

The Effects of Reading Habits on Reading Comprehension among EFL Students at Van Lang University

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Abstract

Reading habit and reading comprehension seem to share a significant correlation, but there is less research conducted in Viet Nam in order to reveal the relationship between them. This research aims to describe Van Lang EFL students' reading habits, reveal their reading proficiency, and determine the correlation between the two elements. Quantitative data were collected through an online questionnaire, and the test would be analyzed by using Statistical Package for the Social Sciences 26 (SPSS 26). The questionnaire was used to identify learners' habits of reading, and the test was supervised to evaluate their reading productivity. Pearson Correlation and regression analyses were conducted in order to affirm the effects between five aspects of reading habits on reading comprehension. Qualitative data were collected through a structured interview and later were quantified by using Microsoft Excel 2016. The interview was conducted in order to clarify some similarities and differences between the reading habits and attitudes of purposive samples. From the result of this study, the researcher can declare that Van Lang EFL scholars have good attitudes toward reading habits and perform reading mostly because of their own motivation. From the statistics, it can be concluded that their reading comprehension performance was mediocre. The findings show that the correlation between reading habit and reading comprehension is perfect significant ($r_{\text{obtained}}=0.608$ to 0.710). 53.9% of the factors of reading habit contribute to reading comprehension. The result implicates that reading comprehension achievement would be enhanced if reading habit is maintained and vice versa. The researcher recommends that further research focus on the procedure, obstacles, interests of having good reading habits, and how learners apply reading habits to subjects requiring specific reading comprehension skills.

Keywords: reading habit, reading comprehension, correlation

Introduction

From years to years, English has always been the primary and secondary common language that appears in most countries worldwide. According to Rahman (2004, p.3), bulks of books are written in English, the preponderance of the world's knowledge sources is displayed in English, and most books, which the biggest publishers of the world publish, are printed in the language. English shows its salient position by existing and affecting many fields, from communication, social, and

commerce to diplomacy, education, and scientific research. Samrotul (2014) states that one of the supreme subjects learned throughout human history is English.

Listening, speaking, reading, and writing is essential skills that must be practiced when someone learns English (Writing@CSU, 2006). According to the British Council (2015), these language skills are separated into receptive and productive. Despite the thought of being the third chief skill, the performance of reading is believed to be the principal skill learned (Collins and Collins, 2002, p.9). Johnson (2008, p.10) states that reading is an active receptive skill along with listening. According to his statement, it is categorized as a receptive skill as the reader is also the receiver who performs the receiving, decoding, and understanding processes in the practice of reading. He also says that reading is an active skill since there is a connection created between the reader and the writer in the act of reading.

Through eight semesters of studying at Van Lang University, the researcher noticed that most students do not pay attention or share any interest in reading and maintaining their habits of reading. Vast learners normally choose to access Google to seek answers for their assignments. In most cases, they just copy and paste answers found on the Internet without intelligibly understanding the written materials. English-majored scholars also have a low interest in going to the library to study. The periods when a crowded population of learners holding books instead of sleeping can mostly be spotted at the library is the preparing time before midterm and final exams, mainly because they could not find instant answers on Google. The normal response to our teachers' questions of going to the library or reading extended books in silence. During break time or passing periods, scholars rarely discuss any academic topic with their friends. The activities that they usually do are swiping up and down on social media like Instagram or Facebook or playing online and offline games. They can do any entertaining activities except picking up books and reading.

From her own experience through four years of learning at Van Lang University, the researcher assumes that third-year students majoring in the English language should have superb skills in reading comprehension. It is because of our study plan, which contains four stages of reading subjects: Reading 1, Reading 2, Reading 3, Reading 4 and extended subjects needed the performance of comprehending skill in reading like Translation and Reading in General Business for learners who specialize in Business English.

Based on the antagonism between the problem of lacking reading habit and the assumption of having good comprehending skills in third-year students, the researcher, therefore, has a desire to conduct this study among English-majored juniors and seniors at Van Lang University to describe their reading patterns, mathematic calculate their reading comprehension and determine if there is any relationship between retaining good reading habits and improving better reading comprehension skills and evaluate how strong the correlation might be.

Throughout our history, the importance of reading, especially in learning the English language, has been proved. However, students in Vietnam in general and the ones at Van Lang University in specific still have not had appropriated perspectives for this English skill. Research about the problem in Vietnam is quite a few, and most of them did not focus on the correlation between the habits of reading and reading comprehension, which is considered the most basic factor to change other's attitudes about the issue. Understanding this, the study is conducted to help Van Lang Board

of Directors, the principal, tutors, and scholars undoubtedly be informed about the correlation between two components and the importance of reading and suggest a solution for the complication.

Literature review

There are two original concepts of what the reading process is. For Patel and Jain (2008), by reading, readers perform their abilities to decode the messages behind the words of the texts. Nunan and Linse (2006, p.69) support the idea by stating that the process of reading mostly concerns understanding and obtaining the information from printed words. It is strengthened by Pang et al. (2003, p.6), who claim that the performance of reading demands readers to gain meaning from written texts. To complete the definition of reading, Lone (2011, p.1) affirms that the readers should have the ability to recognize some characters, terms, and sentences within the texts to expose the denotation and connotation behind them. Since reading requires readers to be able to not only pronounce the text aloud but also to get the messages from the texts, reading is considered the most ascendant skill in learning any subject or language.

It is believed that by performing the act of reading, students could obtain several remarkable benefits. According to Jain and Patel (2008, p.19), students' required ability and skills to read are significantly foremost instrumental in their life features, in both non-academic and academic situations. To emphasize the importance of reading, especially for EFL, Inderjit (2014, p.71) writes that by reading several books, EFL's levels of fluency, necessary vocabulary, and meaningful knowledge of the English-speaking world's cultures will be enlarged. Yukselir (2014) argues that reading is one of the foundation instruments for acquiring various information from basic to advance for students, especially academic scholars. According to Abidin et al. (2011), apart from widening vocabulary and knowledge, reading also assists readers in developing characteristics, sharpening thinking, and raising awareness in social, economic, environmental, and political crises. Undoubtedly, Marcelina (2019) refers that in studying English, without reading, there will be an extreme limitation in all three other expertise as reading is the most dominant and successful way to expand one's vocabulary ability. All the explanations above can contribute to one sense that reading ability affects a range of aspects, from building up the student's vocabulary and knowledge to enhancing other aspects of one individual.

Reading habit

The term of reading habit has been defined differently by many experts. Sangkaeo (1999) prefers that reading habit more likely includes the readers' likeness in choosing types of reading and the varieties of books. On the contrary, Shen (2006) emphasizes that reading habit involves reading materials and other aspects such as frequency of reading, numbers of the book being read, and time spent for it.

Another definition was delivered by Zwiers (2004). He believes that both automatic and unconscious mechanisms relate to the term "reading habits when assembling meaning from language." Therefore, reading habit refers to the process of immediately understanding when the readers read a sentence, paragraph, or text and then unconsciously obtain the meaning of it or summarize the textual material.

Zwiers also adds that at some time, if people had to read a lot of books for any reason like reaching personal development and social progress, they would set a "starting" point for reading. From that

point, they would be used to reading, and they seek for alternative sources to read, and finally, reading could be one of their habits.

