learning took place; the student who has reading habit can easier to do all Reading Test than the student hasn't reading habit. They agreed that the students need to have their own learning skills during learning. The result proves that how reading habit can support the students' self regulated learning especially in literal reading subject.

Keywords: Reading Habit, Self Regulated Learning, Literal Reading Subject

LATAR BELAKANG

Habit is considered one of the most influential ways to improve many things, especially reading habit to improve reading skill and become self integrated learning processes.   Richards,J.C& Schmidt,R.(2002):Dictionary of Applied Linguistics and Language Teaching (2010:258) defines; Habit as " a pattern of behavior that is regular and which has become almost automatic as a result of repetition. The view of language learning as habit formation found in behaviorism has been rejected by virtually by linguistics and specialists in language acquisition, but research continues into issues such as the mechanism through which automatically develops in language learning."Habits are an act that done by people regularly either consciously or subconsciously.Jordan (2017)

Reading described as "the process of deriving meaning through a goal and strategy, based on effective communication between reader and the author, where the reader configures the new information with her current knowledge in a convenient environment. Reading habit is an essential and important aspect for creating a literate society in this word. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas (Palani,K.K. 2012). Reading habit is an act of student behavior in reading that has influence to their skill and performance in reading. And also Reading habit can help students to develop positive habit of reading and they will approach reading instructions with a great possibility for success reading.

Self-Regulated Learning (SRL) is an approach for achieving independent learning goals in which students are expected to be able to design their own learning schedules,

track their progress toward their objectives, and reflect on their success. Zimmerman's SRL model which contains three phases of self - set goals, self-monitoring, and self-evaluation activities. The first step of SRL, in which students are required to identify personal goals, can be accomplished by asking students to create a time management plan. The actions of note-taking and memorizing. The second phase of self-monitoring, the acts of analyzing the assignment and reflecting on the feedback are the third phase.

According to Burn at. al.(1999) defined literal understanding as the ability to directly understand the ideas expressed in written text, recognize details sequences, and understand cause-and effect relationship. Literal reading comprehension is an understanding of information and facts that are directly stated in the text. This ability is considered the first and most basic level of comprehending the text. So, it is important for the students to develop this skill.

The researcher purposes to find out 'How Reading Habit Support Students Self Regulated in Literal Reading Subject" at the 1st semester of Universitas Panca Sakti Bekasi.And also the researcher wants to know the problems and strategies during the learning process.

METODE PENELITIAN

The study used a descriptive qualitative research design that allowed the researcher to find accurate information from students as participants. Qualitative methods was chosen to examine the perspective of students who act reading habit to support their regulated learning in literal reading. And also to know the students' problem their face and strategies that applied who is doing

learning. It's relevant to Creswell's (2012) 's definition of the qualitative method as an approach or search to explore and understand a central phenomenon and descriptive method of research is to gather information about present existing condition.

According to Creswell (2012,p.274) explained the purposes of descriptive method is to find the detailed explanation and description about the object of the research systematically. The research instrument are interview and questionnaire, that were design based on Likert scale model.

According to Sugiyono, Likert scale is used to measure the attitudes, opinions, and perceptions of person, or group of people.There are four indicator variable based on Likert scale model, namely ;

1) Strongly Agree   : 4

2) Agree   : 3

3)Disagree   : 2

4) Strongly Disagree   : 1

Research Design

The researcher uses two instruments, interview and questionnaire, the first is interview where students ask some questions about advantages/disadvantages for reading habit. And the second is questionnaire where the students give the data that can be answered independently when they act reading habit in learning process. They provide written response to questions or mark items that indicate their responses. To classify the factor of reading habit the distribution of items in the questionnaire is as follows:

Table 1. Number of questionnaire Reading Habit

No	Main Elements	Questions	Item
1	Reading Habit due-to self orientation	Having a positive attitude toward reading	1
		Reading for preference	2
		Willingness to deal with a sufficient of amount reading material	3
		Making reading an automatic and unconscious process	4
2	Reading habit due to certain purposes	Reading according to purposes	5
		Reading for enjoyment	6
		Reading according to necessity	7
		Reading as a hobby	8
		Reading as a recreational	9
		Reading to train concentration	10
		Reading for solving problem	11
		Reading for innovations	12
3	Reading habit due to meta cognition	Making plans for private reading	13

4	Reading habit according to the aspect of frequency	Having a good level reading frequency	14 15
		Having a good level of average time spent for reading	16
5	Reading habits according to genres	Books read	17
			18
			19
			20
		Academic reading	21
			22
			23
		Non - academic reading	24
6	Reading habit according to external triggers	Motivation family environment	25
			26
			27
		Motivation in academic environment	28
			29

To measure the students' reading habit, the researcher categorized the classification of students' reading habit and presented the means of reading habit, the means of reading habit questionnaire to see ranking of their responses. The category can be seen as follow;

Table2.Category of Students' Reading Habit

No	Category	Score
1	Very High	80-100
2	high	60-79
3	Middle	40-59
4	Low	20-39
5	Very Low	0-19

HASIL DAN PEMBAHASAN

Reading habit refer to the activity that reflects the likeness of reading and describes the function and preference for reading as well as the regularity of reading.The research purpose to finding aim to answer the research question of " How is Reading Habit Support Student Regulated in Literal Reading Subject? The Data can be seen in every elements of Reading Habit interview and questionnaire.

Concerning to the main element the first elements of reading habit due to self orientation have high reading habit it about 78,50 %.. Next, concerning to the second elements of habit due to certain purposes have high, the entire percentage 79,90%. Concerning to the third elements of reading habit due to meta cognition, it about 71,60% . Next to the fourth elements of reading habit according to the aspect frequency it about 73,90% it shown that the students have high reading habit. Next the fifth elements of reading habit according to genres the percentage 77,40% and the last elements of reading habit according to external triggers, it about 76,50%. The all elements of reading habit for the first semester Universitas Panca Sakti have high score.The result can be seen as follow;

Percentage of students' Reading Habit

No.	Main Element	Total	
		Score	%
1	Reading habit due to self-orientation	213	78,50%
2	Reading habit due to certain purposes	216	79,.90%
3	Reading habit due to meta cognition	209	71,60%
4	Reading habit according to the aspect of Frequency	210	73,90%
5	Reading habit according to genres	212	77,40%
6	Reading habit to external triggers	211	76.50%
	TOTAL	1267	76,30%

Based on the table above, it concluded that reading habit from six elements get an overall percentage of 76,30%, which is high with the category of students' reading habits at the first semester Universitas Panca Sakti Bekasi

KESIMPULAN

Based on the data finding and discussion the researcher concluded that reading habit support self regulated learning in literal reading subject. It can be seen from six elements get an overall percentage of 76,30%. This is high enough in category of student reading habits. It prove that reading habit to support self-regulated learning .

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