

TEACHERS' READING HABITS AND THEIR EFFECT ON THE STUDENTS' LITERACY

Hesni Neno

*English Study Program, Faculty of Education Science,
Universitas Timor, Kefamenanu, Indonesia*
Email: nenohesny@yahoo.co.id

Ulu Emanuel

*English Study Program, Faculty of Education Science,
Universitas Timor, Kefamenanu, Indonesia*
Email: ulu_emanuel@unimor.ac.id

Delti Yulita

*English Study Program, Faculty of Education Science,
Universitas Timor, Kefamenanu, Indonesia*
Email: yulitadelti@gmail.com

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Abstract: This article is intended to show the importance of teachers' reading habits to develop students' literacy effectively. It is shown that the lack of teachers' reading habits causing the deficiencies and lack of opportunity for students' quality in EFL literacy. This study used mixed method approach and the data were collected through questionnaire, interview, reading test, and observation. The participants in this study were 6 teachers and 120 students from 6 schools. The result showed that teachers' reading habits and affective states in EFL reading were in medium level and students' literacy were in low level. It also exposed that teachers faced many reading problems and challenges throughout the years they studied English. There is a tendency that teachers' deficiencies on their reading habits is from their perception about EFL reading that still focus on translating the words into their first language rather than critically involved with the main ideas in the text. The result concludes that teachers' lack of reading habits had caused the lack opportunity of their students' quality literacy instruction in the classroom. This lack of instruction caused the students are thriving and struggling as EFL readers who do not achieve proficiency, fluency, or comprehension. Moreover, there are also many factors that affect reading habits such as socio-economic background. Parents' role and the development of technology that changes the medium of reading.

Keywords: literacy; reading habits; students; teachers.

INTRODUCTION

The Indonesian students' literacy, especially in reading is still low compared to other ASEAN countries. This result was exposed by PISA or OECD Programme for International Student Assessment 2018 released in December 2019. The average score by Indonesian students' literacy are 371. This score is lower compared to China, Singapore, Macau, and Hongkong which are on the top position with score 525 in students' literacy. This fact about Indonesian students' literacy implicitly showed the quality of learning outcome in school and teachers' practices is still far from the expectation. The lack of knowledge in literacy and teaching methodology in reading lead to the low quality in students' literacy.

Based on PISA result analysis in OECD (2018), there are many factors that influence students' literacy, those are economic, resources and all school components. At school, teachers hold the important role in learning process and encourage the students to improve their reading ability. From this situation, a question about teachers reading habits and affection on English reading is raised. Whether the teachers are a good reader or not need to be investigated to support the teaching and learning process in the classroom.

EFL learners still found that reading is difficult and consuming time which caused the deficiencies of reading habits (Bakken & Lund, 2018; Daniel, Esoname, Chima, & Udoaku, 2017; Gustine, 2018). Research in EFL reading showed

that reading is a complex mental process (Denton, Wolters, York, & Swanson, 2014; Yulita & Safrina, 2019; Yulita & Neno, 2021). The process of reading become complex because it involves the mental process in mind to comprehend the text. This mental process is the ability to break the code of each sentence, find main ideas, and connect the meaning from each idea in the text. To understand the meaning of the text, Denton *et al.* (2014) added that the readers have to synthesize the first information in the text and their general knowledge to build their mental map and cognitive development. Therefore, to master and level up their reading ability, students need mind practice a lot and spend much time in reading.

Based on the previous research, the effect of reading is proven can increase students' academic achievement (Daniel *et al.*, 2017; Bano, Jabeen, & Quthosi, 2018; Hasanah; 2017; & Kusdemir, 2018). In addition to that fact, Reichenberg & Andreassen (2018) & Sorman, Ljungberg, & Ronnlund (2018) stated that this requires a high standard for teachers as they are expected to cover the goal of curriculum and improve students' literacy. Therefore, teachers must have good reading habits because it affects the students reading ability in the class.

In teaching and education field, generally reading habits is built from the repetition of reading practice in an unconscious time that became daily habits (Alsaeedi, Ngadiran, Kadir, & Altowayti, 2021; Celik, 2019). Good reading habits is determined by frequency, spontaneity, and accuracy, satisfaction in doing the activity, the length of time, and good ability in English (Male, Angelianawati, & Sudirman, 2021; Yulita & Neno, 2021). It also requires positive attitude towards reading, high reading awareness, and having teachers who love reading (Yulita & Safrina, 2019, Yulita & Neno, 2021). Moreover, some other factors like the choice of books, reading motivation, willingness to accept books as gift, and regular extensive reading time also plays important role in building good reading habits (Alsaeedi *et al.*, 2021; Kusdemir & Bulut, 2018). In the opposite, bad reading habit is classified as the low motivation in reading and negative attitude about reading and reluctant to accept books as gift.