Greene (2001) shows another side for accomplishing the term. As she says, reading habits can and should be attained at someone's younger age. If reading habits can be achieved at a young age, it would be long-lasting for the rest of their life. Whenever students have pleasurable experiences and find enjoyment in reading, they can form good reading habits, including making reading behaviors becomes their regular and intensive part of daily life (Iftanti, 2015). Having the same mind-set, Sakinah (2018) proves that when readers read different genres of books, lengthen their time for reading over five times a week, and have a positive attitude to reading, it is considered as a good reading habit. Because of pleasure and their willingness, readers will read more and continue to read.

Reading comprehension

Reading comprehension is believed as a group of skills and activities (Kendeou & Broek, 2007). It is supported by Harris and Smith (2002), who argue that the core of reading proficiency is the thinking process involving four operations: identification, analysis, evaluation, and application. (1) Identifying refers to the process of locating the message offered by the author. (2) Analysing means that readers need to divide the entire text into parts basing on the structure of the text. (3) Evaluating requests readers to judge the importance of the information they obtain from the text, whether it is relevant or irrelevant to their purpose of reading. (4) Applying means that readers use the knowledge, meanings, messages, or information to solve their problems or achieve their aims.

Besides, Brown (2001) defined that reading comprehension mainly concerns appropriately and efficiently understanding the meaning of the text to understand and answer a descriptive question thoroughly. Unless readers could comprise the content of the text, reading proficiency is meaningless. It also means that after the reading process, readers will not perform reading comprehension unless they can decipher the text's hidden message.

Reading comprehension is thought to refer to the act of concluding the materials read. Indeed, Fitriani (2015) evidently states that through reading proficiency, readers have to understand the reading material and educe the meaning of the reading. It is completed by Woolley (2011), who focuses more on inferring the sense of phrases, sentences, and relating paragraphs. He determines that learners should comprehend the denotation of the sentences, paragraphs, the text, and later, the author's implication from isolated letters. On the same page, Nunan and Linse (2006) argue that reading comprehension means reading for information, understanding, and leisure. The process, therefore, is more complicated than purely deciphering a specific word. The prior aim of reading proficiency is to determine what the authors mean when writing, not to understand every word of reading material.

For another opinion, Grellet (2000) stresses that reading comprehension should comprise the readers' ability to efficiently extracting the required information from a written text. Reading advertisements in newspapers, for instance, readers usually glance at the information that interests them or just simply skip this page. On the other hand, when reading the rest of the newspapers, readers tend to read all the information carefully and get more essential details from it. To support the idea, the National Research Council (1998) affirms that reading comprehension must contain three elements: the readers, the text, and the purposes of reading. It can be concluded that

depending on the situation. Readers are required to have the ability to ignore irrelevant details and locating relevant information with their personal purpose as the foundation.

Relationship between reading, reading habit, and reading comprehension

Widdowson (1978) declares that comprehension is the principal end of the reading process. It is contributed by four elements: the readers' linguistic capabilities, the essence of reading, and perspectives on readers' reading habits. Sharing the same thoughts, the Department for Education and Skills (2005, p.2) also claims that one of the goals of reading is to understand what you are reading, and perhaps reading comprehension is an essential part of it. Pang et al. (2003, p.6) add that reading is a collective process of word recognition and comprehension.

Additionally, according to Manzo and Manzo (1994), reading mainly concerns comprehending. Reading is an "intelligent process" that begins from learning symbol correspondence to recognize paragraphs, short passages, and essays. The student's levels of reading can be developed from easy to advance. The peak of this process is that EFL students could get used to academic concepts and can analyze difficulties and problems stated in scientific books or research papers. Reading, therefore, is the "intelligent process" and the priority mean of comprehending textual material.

Moreover, according to Samrotul (2014), a strong connection between reading patterns and understanding the materials read is remarkably reported, which means having good reading habits will influence the student's reading comprehension achievement. Indeed, Hendrix (2019) explain that the environment could affect reading comprehension achievement. A comfortable environment such as quiet surroundings, adequate lighting, ideal temperature, and lack of distracting objects may be better for reading process performance and vice versa. It is supported by Bui (2021) that reducing the use of social media and wireless technology help students to completely focus on reading and improving their reading performances.

Furthermore, the National Endowment for the Arts (2007) research points out that the rate of reading routine or rate of reading has a strong correlation with greater reading skills and higher academic achievement. Renandya and Richards (2002, p.277) strengthened the idea that the habit of reading is initial and possibly the most important factor that must be improved to get a good comprehension achievement.

Related studies

Many pieces of research are made to review the connection between habitual reading and reading comprehension. Consistent with Gaona and González (2011), a statistically notable relation can easily be pointed out between reading achievement and a couple of factors of reading habit like perspectives on reading ($\rho = .413$, $p < .001$) and the person's frequency of reporting techniques for finding material in the library ($\rho = .239$, $p < .001$).

The next study conducted by Sakinah (2018) pointed out reading materials and reading intentions, which are two aspects of reading habit, had a close connection to reading comprehension. The existence of a connection between learners' reading materials and their reading achievement was found out (0.473 Pearson's score). The study also determines that the intent of participant's reading and their achievement had a moderate relation, as shown in 0.470 Pearson's score.

The result of Yusnaeni et al. (2019) research showed that the obtained is 0.514 with a significant level of 0,001. The study displays the major relationship between the habit of reading and its cognition. The R square value revealed a 26.4% association between the two elements.

The fourth related study by Septiarini et al. (2018) concluded that there would be improved reading comprehension as students' reading patterns change. On the other hand, as students' reading patterns deteriorate, their reading ability will deteriorate as well. The association between reading habit (X) and reading comprehension (Y) was established using basic correlation analysis with the result $r_1 = 0,557$. $T_{\text{count}} = 6,571 > T_{\text{table}} = 1,66$ in the correlation measure, indicating a favourable association between reading patterns and reading comprehension.

Sulaiman and Harpiansi (2018) observed that the r_{table} of 37 participants was 0.325 whilst obtained was 0.353. The findings show the appearance of major relations regarding the habit of reading and its cognition.

The sixth study-related research done by Indriani (2019) showed that the association between the learner's reading habits and reading comprehension levels and overall measurement results was fair. According to the results of product-moment correlation research, the correlation coefficient between participants' reading habits and reading comprehension achievement is greater than r_{table} ($0.400 > 0.361$).

The results of the research began by Sari (2020) revealed that sig (2-tailed) $0.004 < 0.05$. It discovered a positive relationship between reading habit and reading comprehension, but the effect was mild.

Another related study was begun by Wahyudi (2015), which demonstrated that the obtained is 0.309. It is possible to assume that the two variables have no meaningful relationship as the obtained is above 0.05. Three aspects can impact the condition: 1) scholars' misconceptions regarding good reading habits, 2) participants' preference for leisure reading (comics, newspapers, sports magazines), and 3) learners' preference for leisure reading, including the fact that the research prepares the tests from reading materials for academic resources.

The last research was proceeded in Vietnam by Vuong, Quan-Hoang et al. (2019). From the observed results, better grades in science, technology, engineering, and mathematics (STEM) subjects perform a causal relationship with reading arousal ($\beta_{\text{Readbook}} = 0.425, p < 0.0001$). The research reveals that students who enjoy reading books do better than those who are uninterested in books.

There are six previous studies in which the results stressed the significant existence of a connection between the habits of reading and reading understanding, two conclusions of the studies above showed a low relationship between two components, and one study demonstrated no remarkable correlation between them.

