A Case Study of a Student's Reading Habits on Academic Texts

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ABSTRACT

This research was aimed to investigate reading habits on academic texts. The investigation was covered reading habits and strategies on academic texts. The participant of this research was an eight-semester student of the English Language Education Study Program who is a good academic achiever, especially in reading subjects. The data were derived from a qualitative case study as the research methodology. Then, the researcher used data triangulation through a semi-structured interview, diaries, and direct observations. All of the data were analyzed by thematic analysis and the investigation answered two research questions such as the research participant's academic reading habits and academic reading strategies. The first result revealed that; (i) the research participant usually read e-books, journal articles, and educational websites at Untan library, Home, and cafes with approximately 30 mins to 3 hours reading time; several academic reading purposes such as reading for assignments, reading for writing a research proposal, curiosity, self-development, creating ideas, getting knowledge, thinking specifically towards problematic things, recalling memory, spare-time fulfillment, and reading to get motivation; the academic reading factors including self-factor, academic environment factor, peer factor, and the availability of reading sources and access; the second result revealed that; (ii) the student employed four reading strategies namely cognitive strategies, metacognitive strategies, compensation strategies, and memory strategies in her academic reading activity. The results of this study may encourage readers to promote the importance of academic reading habits and apply academic reading strategies in reading activities.

Keywords: Academic Reading Habits, Academic Reading Strategies, Reading Habits Case Study.

1. INTRODUCTION

1.1. Introduction

Academic reading is a reading type that is taught in tertiary study. It requires readers to be actively engaged and think more critically to read complex explanations in certain topics. According to Sengupta (2002), this type of reading is purposeful and critical in terms of specific

major areas. Henceforth, academic reading is more challenging than other types of reading because it requires concentration and critical thinking to comprehend reading context. In this case, Chettri and Rout (2013) believe applying reading habits can help readers get familiar with reading critically, including academic reading activities. Therefore, readers especially EFL learners who apply reading habits will be easier to comprehend texts and mostly has good academic achievements (Balan et al., 2019; Cunningham & Stanovich, 2001; Huang et al., 2014). In this case, Balan et al., (2019) affirm EFL learners who manage their reading habits will have critical reasoning skills and basically achieve better academic results. It makes academic reading habits important for everyone, especially for EFL learners at university.

Reading is a fundamental activity that makes readers obtain new knowledge through reading sources. As regards, Florence, Adesola, Alaba, & Adewurni (2017) argue "Reading is the gateway to success in education." (p.106). It means, the more students read, the more achievements that can be achieved. Since reading is determined as one of predictors of academic success, the habit of reading needs to be applied in everyday life because of its advantages to help readers achieve their goals (Mansor, Rasul, Rauf, & Koh, 2013). The same goes to reading academic texts for EFL students which requires cognitive and metacognitive strategies to construct knowledge (Chou, 2012). Nambiar (2007) in his research explained academic reading especially in English involves understanding unfamiliar vocabularies, identifying main points, and associating their reading with background knowledge. Accordingly, EFL learners must have the ability to face those things in their reading activities. The ability that needs to be mastered is having reading strategies to comprehend reading contexts easily. In this investigation, the research participant was a student in the eighth semester at English Language Education Study Program. The participant always got 'A' in all reading subjects with 3.8 as her GPA and 600 as her TOEFL score. She does frequent reading and employs academic reading strategies in her reading activities. The applied academic reading strategies consist of cognitive, metacognitive, compensation, and memory strategies. Furthermore, to protect the participant's privacy, the researcher used "NA" as the initials of the participant in this research. Besides her achievement in reading subjects, the research participant is also an active learner outside the campus. Based on data from purposive sampling, she joined an organization called *Kerabat Peduli Inklusi*, she works as an English instructor at private courses and UNTAN institution, a teacher for special needs children, a member of The Pontianak Regional Library, and has ever organized a mini book club with an organization.

Several previous studies investigated reading habits with different focuses, such as reading preferences; reading factors to develop and sustain reading habits; and reading ways to improve students' readiness for reading academic purposes (Annamalai & Muniandy, 2013; Mansor et al., 2013; Stoller & Huynh Nguyen, 2020). This research is different from the previous studies because the researcher focused on academic reading habits applied by a good academic achiever in reading subjects. Then, the investigation was based on a qualitative case study using a diary, a semi-structured interview, and direct observation to triangulate the data. Lastly, the researcher utilized Gaona ane Gonzalez, (2011); and Oxford (2017) concepts as the theories for this investigation. Those points are fulfilled previous studies in a way of a research participant being chosen, the way the researcher conduct the data by using a qualitative case study design, and the theories that the researcher used as her guidance to conduct the research.