From the previous research about reading habits, it is revealed that there are some factors that influence reading habits. Personally, reading habits are affected by age, social class, and parents job (Bana, 2018), internet access and

home video (Male *et al.*, 2021; Loh & Sun, 2019). Moreover, reading habits are also affected by the environment such as parents, peer group, school curriculum, and teachers (Ahmad, Tariq, Chaudhry, & Ramzan, 2020; Le, Tran, Trinh, Nguyen, Vuong, & Vuong, 2019; & Reichenberg & Andreassen, 2018). Thus, parents and teachers have important role in providing and supporting children reading habits by creating reading environment and being role model for developing good reading habits.

Regarding the affective states in educational field, this term points the students' awareness in assessing and knowing themselves during learning process. According to Yulita & Neno (2021), affective states in reading consist of motivation, volition, feeling, attribution, and self-efficacy.

Motivation in learning consists of intrinsic and extrinsic that combining those two could improve learning outcome (Kusdemir & Bulut, 2018). Yulita & Neno (2021) stated that the self-awareness and determination could help students to increase their motivation in learning. Moreover, Celik (2019) added that motivation could improve internalization process in learning.

Regarding volition, Yulita & Neno (2021) described volition as self-determination and self-control towards learning experience. Students who shows strong determination will have ability to seek solution and finish the task given and understand that learning success is affected by knowledge and skill.

Feelings in education field relate to emotional aspect in learning process. Yulita & Neno (2021) emphasis that students do not only think but also feel and it is important as an emotional aspect that could develop students' cognitive aspect. Yulita & Neno (2021) added that English foreign learning needs a high personal belonging level to support the learning process.

Meanwhile attribution is explained by Celik (2019) as effort and perception in learning success and failure. Moreover, Weiner explained that there are four factors that affect learning success and failure, those are ability, effort, perception about difficulties and luck.

Lastly, the term of self-efficacy described by Yulita & Neno (2021) as the students' confidence in their ability in learning and finishing the learning task. This related to self-ability in controlling and practicing the right action in order to get the learning success. Self-efficacy also influences the aspiration, strength, motivation and determination level when facing difficulties and

setbacks in learning, also increase the ability to analyze the cause of failure and success in learning and increase the strength to face pressure and problem.

Literacy in education is associated with the ability to read current text in everyday world (Gustine, 2018; Tompkins, 2014). Reading is considered as one of indicators of being literate by interpreting a written discourse. Being literate is essential as it relates to the skill in millennial era. It can develop people's social skills, improve hand-eye coordination, and give more fun and entertainment for people's life. Being literate is an access to social, economic, and civic life (Tompkins, 2014) and one of fundamental skill to be success in learning process (Andriani, 2017; Ameyaw & Anto, 2018). Therefore, the ability in reading is important for students as a preparation for academic performance and career development in the future.

However, there are some challenges faced by the teachers in implementing literacy in the classroom, for examples, the lack of knowledge about literacy (Gustine, 2018), students' characteristics that dependent and less autonomy in learning (Lengkanawati, 2016), the limited use of technology to find in the classroom practices (Karaarslan, 2015), and the conservation notion from students about EFL literacy (Septiarini, Rahmat, & Darmahusni, 2018). Increasing students' literacy is related with building up their reading habits. Nowadays, students make use of the Internet as vast resourceful information and provides a boulder less world of various reading materials (Loh & Sun, 2019). It cannot be avoided that students spend most of their time surfing on the Internet to look for many information, either through reading or watching. Thus, teachers and parents should be aware and notice what kind of information that the students and children get form the Internet.

In Indonesian education context, reading instruction is integrated with other skills, those are listening, speaking and writing since junior high school. Then it continues to senior high school and university. This showed that Indonesian students have been learning English for 6 years and more. Teachers should have more time and experiences in English learning and ideally they should have good and solid reading habits for those long period of learning time. However, the low ability of students in reading highlights the teacher reading habits to be questioned.

Based on the observation in some high schools and junior high schools in Kefamenanu, East Nusa Tenggara, there was a tendency that teachers' perception about English reading was quite conservative as they considered EFL reading is a process of translating the words and sentences from the target language to the source language. The lesson plan and syllabus from the teachers have to point out cognitive and construction theory such as observing, asking, associating, collecting data, and communicating (Sundayana, 2017). However, on the practice, the teachers have low tendency to use learning methods that support the reading activity.