With different points of view, each researcher could deduce different aspects of reading comprehension. Facharyani et al. (2018) believe that readers must use their background information or academic expertise to understand the textual facts. It is also proved by Klingner et al. (2007), who argue that based on previous readers' knowledge and effective instruction such as the circumstance and details included in the document, the meaning of the text can be constructed. According to McEntire (2003), the levels of readers' understanding of the text depended mostly on

their preceding knowledge and experience. Therefore, to gain the appropriate meaning or information from the text, the readers' initial knowledge and experience are required. The more prior knowledge the readers achieve, the correct understanding of the information they obtain. For instance, lecturers who have a habit of reading educational articles will better understand the text in that field than the entrepreneurs.

Research Questions

To acquire the above purposes, the researcher focuses on the research issues that follow:

1. What are the reading patterns of EFL students at Van Lang University?
2. To what extent are the juniors and seniors of the Faculty of Foreign Languages reading proficiency?
3. Is there a relationship between the habit of reading and reading comprehension?

Ha: Students' reading habits have remarkable effects on their reading comprehension.

Ho: Students' reading habits show no effect on their reading comprehension.

Methods

Pedagogical Setting & Participants

The research was carried out in the second semester of the study year 2020-2021 at the Faculty of Foreign Languages - Van Lang University. Based on the history of the university, Van Lang University was established in 1995 with over 4000 former students. In 2020, over 25 years of operation, Van Lang University reached considerable accomplishments in scientific research. The achievement can be listed as 258 articles published on national and international magazines (22 ISI/Scopus, 53 international journals, 183 national magazines), 21 national scientific research awards for students, and six articles of students published in academic journals. Faculty of Foreign Languages was one of the first and foremost founded departments in Van Lang University. The department currently has 56 members of faculty and 13 visiting lecturers who obtain professional experience in teaching and research fields.

The researcher determined that a simple random sampling method is the most suitable method for choosing the study sample since this is the most convenient and practical way to collect data efficiently. It is also a fair sampling method and could help to reduce any bias involved in the study. The population of this study is the juniors and seniors who major in the English language at Van Lang University and have already experienced certain English reading courses. The reason for limiting the participants to third- and fourth-year scholars is that they have had the foundation and the advanced knowledge gaining from many reading courses. Fifty samples decided to participate in the study contingent consisting of the questionnaire and the test from the population. The type of sampling for the interview is the purposive or judgment sampling method. From the participants and the results of the test, the researcher chose 16 samples in which three achieved excellent, 5 had good, five got mediocre, and 3 had poor scores. The participants vary in age from 21 to above 23 years old.

Design of the Study

Mixed methods research design was applied in this study, which means the research would collect, analyze, and discuss both quantitative and qualitative data. The quantitative correlation research method was used for achieving the information related to the research questions. Quantitative data were collected through conducting a questionnaire and a test. There will be two variables for answering question number 3 of this research: reading habit (X) and reading comprehension (Y). By using correlation analysis, the researcher wanted to explain the existence of a correlation between two variables, between students' reading habits and their reading proficiency. Qualitative data were collected through a structured interview. By using this type of method, the researcher expected to learn about the participants' reading patterns, including the time and frequency of reading, their attitudes toward the habit of reading, and their perspectives on the effects of reading habit on reading achievement. The researcher chose structured interviews beyond others because of their strengths. McLeod (2014) stated that a structured interview is more convenient for both the interviewers and the interviewees as it can be conducted with a large number of participants within a brief period of time. It is thought that through structured processing interviews, fixed questions can be advancingly prepared, and therefore, the researcher can easily and efficiently collect, quantify, evaluate, and compare the results. Indeed Editorial Team (2021) added that the researcher could collect more important, relevant, and uniform data from the interview.

Data collection & analysis

The researcher believed that the questionnaire is the most suitable instrument for scoring participants' habits of reading. The questionnaire was separated into six sections. The first part (1) aimed to collect samples' demographic information such as gender, ages, and classes (Part A). Second to fifth sections were designed to understand participants' habits of reading based on the following indicators: (2) Part B, which had a list of items (question 1 to 8) on reading attitude, (3) Part C had questions (question 9 to 13) for reading frequency, (4) Part D, which covers question 14 to 18, related to materials read, (5) Part E, which included question 19 to 26, focused on the purpose of reading, and (6) Part F consists of 4 questions (question 27 to 30) to claim the time learners spend on reading. The items of the questionnaire were adapted from Janthong & Sripethpun (2010) and Sari (2013), who had already tested the validity of these questions. The questionnaire was based on the five-point Likert scale from "strongly disagree" to "strongly agree." The scale was divided by Likert (1932) into five sectors: 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree.

To gain data for the participants' reading proficiency, the researcher used a reading comprehension test consisting of 40 items which were adopted from TOEFL and IELTS Practice Test from ExamEnglish and Cambridge. The test was a multiple-choice test. There was one correct answer whilst other choices were distractors. The right answer would be graded 1, whereas the wrong one would be grade 0. The total lowest score would be 0, whilst the highest score would be 40. The time for respondents to finish the test was limited from 60 to 90 minutes. There were four parts included in the test. Part 1, from questions 1 to 10, would test the readers' abilities to pick out specific details and choose the proper synonyms for definite words and phrases. Part 2, which covers nine questions relating to paragraph 2, would determine the learners' proficiency level on rephrasing information from materials read and matching statements/results of a study with the correct author. There are ten questions in Part 3 which require participants to manifest their reading

comprehension skills on summarizing the content by choosing the best endings for given sentences and completing gap-fill in a summary paragraph. The final section of the test would provide eleven questions for evaluating the respondents' potentials to analyze the writer's denotation and connotation by matching nine accurate headings with eight sections and choosing true, false, or not given for three statements.

The structured interview was divided into two parts. The first part is called greeting, in which the researcher asked for the interviewees' personal information, made small talks about the topic of the study, explained the terms such as reading habit and reading comprehension, and directed the interviewees into the interview topic. The second part proceeded after the researcher ensured that the interviewees had already understood the purpose of the interview, the aims of the study, and the general information of the research. The second part consisted of 13 questions in which the interviewees gave their perspectives toward reading habits, described their normal reading patterns, and provided their purposes of reading. One more question required the participants to answer whether the reading habit affects their reading achievement or not and explained why they thought that. This question was believed to be an important way for the researcher to differentiate the reading habit effects on reading comprehension.

The questionnaire and test were carried out online (in private Facebook groups) by using the Google Form tool (https://docs.google.com/forms/d/e/1FAIpQLSeHot-cdwbyE_tjxMB0DZ0eWK4F_T15XJR41uyuhpl9ZdMyQ/closedform). The online form was released on April 2nd and closed on April 24th since the number of participants had matched the researcher's expectation and the data need to be calculated. The structured interview was conducted online through a media application from May 14th to May 31st fixed to the interviewees' schedules.