1.2. Research questions

1. How are the research participant's reading habits on academic texts?
2. How does the research participant apply reading strategies on academic texts?

1.3. Significance of the study

The result of this research would give some advantages for the researcher, teachers, students, other researchers, and for English Language Education Study Program, such as it can be a journey for experiencing new knowledge, promoting the importance of academic reading habits, encouraging English students to read English academic texts, it can be a reference for future investigation, and promote the importance of academic reading habits at university.

2. METHOD

2.1. Research Design

The present investigation relied on a qualitative case study from an individual case. This empirical investigation focused on a fact or situation within its real-life context and focused on "how" or "why" questions in a research Yin (2018). A case study could give deeper experiences, thoughts, and feelings which could not be gathered by using quantitative research. This research used one research participant who is a student at English Department batch 2017. She has always got A in all reading subjects, does frequent reading, and employs academic reading strategies in her reading activities. From the research participant's data, she is a good academic achiever, especially in reading subjects. In this case, the researcher was interested to use a qualitative case study to investigate the natural phenomena in the research (Zainal, 2007). Therefore, the

researcher used a qualitative case study with a single case which is academic reading habits from a good academic achiever as the inquiry of this research.

2.2. Samples/Participants

In finding the research participant, the researcher used purposive sampling as the way to select the appropriate research participant. It has been pointed out by Tongco (2007) in the definition of purposive sampling, he said purposive sampling is used to choose research participants by fulfilling some criteria from the researcher. The criteria of the research participant were the student has taken all reading subjects, the student is at least in the fifth-semester of English Department in Tanjungpura University that has got GPA >3.5, and got A for the whole reading subjects, the student likes reading especially for reading academic texts, such as journal articles or academic books. Then, the student is a member of a library and an active learner inside and outside the class. In order to apply this sampling, the researcher has decided to choose one English student from the eighth semester at English Department batch 2017. Accordingly, the research participant fulfilled the criteria to be a participant in this research. She always got 'A' in all reading subjects with 3.8 as her GPA and 600 as her TOEFL score, does frequently reading, and employs academic reading strategies in her reading activity. The applied academic reading strategies consist of cognitive, metacognitive, compensation, and memory strategies. Furthermore, to protect the participant's privacy, the researcher used "NA" as the initials of the participant in this research. Besides her achievements in reading subjects, the research participant is also an active learner outside the campus. Based on the data from purposive sampling, she joined an organization called *Kerabat Peduli Inklusi*, she works as an English instructor at private courses and UNTAN program called *Adik Dosen*, a teacher for special needs children, a member of The Pontianak Regional Library, and organized a mini book club with an organization named English Student Association 2017. Based on the investigation, the research participant must have been applied certain habits in her learning especially in the academic reading activity due to her scores in reading subjects were good. Therefore, the researcher investigated her reading activity which related to her academic reading habits.

2.3. Instruments

In this research, the researcher spent one month gathering all of the data through interview, diary, and observation. In 30 days, the research participant shared her reading activity through a diary, share her experience through an interview, and the researcher observed her daily reading activity through observation. The interview session has conducted once at the beginning

of the investigation. Then, the research participant wrote a diary after the interview session, and the researcher observed her daily reading activity especially her academic reading habits through reading observation.

2.4. Data analysis

The data were analyzed by using thematic analysis. They were in a form of audio transcription, written diary, and observation notes. According to Braun and Clarke (2006), thematic analysis can be used to analyze qualitative data. Thematic analysis is an appropriate analysis technique if the research aimed to investigate what actually happens in a phenomenon. Specifically, this technique is used to identify data patterns that become the result of research. It is widely used in the social science and education field (Braun & Clarke, 2006). In analyzing the data, there were steps of thematic analysis such as understanding the data, coding the data, and giving themes to the data. Based on the analysis, there were specific themes of the results such as academic reading sources, academic reading times, academic reading places, academic reading purposes, academic reading factors, and academic reading strategies (cognitive strategies, metacognitive strategies, compensation strategies, and memory strategies). The cognitive strategies consisted of highlighting, self-questioning, summarizing, note-taking, citing/quoting. Then, metacognitive strategies consisted of re-reading, evaluating reading process, realizing, and thinking specifically towards problematic things. The compensation strategy involved comparing reading sources and familiar with academic words. The last strategy was a memory strategy which consisted of mind-mapping. Lastly, there are steps of data analysis in this research, such as:

1. After data collection, the researcher familiarize herself with interview, diary, and observation data through reading it repeatedly.
2. Throughout the familiarization step, the researcher found codes which referred to reading habits indicators proposed by Gaona and Gonzalez (2011) and reading strategies proposed by Oxford (2017).
3. Then, the researcher classified the codes into the same themes and define the themes' name.
4. In the end, the result formed as a description based on the findings.