The reason that makes the teachers choose old tradition and convention in English reading was influenced by some factors and situation. As revealed by Bakken & Lund (2018) that most of the teachers consider that pronunciation and reading aloud are the most important activities in reading process. Therefore, the process of reading mostly stops at pronunciation and reading aloud. This could degrade the students' reading ability that are lower and indifferent. This situation has been complicated and seen in the learning process of EFL reading where the students do not have any solid habits and strategies in reading to help them improving their reading ability.

To make sure that the students get the useful information and wisely use the Internet, teachers and parents need to guide and actively participate in students reading practices (Bano *et al.*, 2018). Significantly, teachers' important role is guiding and building their students' reading habits. In order to build good reading habits for their students, teachers' reading habits need to be considered.

Regarding those problems and situation above, this research is aimed to find out teachers' reading habits and affective states in EFL reading and how it effects their students' literacy. Since there is no study on investigating how teachers' reading habits and affective states in EFL reading effects their students' literacy, therefore this research is significant for the improvement of increasing literacy and teaching methodology in education policy. In addition, this research is important as a scientific data and support to show the importance of teachers' reading habits in developing students' literacy that could be applied by school and institution to set their syllabus and curriculum.

METHOD

This study used mixed method approach that combined the triangulation data from questionnaire, interview, and test in order to answer three research questions. Those questions that underpin this study are: (1) how is teachers' reading habit; (2) what is teachers' affective states in EFL reading; (3) how is teacher's reading habits affected students' literacy? The questionnaires were used to investigate teachers' reading habits and their affective states. Then, it was followed by interviewing the teachers to dig more and to analyze their response on the questionnaires. The questionnaire of reading habits and affective states was adapted from Yulita & Neno (2021). Reading habits questionnaire consists of the amount of reading time, number of books, kind of books, and purpose in reading. The questionnaire about affective states was modified in which consist of motivation in reading, volition, feelings, and attribution in reading. Furthermore, reading test was conducted to measure student' reading ability and interview was applied to describe their literacy.

The result of the data was analyzed by using data transformation to compare quantitative results with the qualitative data (Hamied, 2017). The quantitative data is qualified in themes that can be compared with theme from qualitative data.

RESULTS AND DISCUSSION

Overall, the finding shows the tendency of teachers reading habits, their affective states in EFL reading and their effects on students' literacy. It is revealed that teachers' reading habits were at low level and their affective states were in moderate level. Meanwhile, students' literacy was at low level. The results conclude that the lack of teachers' reading habit causing the lack of opportunity in literacy. The detail explanation of these three research questions are described below.

Teachers' reading habits

The finding in teachers' reading habits was divided into five sections, those are the amount of reading practice, the length of time of having reading habits, the types of text read, the number of books read, and the number of published writings. The details about teachers' reading habits are formulated in the table below.

Table 1. *Teachers' reading habits*

No	Description	Teachers'
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		response
1	The amount of reading practice	1-2 hours per day
2	The length of time of having reading habits	Since junior and senior high school
3	The types of text read	All type of text
4	The number of books read	Less than 5 books per week
5	Number of published writing	None

The amount of reading practice

The result showed that the amount of reading practice was around 2-3 hours per day. Teacher 6 stated that she does not read every day due to her busy time in daily activities. Most of the teachers had some notion that they did not spend much time in reading unless it was for pleasure or entertainment. It indicated that teachers' reading habits were still low quantitatively and it affected their teaching practice in the classroom. This poor reading habits reflected the low awareness of reading practice in the classroom. Linear to that, the students' reading habits also become low and unsteady. The students were rarely given the encouragement from the teachers to build their reading habits.

The length of time of having reading habits

Regarding the length of time of having reading habits, most of teachers started their reading habits from senior high school. No one started their reading habits from elementary school. The interview revealed that the biggest problem faced by the teachers in the past time was the lack of reading sources so that they could not build their reading habits earlier. This fact indicated that external factor such as reading sources is so significant in order to build good reading habits. Without broad access to reading sources, learner would not be exposed to many opportunities in building a solid reading habits.

The types of text read

Regarding the types of text read, most of the teachers read all types of text. However, there was a tendency that the teachers were more interested in reading fiction and entertainment text for pleasure. Due to the advanced technology recently, most of the teachers got the reading text from the internet that provides them many reading sources. It is a positive sign that their reading habits was assisted by the technology. Meanwhile, the interview revealed that teachers'

knowledge about text types was considered poor since they rarely concern about the text they read. It was caused by their previous knowledge about text types was quite different compared to the newest development in text genre.