Reliability statistics (Cronbach's Alpha, N=50)

Variable	Mean	Std. Deviation	N of items	Cronbach's Alpha
Reading Attitude	2.54	1.249	6	0.866
Reading Frequency	3.88	1.023	5	0.862
Materials Read	2.34	1.022	5	0.816
Reading Purposes	3.28	1.196	8	0.899
Time spent on reading	2.96	1.177	4	0.876

Cronbach's Alpha was used to compute the reliability of the Likert-5 instrument for finding reading habit results. The researcher decided to drop two items (items #1 and #3) in the reading attitude section for two significant reasons: the first Cronbach's Alpha was $0.318 < 0.6$, which means invalid variable, and the Correct item-total Correlation of items 1 and 3 are negative. After dropping these two items, Cronbach's Alpha for the reading attitude variable, which has six items, was 0.866. The Cronbach's Alpha for reading frequency 5-item scale was 0.862. They were continuing by materials read 5-item with 0.816 Cronbach's alpha. The score for 8-item reading

purposes was 0.899, and that for 4-item time spent on reading was 0.876. These Cronbach's Alpha scores indicate that the questionnaire was undoubtedly reliable for the actual research ($0.6 < \text{Cronbach's Alpha} < 1$).

The procedure of the study

Since the research is a student's graduation paper of the Faculty of Foreign Language in Van Lang University, before proceeding with the study, the researcher obtains permission from the dean to conduct and collect research data from the department's students. The researchers took responsibility for conducting, posting, explaining, and instructing the questionnaire online to the participants. At the beginning of conducting the questionnaire, test, and interview, the researcher confirmed with the participants that their responses would only be used for research purposes and that their personal information would be kept confidential. The participants knew exactly the purpose of the research and freely and willingly did the questionnaire of the study at any time.

First, the researcher provided both the questionnaire of reading habits and the reading comprehension test to the participants. Then, the researcher used Statistical Package for Social and Science (SPSS) 26 to analyze the data and explain the results.

The researcher prepared the interview questions, provided the craft to the participants, conducted the structured interview, and quantified the results by using Microsoft Excel. The researcher ensured that the participants understood that the whole interview would be recorded and be used for research purposes.

Results/Findings and discussion

This chapter's main purpose is to answer the research questions based on the analysis of the questionnaire. The analysis consists of descriptive statistics such as mean, minimum, maximum, standard deviation (SD), frequency, and percentages. Other analyses cover reliability statistics used Cronbach's Alpha formula, Pearson Correlation, regression with ANOVA and Coefficients. The researcher presents the findings in headings: Reading Habit (Reading Attitude, Reading Frequency, Materials Read, Purpose of reading, time spent on reading), Reading Comprehension score, and the Correlation between Reading Habit and Reading Comprehension performance.

Demographic information

A descriptive frequency analysis was conducted on the demographic information collected, which covers participants' gender, ages, and classes.

Table 1. Demographic data on participants' genders, ages, classes (SPSS 26, 2021)

		Frequency	Percentage (%)
Gender	Female	33	66.0
	Male	17	34.0
Age	21	26	52.0
	22	20	40.0
	≥ 23	4	8.0
Class	K24	37	74.0
	K23	13	26.0

Data collected in Table 1 describes the respondents based on three factors: gender, ages, and their classes. It shows that most of the participants were female (N=33, 66%), and the rest were male (N=17, 34%). The statistic displays that the majority of students, 52%, who answered the questionnaire, were at the age of 21, whilst the other 40% were at the age of 22. The findings also show that 8% of respondents were above 23. It was revealed for classes that the vast of participants (N=37, 74%) were K24, which means juniors. There were 26% of students who distribute for the study were K23, which means seniors.

Reading Habit

Reading Attitude

Table 2. Descriptive statistics of participants' reading attitude (SPSS 26, 2021)

	SD%	D%	N%	A%	SA%	Mean	SD	Decision
In my opinion, reading is rewarding and interesting.	2	10	16	42	30	3.88	1.023	A
I often invite my friends to read in the library.	10	18	18	42	12	3.28	1.196	N
I do not like it when I hear someone says that he/she has no time to read.	5	15	12	13	5	2.96	1.177	N
I like to collect good books so that I can re-read them.	4	4	16	50	26	3.90	.974	A
I can easily suggest titles of English books to my friends.	6	16	32	40	6	3.24	1.001	N
Almost my family members have a high interest in reading books.	12	28	22	18	20	3.06	1.331	N

The result in Table 2 shows the rate of the items on reading attitude. 72% of respondents agreed that reading is rewarding and interesting (M=3.88). On the same page, 76% of participants firmly agreed that they have a habit of collecting good books so that they can re-read them (M=3.90). The majority of students neutral stated that they often invite their friends to read in the library (M=3.28), they do not like hearing someone says that he/she has no time to read (M=2.96), they can easily suggest titles of English books to their friends (M=3.24), and almost their family members have a high interest in reading books (M=3.06).

*Reading Frequency***Table 3. Descriptive statistics of participants' reading frequency (SPSS 26, 2021)**

	SD%	D%	N%	A%	SA%	Mean	SD	Decision
Although I am busy with my homework, I can still find some time to read.	4	16	28	34	18	3.46	1.092	N
I read a non-fiction book, including print, audiobooks, and e-books, almost every day.	8	22	28	34	8	3.12	1.100	N
I read at least one book once a month.	2	8	12	44	34	4.00	.990	A
I read at least two English books exceeding my textbooks in three months.	8	16	30	34	12	3.26	1.121	N
I will buy/borrow a new book every three months.	10	16	30	20	24	3.32	1.285	N

As shown in Table 3, the mean scores are mostly in the range of medium evaluation (2.5-3.49). 78% of the respondents strongly confirmed that they read at least one book once a month (M=4.00). While the overall participants neutral claimed that although they are busy with their homework, they can still find some time to read (M=3.46), they read a non-fiction book including print, audiobooks, and e-books almost every day (M=3.12), read at least two English books exceeding my textbooks in three months (M=3.26), and will buy/borrow a new book every three months (M=3.32).

*Reading Materials***Table 4. Descriptive statistics of participants' reading materials (SPSS 26, 2021)**

	SD%	D%	N%	A%	SA%	Mean	SD	Decision
I like to read advertisements, a brand of goods, names of goods, and labels in English.	0	12	30	48	10	3.56	.837	N
When I go to a bookshop, I prefer to go to the English Corner.	0	10	30	38	22	3.72	.927	A
I usually read English books recommended/used by the teacher.	6	26	24	34	10	3.16	1.113	N
I like to read English books more than books in other languages.	6	6	16	40	32	3.86	1.125	A
I always read English printed matters by myself (without any helps from lecturers or translation tools).	16	22	12	38	12	3.08	1.322	N

As Table 4 displays, the vast of participants agreed that when they go to a bookshop, they prefer to go to the English Corner (M=3.72), and they like to read English books more than books in other languages (M=3.86), with 60% and 72% respectively. They continued to be neutral in

mentioning that they read English printed matters by themselves (without any helps from lecturers or translation tools) ($M=3.08$). They also showed their neutral notion that they read advertisements, the brand of goods, names of goods, and labels written in English ($M=3.56$), read English books recommended/used by the teacher ($M=3.16$).