# 3. FINDINGS AND DISCUSSION
3.1. Findings
3.1.1 Student's reading habits on academic texts

The first investigation focused on the research participant's reading activities which included academic reading texts being read, where the research participant read the academic reading sources, the purposes and factors in reading academic texts. The results of the first investigation can be seen in Table 1 until 6.

**Table 1. Academic Reading Sources**

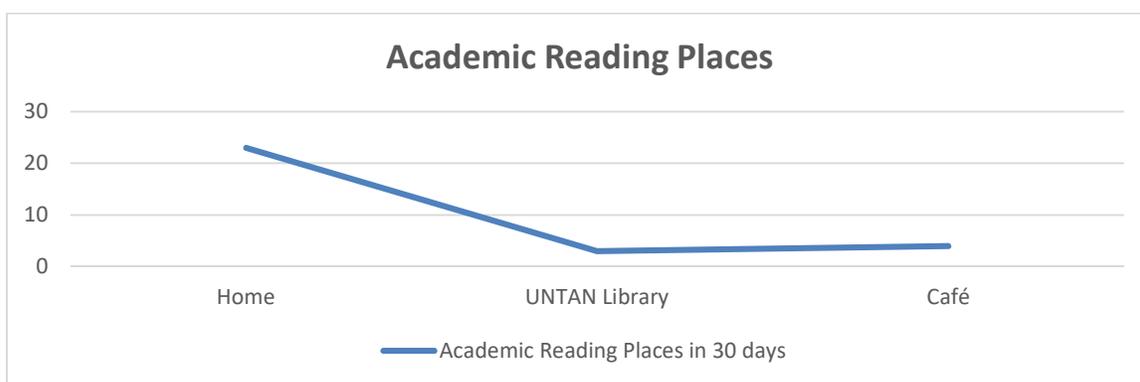| Reading Sources |
| --- |
| 1. Novel ways to develop speaking skills among the non-native speakers of English |
| 2. Simple ways to improve English speaking in teaching and learning |
| 3. The design and use of speaking assessment rubrics |
| 4. AJE's scholar (A journal website about plagiarism) |
| 5. Teach.com powered by 2u (Teaching method) |
| 6. Wren and Martin, Part of Speech |
| 7. Pronunciation material on educational websites |
| 8. 101 American English Idioms |
| 9. Journal articles and senior theses about visual media to teach speaking |
| 10. How to speak English fluently |
| 11. Developmental research on an interactive application for language speaking practice using speech recognition technology |
| 12. Improving students' speaking skill through advertising product |
| 13. Derrick Meador from Thought.co about students' characteristics |
| 14. Write smarter not harder |
| 15. Outlawed-phrases from Pinterest |
| 16. Need analysis of academic- English speaking material in promoting 21st century skills |
| 17. Making speaking material by Torky (2006) |
| 18. The power of Self-esteem by Nathaniel Branden, Ph.D |
| 19. Using guided oral presentation in teaching English language learners' speaking skills |
| 20. The importance of authentic materials in ELT classroom |
| 21. Finland Education System |
| 22. Singapore Education System |
| 23. Pearson International School's Website |
| 24. Analysis pragmatic on a movie |
| 25. Making literacy real by Joanne Larson and Jackie Marsh |
| 26. Speaking clearly with disabilities children |
| 27. Materials development for teaching speaking |
| 28. Communicative language teaching by Jack Richards |
| 29. Teaching speaking in a class |
| **30.** Anxiety and speaking English as a second language by Lindy Woodrow |