The number of books read

Related to the number of books read by the teachers, it was shown that teachers read less than 5 books in a week. It is probably caused by the use of the internet that changed teachers' habits in reading where they tended to read the online text than the conventional text. Reading a hardcopy of books already been considered as an old way for the teachers. Their motivation in reading become low when they saw thick books and they got interested in reading short text rather than long text. This revelation was related to their purpose in reading in which they read for pleasure instead of for getting knowledge.

The number of published writings

In case of publication, there was no teachers who ever published their writing. It indicated that their poor reading habits affected their writing ability and willingness to publish an article. Teachers said that there was no obligation from their institution to publish their writing. Because of there was no external motivation, they were reluctant to write academic paper or article. Moreover, they also have low confidence in their ability in academic writing since they never attended any workshop or learned about how to publish in their past learning experiences.

Teachers' affective states in EFL reading

Regarding teachers' affective states in reading, the interview and observation showed the details about a changing in their affective states due to long learning experiences. The advanced development of technology gives much contribution in teachers' affective states towards EFL reading. In one way, it helps them to find many reading resources and gets reading comprehension easier than the past time. However, in the other way, it does not lead to a better practice in the classroom and does not increase their motivation in publishing or writing article. The detail is explained below.

Motivation

The interview showed that teachers' motivation mostly determined by external factors rather than internal factors. It means that the teachers did not have a strong intention to maintain their reading

habits consistently. Teachers tended to think that reading was just an obligation of their job as a teacher. They did not consider it as something they needed to do in their spare time to gain knowledge and to improve their teaching. Some reasons that decreased teachers' motivation in reading were they were busy doing their daily activities, they were not interested in academic reading, and they were not familiar with the advanced technology that changed the text format from textbook to online texts. These reasons were a combination of internal and external factors that influenced teachers' motivation in reading.

Feelings

The result from questionnaire and interview revealed the mixed feeling, both negative and positive, of the teachers about EFL reading. Teachers got negative feelings in reading since they percept that EFL reading was difficult and took a long time just to understand the words in the texts. This perception made teachers' motivation become low in reading. Meanwhile, the positive feelings occurred when they realized the importance of EFL reading to support their teaching practice. They agreed that this awareness needed to be built to create more positive feelings towards reading.

Volition

Regarding teachers' volition in EFL reading, the study revealed that it depended on teachers' interest towards the text and the obligation of their job. Teachers had high volition in EFL reading if they found that the text is interesting or in case the text related to their teaching material. They were willing to struggle and making effort to do the reading task in order to fulfill their curiosity about the text. So, the type of the text was also significant in increasing teachers' volition to finish their reading. It can be concluded that teachers' willingness in EFL reading is affected by both internal and external factors.

Attribution

The result showed that teachers' attribution in reading was also determined by internal and external factors. The internal factor related to the text difficulty level and the lack of reading strategies. Meanwhile, the external factor is influenced by the Internet that help them to increase their reading ability. In this case, the external gives more positive input in teachers' attribution in EFL reading.

Self-efficacy

Teachers' self-efficacy was on the medium level in their response towards EFL reading. In doing EFL reading, teachers admitted that they still focused on difficult words and tended to view that EFL reading is a process of translating the text into their first language. This perception made them do not have high confidence in doing reading task. Moreover, some of the teachers have never taken any reading test such as TOEFL or IELTS, so that they do not sure about their ability in reading test.

Effect on students' literacy

The result for reading test showed that students' ability in EFL reading is still low with total percentage 59.35%. So, from the total number of questions in reading test, the students only could reach half of the correct answers. This result indicated that students' ability in reading and their literacy are affected by teachers' reading habit. The lack of teachers' reading habits leads to the lack of opportunity for students to improve their literacy. The details about students' literacy is shown in the table below.

Table 2. Students' reading test result

Students	Mean Score	Percentage
Junior High School	3.5/6	58.7%
Senior High School	3/5	60%
Total		59.35%

The observation and interview added the fact that students are struggling in understanding the text due to lack of vocabulary and reading strategies. In the reading process, instead of processing the information from the text and focusing on the meaning level, the students were focused on word by word. Based on the reader level elaborated by Yulita & Safrina (2019), the students were at the low level of reader because they are still struggling in understanding the words rather than the whole context of the text. This majority of the conception of EFL reading as translating the words were merely seen as the old tradition that surpass from time to time by the teachers to their students. Besides, the lack exposure to English text also become the important factors that degrade students' literacy since it caused unfamiliarity and increased reading anxiety.