Reading Purposes

Table 5. Descriptive statistics of participants' reading purposes (SPSS 26, 2021)

	SD%	D%	N%	A%	SA%	Mean	SD	Decision
I read English books for pleasure, such as reading tales, short stories, myths, news, etc.	2	12	16	44	26	3.80	1.030	A
I always read books in my leisure time to relax and reduce my stress.	2	10	28	32	28	3.74	1.046	A
I enjoy reading to keep myself from getting bored (when I am waiting for someone).	8	36	22	24	10	2.92	1.158	N
By reading, I can stretch my imagination and create new ideas.	2	4	24	38	32	3.94	.956	A
Through reading, I can shape my personality.	2	14	24	38	22	3.64	1.045	A
I read English books for learning purposes (to learn new vocabulary, for assignments, or marks).	2	2	8	34	54	4.36	.875	A
I read English books to understand others' points of view.	2	10	24	38	26	3.76	1.021	A
I read English books to get news about the world.	2	14	24	32	28	3.70	1.093	A

Table 5 shows the mean scores are significantly ranked in the range of high evaluation (3.5 – 5.0). Participants agreed with almost every item in the reading purposes aspect: they all declared that they read English books for learning purposes (learn new vocabulary, for assignment or marks) ($M=4.36$) and that for pleasure ($M=3.80$). They also stated that through reading, they could stretch their imagination and create new ideas ($M=3.94$), shape their personalities ($M=3.64$), feel relax and reduce their stresses ($M=3.74$). They were followed by reading to understand others' points of view ($M=3.76$) and to get news about the world ($M=3.70$). 66% of respondents expressed that they are neutral or even disagreed with the idea that reading can keep them from getting bored ($M=2.92$).

Time Spent on Reading

Table 6. Descriptive statistics of time participants spent on reading (SPSS 26, 2021)

	SD%	D%	N%	A%	SA%	Mean	SD	Decision
I read 30 minutes-1 hour every day.	8	6	14	32	40	3.90	1.233	A
I read 1-2 hours every day.	12	18	30	22	18	3.16	1.267	N
I read 2-3 hours every day.	18	30	26	24	2	2.62	1.105	N
I read 4 hours every day.	42	28	18	8	4	2.04	1.142	D

In Table 6, respondents clearly affirmed that they are willing to spend 30 minutes to 1 hour every day for reading (M=3.90). However, they were neutral in spending from 1-2 hours (M=3.16) and 2-3 hours (M=2.62) to read. The mean score for spending 4 hours read is even lower than that (M=2.04), showing that 70% of the participants strongly disagreed with spending such much time reading.

Reading Comprehension Score

Table 7. Descriptive statistics of reading comprehension score (SPSS 26, 2021)

N	Minimum	Maximum	Mean	Std. Deviation
50	4	39	22.80	9.506

A reading test including 40 questions collected the data for participants' reading comprehension. The results show that the Mean is 22.8, the highest score is 39, while the lowest score is 4. Based on the scale to calculate students' GPA in Van Lang University, the researcher ranked the score into four sections from Poor (0-19 right answers), Mediocre (20-23) to Good (24-31), and Excellent (32-40).

Table 8. Descriptive frequency of reading comprehension score (SPSS 26, 2021)

Score	Frequency	Percentage (%)
32 – 40	8	16.0
24 – 31	17	34.0
20 -23	11	22.0
0 - 19	14	28.0

The results of the analysis indicate that most of the 50 students (34%) had good reading comprehension, which means their score is between the ranges of 24-31 right answers. The other 28% of the respondents whose scores were between 0-19 had poor reading proficiency. Some of the participants (22%) had mediocre reading comprehension. That means their right answer ranged from 20-23. Only 16% of the 50 participants whose scores were between 32 – 40 managed to get excellent comprehension.

*The Correlation between Reading Habit and Reading Comprehension***Table 4.9. Pearson Correlation between Reading Habit and Reading Comprehension**

No			1	2 (r _A)	3 (r _F)	4 (r _M)	5 (r _P)	6 (r _T)
1	Reading Comprehension	Pearson Correlation	1	.710**	.705**	.686**	.608**	.684**
		Sig. (2-tailed)		.000	.000	.000	.000	.000
2	Attitude	Pearson Correlation	.710**	1	.845**	.850**	.822**	.690**
3	Frequency	Pearson Correlation	.705**	.845**	1	.850**	.778**	.800**
4	Materials	Pearson Correlation	.686**	.850**	.850**	1	.754**	.687**
5	Purposes	Pearson Correlation	.608**	.822**	.778**	.754**	1	.551**
6	Time	Pearson Correlation	.684**	.690**	.800**	.687**	.551**	1

Bivariate Correlations (using Pearson Correlation) analysis was conducted to compute the relationship between Reading Habit and Reading Comprehension. Sig. (2-tailed) ($0.000 < 0.05$) predicts that there are correlations between variables: dependent variable Reading Comprehension and the five independent variables Reading Habit (Attitude, Frequency, Materials, Purpose and Time).

Furthermore, the Correlation coefficients between Reading Habit variables and Reading Comprehension range from 0.61 (Purposes) to 0.71 (Attitude). The results showed that the obtained coefficient (r_A , r_F , r_M , r_P , r_T) are 0.710, 0.705, 0.686, 0.608, 0.684, respectively. The statistics emphasized a perfect correlation between the two independent variables: Reading Attitude, Reading Frequency, and the dependent variable ($r_A=0.710$ and $r_F=0.705 > 0.7$), at the 0.01 (1%) level. $R_M=0.686$, $r_P=0.608$, and $r_T=0.684$ mean that the correlation between the three variables and the dependent variable are significant.

Regression Coefficients

The computation above reveals that Adjusted R Square is 0.539. Therefore, it can be interpreted that 53.9% of the factors of reading habit in the model influence reading comprehension levels.

Table 10. ANOVA and Coefficients in regression linear analysis (SPSS 26, 2021)

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	-.904	.521	
Attitude	.341	.281	.279
Frequency	.035	.298	.030
Materials	.199	.273	.153
Purpose	.079	.248	.058
Time	.348	.175	.331

Standardized Coefficients Beta data are reported in Table 10. All the Standardized Coefficients Beta in the table show the proportionality between independent variables and dependent variable: Reading Comprehension since SCB are all positive numbers. The Coefficient Beta of Time spent on reading (β_T) is the highest one ($\beta_T=0.331$). Followed by Reading Attitude and Reading Materials ($\beta_A=0.279$ and $B_M=0.153$, respectively).

The Structured Interview

Table 11. Interviewees' perspectives toward reading habit

What are your attitudes toward reading habits?	Frequency	Percentage (%)	
Rewarding	2	6.90	P
Interesting	7	24.14	P
Relaxing	3	10.34	P
Good effects	6	20.70	P
Boring	5	17.24	N
Time-consuming	3	10.34	N
Difficult	3	10.34	N

The attitudes of Van Lang University students were reported in table 11. The respondents (62.08%) showed that most of the students have positive perspectives toward reading habits. Indeed, 24.14% claimed that they found out creating and maintaining a reading habit is an interesting activity. The interviewees affirm that reading has optimum effects on their personal lives (20.70%). Reading habit helps them relax (10.34%) and enhance their imagination and train their patience. On the contrary, there are some participants who thought that reading habit is boring (17.24%), time-consuming (10.34%), difficult (10.34%). Some students said that even though they understand the purposes and advantages of reading habits, they still cannot stand reading for such a long time. Other respondents even said that reading habit is interesting but, at the same time, is difficult habit to maintain. They explained that they found it difficult to focus on reading without being distracted by other activities such as surfing on the Internet or other interesting activities.

Table 12. Frequency of going to the library

Do you often go to read in the library? If yes, then how often?	Frequency	Percentage (%)
More than 3 times per week	2	12.50
1 to 2 times per semester	1	6.25
Preparing for exam	4	25.00
Never	9	56.25

When being asked about the frequency of going to the library, most of the interviewees immediately admitted that they had never gone to the university library before (56.25%). Only three students claimed that they had come to the library before: two of sixteen interviewees said that they come to the library more than three times per week, and one student did say that she has the habit of coming to the library one or two times per semester. Other students did not remember the last time they had gone to the library and affirm that they only go to the library to prepare for the upcoming tests (25%).