Table 2. Academic Reading Sources
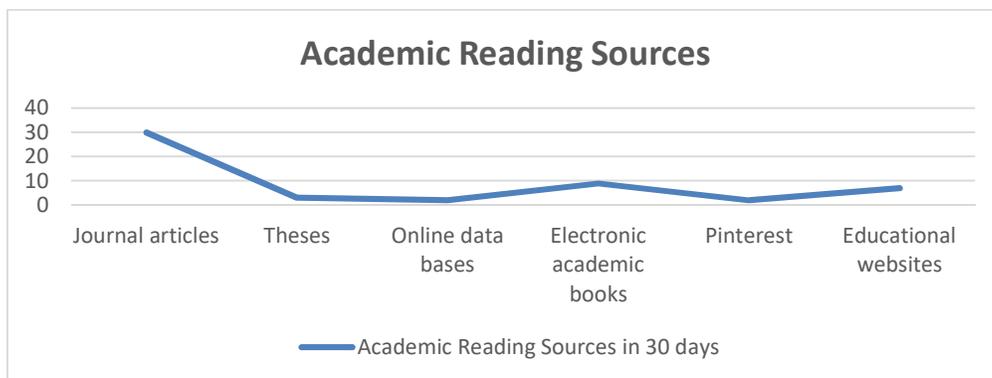
The first table shows the variety of academic reading texts being read. The texts were in a form of online and printed reading sources. Based on the second table, the research participant often accesses the internet to read online academic texts like journal articles, electronic academic books, online theses, Pinterest, online databases, and educational websites. The number of the axis means how many times the research participant read those types of reading in a month. She read journal articles 30 times, theses 3 times, online databases 2 times, electronic academic books 9 times, Pinterest 2 times, and educational websites 7 times.

Table 3. Academic Reading Times
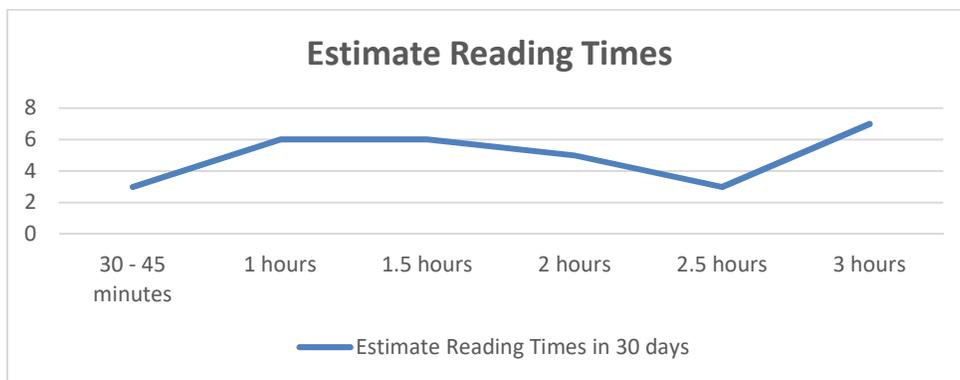
Based on Table 3, the research participant spent 30 minutes up to 3 hours reading academic texts a day. She also has flexible reading time that is not scheduled at a certain time. The number of the axis shows how long the research participant read various academic texts in a month. They are 30-45 minutes in 3 times, 1 hour in 6 times, 1.5 hours in 6 times, 2 hours in 5 times, 2.5 hours in 3 times, 3 hours in 7 times.

Table 4. Academic Reading Places

Academic Reading Places

(Line chart showing "Academic Reading Places in 30 days": Home ≈ 23, UNTAN Library ≈ 3, Café ≈ 4; y-axis from 0 to 30.)

According to Table 4, the research participant read academic texts in three places, such as at home, cafés, and UNTAN Library. The number of the axis means how many times the research participant read academic texts in various places in a month. They are 23 times in home, 3 times in UNTAN Library, and 4 times in Cafés.