The findings also imply that the students are lack of reading strategies that could help them to understand the information from the text in the

limited time. The students missed the strategic reading activity during classroom teaching and never get exposure to many reading strategies. Meanwhile, a good vocabulary banks and good reading strategies could be achieved with a lot of reading practices. Therefore, the importance of good reading habits could help students to increase their reading ability.

In relation to the amount of time that the students spend in reading, unfortunately it is shown that students' reading time is limited. Although the advanced technology like the era of the Internet has made it easier to access reading sources, students seldom use it to read more, they spend more time in the Internet watching videos and playing games. Based on the interview and observation, this decline of reading time was caused by students' lack of interest in reading and there was no external motivation in reading English text. It is revealed that the teachers rarely give reading task for the students that could increase their reading habits and their interest in reading. This result was supported by Gustine (2018) that found teachers are still insured about teaching literacy and promoting reading strategies to students that can develop students' literacy and reading habits.

Discussion

Furthermore, the result of this study revealed that the teachers teaching practice did not expose students' reading experience which was important to empower their literacy as the ability to read and see the reality of the world they are living (Gustine, 2018). Besides, students' literacy in English text was also affected by students' anxiety and negative perception about English text. Both anxiety and negative perception were considered as the affective states. As supported by Bana (2020), many students considered English text as difficult to understand. They said that it took a long time for them to understand the meaning of the text and many of students were perceived reading practice as translating practice. This conservative notion trapped the students in a belief that reading English text is just about translating the words into L1 instead of reading to learn and gaining knowledge (Bakken & Lund, 2018; Gilakjani & Sabouri, 2016).

Given the fact above, it is critical for education system and especially teachers to put the importance of literacy in teaching and learning process in the classroom. Apart from the teachers' lack of knowledge and practices in literacy, students revealed their willingness to

complete EFL reading task as long they were guided and aided well during reading process. This related to their dependency to their teachers rather than themselves in solving the problems. Students said they did not have strategies in reading that can help them to understand the text faster and make reading more interesting.

Based on the result above, it is found the teachers and students were still struggling on building a good reading habits and creating positive affective states in EFL reading. This phenomenon was relatable with a study by Male *et al.* (2021) & Loh & Sun (2019) that found the difficulties in understanding the words and meaning in EFL reading become number one factor that influence the reading habits. This negative treat made the teachers' and students' reading habits became poor and low.

The study also shown that even the teachers have long period in learning English, it does not guarantee that they have a good reading habits. Daniel *et al.* (2017) & Hasanah (2017) proved that students with good reading habits have teachers that love all kinds of text. Moreover, Kusdemir & Bulut (2018) added that motivation in EFL reading by the teacher made the students could maintain a good confidence and positive affective in doing reading task. Therefore, teachers' reading habits are important to give positive influence towards students' literacy especially in EFL.

As supported by Reichenberg & Andreassen (2018) and Sorman, Ljungberg, & Ronnlund (2018) teachers' professional development should be improved as it is significant to raise students' reading habits and their literacy. Teachers could improve the classroom situation by modifying the textbooks as the sources of reading practice and engaging students in more valuable and critical reading activities. Surely, teachers could not rely on textbook fully since it is not always relevant to the current situation. Teachers could mix the use of textbook with their teaching method that focusing more on reading process of getting knowledge from the text and not only translating word by word.

Moreover, the combination of teachers' reading habits and affective states is significant towards their teaching practices. By improving their reading habits and changing their affective states to be more positive, the implementation of their teaching will nurture the students' literacy in the class. As explained by Gustine (2018), the significant of literacy is to connect the students to the outside world and current situation that could

lead their future to be better and improving. This could be reached by developing solid reading habits and changing affection towards English reading. In addition, teachers should be more critical about the external factors that influence students' literacy such as socio-economic, parents' role and the advanced of technology that could help students to get more opportunity for effective literacy development.

CONCLUSION

This study showed that the teachers' reading habits were in medium level and they had mixed affective states, both positive and negative. In EFL reading, there was a tendency that teachers' reading habits were low due to their perception about EFL reading text. Teachers still focused on difficult words while reading and considered that translation is the best reading strategies they could apply in reading process and also in teaching reading. This poor habits and perception lead to the deficiencies of students' opportunity to get more literacy instruction in the classroom. It can be concluded that teachers' reading habits affected students' literacy and reading ability.

Moreover, the development of technology helps the teachers and students to get more reading sources from the internet. It is hoped that their reading habits increase along with the increase in advanced technology that enables students to access the reading material easily. Besides, other factors need to be considered in building good reading habits, those are economic and social status and individual perception about EFL reading. Thus, this study concluded that directing the teachers and the students to be more positive about EFL reading is important to increase their reading habits.

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