The researcher, therefore, wants to seek the reason behind the negative attitudes toward reading books at the university library. Some students claimed that they did not go to the library because they would like to invite their friends to come with them after school. However, their friends seem not to enjoy reading or just prefer to read an e-book, and as a result, they would be disturbed whilst reading and normally refuse to go. Other students said that they prefer reading alone at home to reading in public places like the library. 25% even claimed that it is because of the library resources. Books in the library are reported not to be good enough for them. Some of the books are old edition and out of date. The foreign books, both fiction and non-fiction, are lacking, and the convenience of the library on campus 1 is definitely different from the one on campus 3. The library on campus one did not have enough space and quiet places for them to read. Few students said that there was no specific reason for them not to go to the library. It is simply because they do not have the habit of going there and do not want to have one.

Table 13. Interviewees' attitudes toward background family effects

Have you ever considered that your family background can affect your reading habit?	Reasons	Frequency	Percentage (%)
Good effects (56.25%)	Parents set good examples	4	14.81
	Family members buy books	11	40.74
	Family members encourage	12	44.44
No effect (37.50%)	Do not read the books	8	66.67
	Buy books themselves	4	33.33
Bad effects		1	6.25

The vast students agreed that their parents' habit of reading clearly affected their patterns of reading. In table 13, 40.74% of students claimed that their family members, including their parents, siblings, and relatives, would buy lots of books for them. On the same page, 44.44% of participants are also encouraged by their family members to read more. 14.81% of learners stated that they maintain reading habits by "following their parents' path" and can even develop reading habits in their childhood. Following their parents' path means that their parents would set a good example of reading habits. The parents' processes are described to have some commons in which the parents would buy books, both in Vietnamese and in other foreign languages, actually read the books for their children. Still, the books on shelves so that the children can re-read the documents themselves. Finally, the children are asked to summarize the books by re-telling the stories, performing short dramas, giving comments, or writing reviews. Therefore, they all agreed that they have no difficulty in choosing their favorite genres of books and easily keep the habit of reading during their grew-up period.

However, some of the students (37.50%) claimed that even though their family members bought books, encouraged, or even forced them to read, they still denied reading frequently. 66.67% of participants said that they had never read the books bought by their family members. The main reasons are reported as that the books were written in a boring and awful way, and the genres of

the books did not match their ages and favorites. Other interviewees stated that they do not believe in their parents' taste of books and that they normally buy books themselves (33.33%) as they know exactly the books that they need for reading or studying purposes.

One of the participants even stated that her parents did affect her habit of reading but in an adverse way. Her parents focused on doing their own work and did not have the time or willingness to read. As a result, she did not pay any attention to reading when she was young, and not until she entered university, she realized the importance of reading, tried to change, and maintain the habit of reading for more than three years.

Do you have the habit of collecting books to re-read?

The percentage of respondents who believe that they have the habit of reading is 37.50%. These students stated that they buy books that they tend to be interested in and read the books again many times, at least 2 to 3 times. A fair number of interviewees (31.25%) said that they have the habit of buying some books for decorating purposes, such as putting them on shelves, on desks, or studying corners. Other 31.25% reported that they would never keep any books in their house after finishing the books. Normally, they would give the books to their relatives or sell them for cash.

Do you usually suggest English-titled books to your friends?

It is reported that only 31.25% of the interviewees think that they sometimes suggest English titled books to their friends or their classmates. They had tried several times to suggest English titled books to two or three friends; however, when they saw that their friends have no interest in those books, they would stop sharing them and rather read the books themselves. All of them affirmed that it is hard to find the one who has the same hobby and likes the same books as them. The other 68.75% seemed to agree with them as they also said that they had never recommended any English titled books to their friends.

There are two main reasons why they refuse to do that. Their best peers are believed to have no habit of reading, especially reading English books (75%). The other reason is defined as their personal aspects: two of the interviewees said that they had never read any foreign languages books apart from their textbooks, so they have no books to recommend to their contemporaries.

How often do you borrow books from your school library or from friends?

Most of the students (41.18%) stated that they had never borrow books from their friends or from any library. The main reason is that they think that they would buy them themselves if they found any interesting books. They also believed that they do not have the habit of lending their books to anyone else, as most of them said that they do not have any book collection at their houses and others hate the fact that their books might be torn or ripped. 23.53% of the interviewees affirmed that they had never borrowed any book from any library but did borrow one or two books from their peers before. Once again, the library's resources are blamed on the lack of the habit of borrowing books. Two of the respondents said that the last time they borrow from their friends was when they were in secondary school. 11.76% and 23.53% of the students claimed that they are sometimes and rarely, respectively, borrowed books from the library and their friends.

If you are currently busy with other activities, would you find time to read?

Fourteen interviewees (25%) confidently affirmed that they have a reading habit as they maintain to read at least once a day, from 30 minutes to 1 hour. It is said that they prefer spending the time before going to bed to read a novel or a short story so that they can quickly get into a deep sleep. Other 31.25% of the participants rarely read books when they are busy with finishing their homework or doing other activities. They believed that it depends on how busy they are at the time asked. If they are trying to get good grades or perform better in their part-time jobs and the books are unnecessary, it would be a big no. However, if they just need some time to finish their work and spare time for relaxing, they would find time for reading. On the other hand, most of the respondents (43.75%) would never choose reading since they believed that their work is prior, reading cannot help them to finish their jobs, and they should focus only on the things they were doing.

Apart from the textbook, how many English documents do you read in one month? How often do you read an English non-fiction book?

The material of the books and the frequency of reading academic or related-major documents of the students are varied. Most of the students (50%) finish at least one book per month. 37.5% even say that they would read 2 to 3 books per month. The types and genres of the books read are various, from short stories, novels to research papers and academic books, and from self-help, romance to horror and thrilled.

When being specifically asked about the frequency of reading non-fiction books, 43.75% of the interviewees believed that they had never finished a non-fiction book before or had just read one or two books by being forced to read. They said that they would never touch any non-fiction documents except the one needed for their examination and the lecturer require them to finish reading if they want to pass the courses. However, 56.25% of the students seemed to disagree with this idea as they reported that they read at least one book in three months. These respondents actually love reading the non-fiction books such as historical, art, self-help, true crime, and science documents written in English.

Will you read books recommended by your teachers?

The given answer illustrated controversial relations in which 43.75% of the students sometimes read books recommended by their teachers whilst 37.50% and 18.75% of those claimed that they rarely or never read any book suggested by their lecturers. In fact, those who had never read believed that they don't have to read those documents. They could manage to pass tests without reading external books. On the contrary, learners who decided to read the suggested books thought that by reading the documents, they could prepare for their lessons before classes, easily understand the lectures, and perform better in classes. However, they did not choose to read the external contents unless the subjects were their preferable ones.

Which genres of books do you prefer more, fiction or non-fiction?

It is reported that 63.16% of the interviewees prefer reading fiction books to reading non-fiction ones. They said that they normally read novels and fanfiction, especially romance, fantasy, and historical. 31.58% of the respondents enjoyed reading non-fiction books, including self-help, nature-related, arts, and biography. Indeed, three on sixteen participants thought that they like both

genres, and each genre has its own attraction. Only one student claimed that she did not fancy any genre in specific and that she just performs the process of reading without thinking much about the preferable genre.