Table 5. Academic Reading Purposes

Reading Purposes

(Line chart showing "Reading Purposes in 30 days" with categories: Reading…, Reading…, Curiosity, Self-…, Creating…, Getting…, Thinking…, Recalling…, Spare-…, Reading…; y-axis from 0 to 8.)
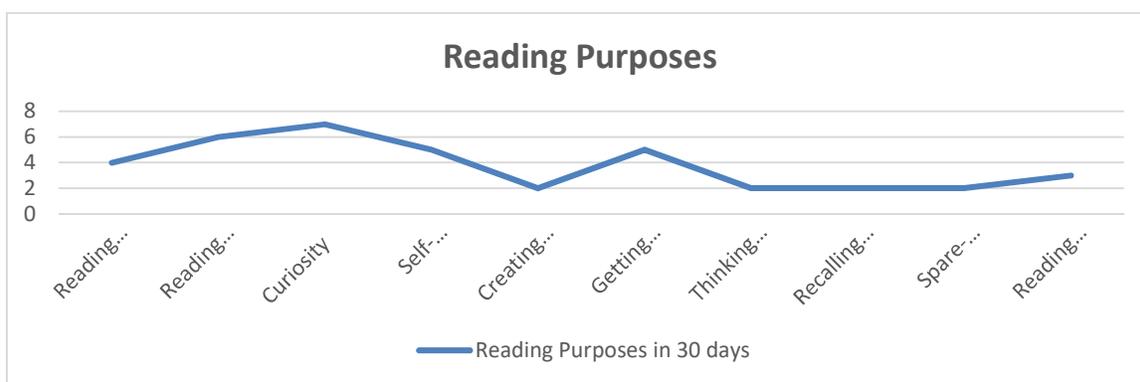
Table 5 shows various reading purposes that usually triggered her to read academic texts, such as reading for assignments 4 times, writing a research proposal 6 times, curiosity 7 times, self-development 5 times, creating ideas 2 times, getting knowledge 5 times, thinking specifically towards problematic things 2 times, recalling memory 2 times, spare-time fulfillment 2 times, and reading to get motivation 3 times in a month. Based on the data, usually, the research participant read because of her curiosity about particular academic topics. This habit was also followed by the second most common reading purpose that frequently appears in the investigation which is reading for writing a research proposal.

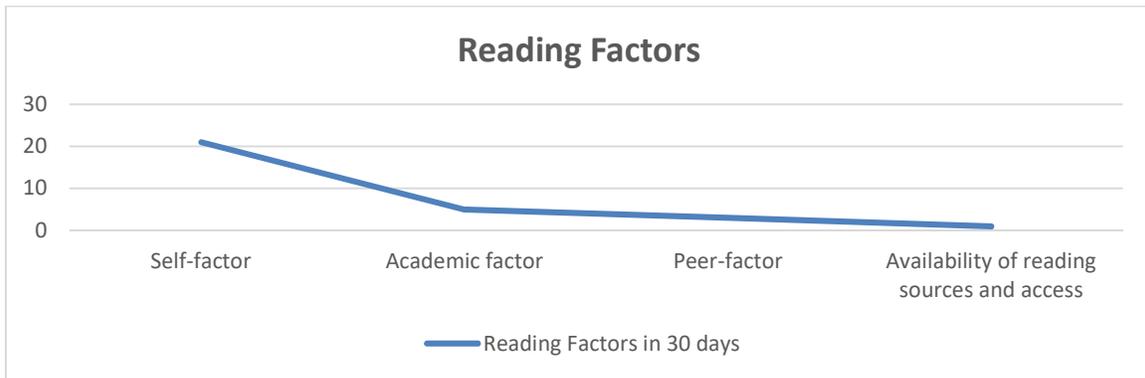**Table 6. Academic Reading Factors**

Table 6 shows the research participant's reading factors. The most frequent reading factor came from her willingness to read academic texts or self-factor which is done 21 times. Then it was followed by academic factors which are in 5 times, peer-factor 3 times, and then the availability of reading sources and access 1 time in a month.

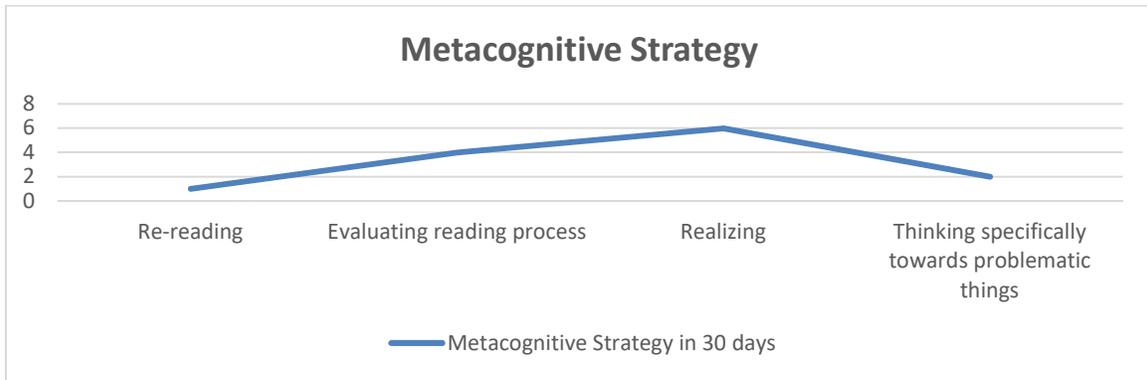*3.1.2 Student's reading strategies on academic texts*