Do you have the habit of reading random English words or phrases printed on advertisements, a brand of goods, names of goods, and labels?

The collected information significantly showed that most of the English-majored students (75%) have the habit of randomly reading English words or phrases printed on advertisements, brands, names, or labels of goods. Whilst the rest 25% might not or not sure that whether they have this habit or not. It is quite interesting to learn of the similar pattern of reading in which all the students were getting excellent, good, and mediocre grades from the test have this same habit whereas the poor one had never had this experience. Some of the interviewees even explained their own reasons. Two students admitted that the words suddenly appear in their minds, and after several times, they found out it is an amusing activity to do. Four others believed that they could learn structures, words and practice their skills such as translation speed and proper pronunciation.

Table 14. Interviewees' purposes of reading

What is your purpose for reading?	Frequency	Percentage (%)
Relaxation	6	14.29
Leisure	7	16.67
Learning	8	19.05
Shaping characteristics	5	11.90
Expanding imagination	8	19.05
Broadening perspectives	4	9.52
Getting news	4	9.52

There are several reasons for one person to develop a reading habit. The main given purposes were reading for finishing assignments, passing tests, and getting better achievements in university (19.05%). The students agreed that reading could expand their imagination (19.05%), and by reading, they formed their own "imaginary kingdoms" to come up with new ideas easily. 16.67% of the respondents read in their free time and considered reading as one of their hobbies. The next factor is to relax; in fact, 14.29% of the interviewees read to reduce stress, sleep well at night, and escape from the problems in their real lives. The sixth aspect is shaping characteristics with 11.90%. The learners mostly stated that they learned lessons from the books, made plans, changed their bad habits, and lived better lives. The seventh reason is getting the news. 9.52% thought that reading could help them to update news from around the world quickly. The last purpose, broadening perspectives with 9.52%, is that reading is said to be one of the most convenient ways for them to understand others' points of view, debate, and enhance critical thinking.

Table 15. Time spent on reading

How much time do you spend reading in one day?	Frequency	Percentage (%)
3 to 4 hours	3	17.65
2 to 3 hours	2	11.76
1 to 2 hours	2	11.76
30 minutes to 1 hour	8	47.06
0	2	11.76

It can be clearly pointed out that most of the interviewees (47.06%) spent at least 30 minutes reading every day. Vast of the students had the habit of reading at least two to three A4 pages of a book before going to bed. The number of pages and the amount of time could increase up to 3 or 4 hours if they found the documents' topic interesting. 11.76% of the respondents might read from 2 to 3 hours or from 3 to 4 hours. The rest, 11.76%, claimed that they do not spend time reading daily and only read when they desire or be forced to read. It is interested in jogging down that the students who read 3 to 4 hours per day achieved excellent scores, whilst the two who had never read daily got poor scores in the test.

Do you think that there is a relationship between your reading habits and your reading comprehension achievements? If yes, can you tell me the way your habit of reading affects your score?

Most of the students reported a significant relationship between their reading habits and their reading achievements. One of the five participants who got a good score reported that he used to have a mediocre score in the first and second year (the score was around 6.4), but when he was a junior, he changed his reading habit and, therefore, improved his score to 7.8. Another student said that she was training her reading skill at the time being interviewed, and the more books she read, the higher achievements she performed. She could easily pick out the synonyms of the terms, quickly choose suitable headings, and summarising the contents read.

Discussion

Question 1: What are the reading patterns of EFL students at Van Lang University?

Students' reading habits at Van Lang University can be evaluated by five aspects: Reading Attitude, Reading Frequency, Reading Materials, Purpose of reading, and Time spent on reading. Based on the findings, reading purposes can easily be determined as the most important factor in students' decision to build good reading habits. There are two primary reasons students choose to read: for learning (M=4.36) and leisure (M=3.80) activities. Additionally, students realized that reading could stretch their imagination so that they can easily create new ideas (M=3.64). It can be seen that reading opens readings for them to understand other points of view (M=3.76) and get news about the world (M=3.70). It also helps them to feel relax and reduce their stresses (M=3.74) and contributes to shaping their personalities (M=3.64).

The findings in this research completely match the results of two studies by Patel and Jain (2008) and Sakinah (2018), who believed that reading habit creating depends on reader's willingness and pleasure would last longer because it stimulates the reader to find more and more books to read. The results support Ogbodo's (2010) theory as he claimed that reading could balance the readers' brain and prevent mental fatigue when people read because of recreation. These findings share agreement with the results of many studies such as Annamalai and Muniandy (2013), Oriogu et al. (2017), and Owusu-Acheaw (2014) in stating that the majority of students read because subjects require them to read.

Reading habit is an interesting and satisfying activity to perform. Indeed, from the results of this study, Van Lang EFL students show positive attitudes toward reading habits as the vast students agreed that reading is rewarding and interesting (M=3.88), and they have the habit of collecting good books so that they can re-read them (M=3.90). From the interview data, these learners explained the reasons why they thought that reading habits could be attractive and gratifying. They

affirmed that it significantly affects their personal lives (20.70%) and could help them stretch their imagination, train their patience, and relax (10.34%). These results contradict Annamalai and Muniandy (2013), who found out that Malaysian Polytechnic students usually feel uneasy, anxious, or even frustrated when performing the reading. For Malaysian students, reading is a boring, unmotivating, and difficult activity, and that they have other efficient tools for finding information and recreation. Additionally, from the finding, the researcher can prove her observation and assumption that Van Lang EFL students rarely have the tendencies to read in the library since they neutrally stated that they often invite their friends to read in the library ($M=3.28$). From the interview data, it can be clearly concluded that there are several reasons why the students less prefer to go or invite their friends to go to the library. The participants described that this results from friends' issues, personal preference, and library resources. This finding supports Trinh et al. (2021) who believed that Van Lang University students prefer reading online materials to reading printed paper as they thought that it is far more convenient and useful than the paper one.

Regarding the types of materials read, Van Lang EFL students stated that they willingly read any materials if they are written in English since most students agreed that they usually read advertisements, the brand of goods, names of goods, and labels written in English ($M=3.56$). The data of the structured interview supported the result. All of the students who gained mediocre to excellent scores claimed to have this type of habit, whilst the participants who got poor scores had never had this experience. To improve their English skills, they like reading English books more than books in other languages ($M=3.86$), and when going to bookshops, they prefer to go to the English Corner ($M=3.72$). The finding assembles to Gaona and González (2011), who said that in the psychologist path when being in the process of getting knowledge of a language, students often have tendencies to read any materials written in that language.

From the descriptive respondent statistics, a positive signal in reading frequency and time spent on reading can be remarkably pointed out. The results show that the majority of Van Lang EFL students are strongly supposed to finish at least one book once a month ($M=4.00$) which can suggest the prediction of Vietnam Publishing Association (2016) that the number of books read per person will rise to 2.0 books is possible. Most of the students show a strong belief that they can spend 30 minutes to 1 hour every day for reading ($M=3.90$). The interview data seemed to remarkably describe that more than 40% of the interviewees thought they could spend at least 30 minutes to 1 hour per day reading 2 to 3 pages of a book. The excellent-score students could maintain the habit of spending up to 4 hours every day to read, whereas the poor-achievement learners had never kept the habit of reading daily.

Question 2: To what extent are the juniors and seniors of the Faculty of Foreign Languages reading proficiency?

Regarding the reading comprehension score, the study shows that 16% of the 50 samples get excellent comprehension, 34% of the participants have good proficiency. The other 22% of the respondents have mediocre reading comprehension. Most of the students (28%) have poor proficiency. From the findings, reading comprehension levels among students are disparate, as shown in high standard deviation (Std. Deviation=9.506). It can be interpreted that the reading comprehension of Van Lang EFL students is mediocre (Mean=22.8 on 40).

Based on the data collected by ITN (2020), the English Outcome Standard for English Linguistics and Literature majored students is normally IELTS 6.5+ or equivalent certificate such as CEFR C1 or TOEIC 780. In comparison with IELTS Academic Reading band score (Exam English, 2010), the result shows that most of the students who took part in the research can obtain band 6 in Academic Reading ($M=22.8$). From the information and finding above, it can be concluded that the vast of students of the Faculty of Foreign Languages at Van Lang University's reading comprehension did not match the compulsory Outcome Standard of other universities. This might result from the lack of required certificate in English Learning Outcomes of Van Lang Faculty of Foreign Languages. This lack of a certain Outcome leads to Van Lang EFL students' lack of motivation and purposes for creating good reading habits (as shown that they mostly read because of learning purposes) and hardly pay enough attention to enhancing their reading proficiency skills. The results counter the policymakers of Van Lang University expectation (2020) that K26 students in all departments except English Linguistics and Literature learners can possibly achieve IELTS 6.0. Hence, Van Lang EFL scholars must improve their reading comprehension skills to achieve higher academic fulfillment (IELTS 6.5+).

Question 3: Is there a relationship between the habit of reading and reading comprehension?

An analysis conducted on reading habit factors: reading attitude, frequency, materials, purposes, and time reveals that all the five aspects have a strong correlation on reading comprehension ($r=0.710$, $r=0.705$, $r=0.686$, $r=0.608$, $r=0.684$, respectively). The result supports the study of Balan et al. (2019) that reading habits, especially purposes of reading, could radically affect participants' reading achievement. This study also contradicts the results of the study conducted by Wahyudi (2015). It was stated that the author could not conclude any correlation between the habits of reading and reading comprehension because of specific limitations. The student's attitude toward reading habits was most significant in affecting their reading comprehension ($r_A=0.710$). This greatly matches with the findings of Gaona and González (2011), who found out that learners' perspectives are the foremost factor that can influence their reading proficiency.

The findings complement Septiarini, Rahmat, and Darmahusni (2018), who believe that there was a favorable connection between reading habits and reading proficiency, as the relationship between the two elements found in this study is a positive correlation. A positive correlation means that students having good habits of reading can perform better reading comprehension. On the other hand, students who do not show any interest in reading books may not get any achievement in reading proficiency.

Regression Coefficients analysis was performed on the same variables, and the data obtained shows that reading comprehension levels were contributed by 53.9% of the factors of reading habit. The statistic supplements and reveals a more effective result than the one by Yusnaeni, Masyhur and Syarfi (2019). Only 26,4% of reading habits were calculated to enhance participants' reading performance considerably. The Standard Coefficient Beta indicated that time spent on reading (β_T) significantly impacted reading comprehension results ($\beta_T=0.331$). Followed by Reading Attitude and Materials Read ($\beta_A=0.279$ and $B_M=0.153$, respectively). The results clearly have some similarities with the findings of Sakinah (2018), who affirms that besides reading intentions, the materials read by participants are one of the vital effects of the decision to create good reading habits and excellent reading comprehension.

In short, based on Pearson Correlation and regression Coefficients analyses, the researcher can determine that reading habits have a high effect on reading comprehension. In five aspects of creating a good reading habit, students' attitude toward reading habits and time spent on reading has the most significant correlation.

Conclusion

The researcher investigated the effects of reading habits on reading comprehension among EFL students at Van Lang University by using the questionnaire, and the test is done by 50 participants and a structured interview including 16 students. The research results showed that students are creating reading habits for many purposes, such as for recreation, studying, extending imagination, understanding different points of view, getting new information, reducing stresses, and shaping personalities. Students have positive attitudes toward reading habits as they believe reading is rewarding and interesting. They are extremely satisfied with reading any materials if they are written in English since they have tendencies to buy and read English books, advertisements, a brand of goods, etc., more often than those in other languages. Most learners support the idea that they can read at least one book once a month and spend 30 minutes to 1 hour every day reading.

Based on a high standard deviation (Std. Deviation=9.506), it can be observed that the Van Lang EFL students' reading comprehension scores are at different levels. Students get either good to excellent reading comprehension or poor comprehension; only few students have mediocre comprehension. From the mean score (Mean=22.8, Max=40), the researcher can conclude that the reading comprehension of Van Lang EFL students is mediocre level.

Overall, it can be determined from the Pearson Correlation score and Regression Coefficients analysis that there is a strong positive correlation between reading habit and reading comprehension (robained=0.608 to 0.710). Students' attitudes toward reading habits and time spent on reading have the most significant correlation ($r_A=0.710$, $\beta_T=0.331$). 53.9% of the factors of reading habit contribute to reading comprehension. This means that H_a is accepted and H_0 is rejected. Van Lang EFL students' reading habits have remarkable effects on their reading comprehension. The more students read, the higher score they can obtain.

Implications

The findings of the research reveal that Van Lang EFL students have good reading habits, or at least they are trying to enhance and build good ones. The students read for many purposes; they have positive attitudes toward reading; they read any English reading materials; they even spend time and focus on reading. All these factors can be considered fine signals, which means learners should try harder to maintain their reading habits. Lecturers, librarians, and the board of directors should be responsible for encouraging students to read more by many activities. Professors in the university should develop plans for raising students' awareness of the importance of having good reading habits to develop their interests in reading. The librarians should ensure the availability of books in the libraries and hold more events where students can write or talk about books they have read and organize talk shows to share effective reading habits and reading methods. The policymakers, therefore, should focus on providing comfortable places, not only inside the libraries but other areas where students can read. By doing these activities, Van Lang University will gradually be able to create a worthwhile reading environment among students.

Van Lang EFL students' reading comprehension band score is the most important result that this research urgently needs to focus on. The band score is variant, and reading comprehension is mediocre level. Reading comprehension of students is not quite good as the researcher's belief. In this part, the researcher just wants to suggest that perhaps students should pay more attention to training their reading comprehension skills. The researcher believes that through the findings of this study, the policymakers should address the urgency of deciding the English Learning Outcomes so that learners could understand the importance of training their reading skills by having the habits of reading.

The study shows a significant positive correlation between reading habits and reading comprehension, which means students get good reading comprehension when they maintain reading habits and vice versa. Students are recommended to have the desire and willingness to improve their habits of reading if they want to perform well on reading.

Recommendations for further research

The researcher wants to suggest some further research to supplement all unanswered questions, and other problem concerns based on the findings and discussion. A further research study can use other research methods and a wider population to explore the effects of reading habits on Van Lang EFL students' achievement of other skills or subjects such as Listening, Writing Research Methodology, and Anglo-British Literature. Additionally, a future research study should focus on the procedure, obstacles, interests of having good reading habits, and the students' perspectives toward reading habits.

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