The second investigation was focused on the research participant's reading strategies applied on her academic reading activity. The result of academic reading strategies can be seen in Table 7 until 10

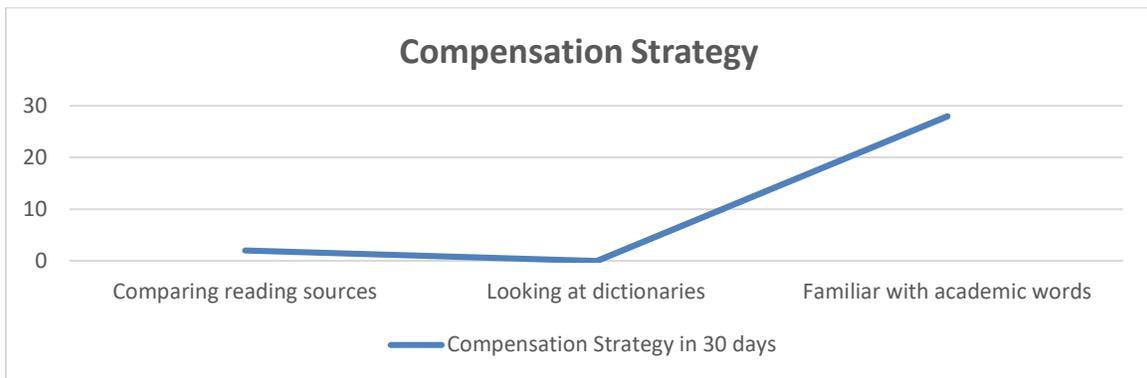**Table 7. Academic Reading Strategies**
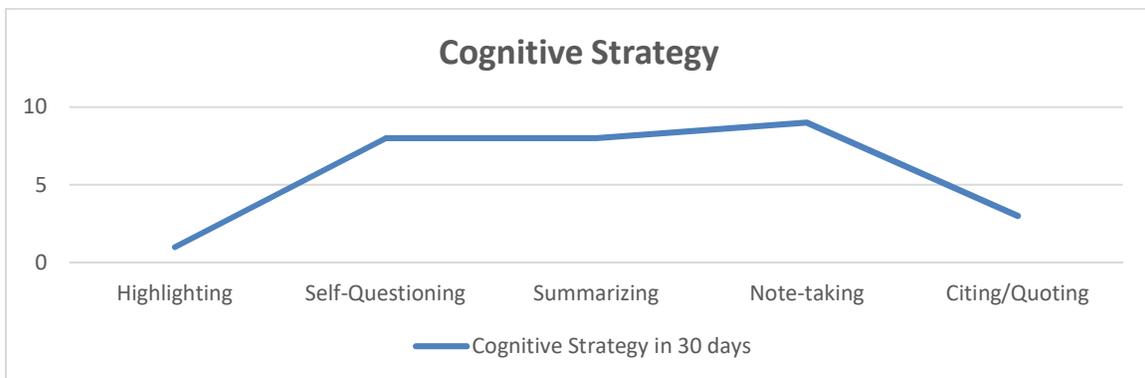
Based on table 7, the research participant applied cognitive strategies which include highlighting 1 time, self-questioning 8 times, summarizing 8 times, note-taking 9 times, and citing/quoting reading sources 3 times in a month. The most common cognitive strategy was note-taking activities. Then, it was followed by self-questioning, summarizing activities, citing/quoting, and highlighting reading sources.

Table 8. Academic Reading Strategies

Metacognitive Strategy

Re-reading — 1
Evaluating reading process — 4
Realizing — 6
Thinking specifically towards problematic things — 2

—— Metacognitive Strategy in 30 days

In table 8, the research participant applied the thinking process in reading control, or it is commonly considered as metacognitive strategies. The first most frequent metacognitive strategy was realizing which is 6 times in a month. Then it is accompanied by evaluating the reading process 4 times, thinking specifically towards problematic things 2 times, and re-reading some academic texts 1 time.

Table 9. Academic Reading Strategies

Compensation Strategy

Comparing reading sources — 2
Looking at dictionaries — 0
Familiar with academic words — 28

—— Compensation Strategy in 30 days

In table 9, the research participant applied compensation strategy on her academic reading activity. The most common signs on the investigation were familiar with academic words which is 28 times, then it goes around with comparing reading sources to get the overall meaning in 2 times. Accordingly, the research participant infrequently used dictionaries to find the meaning of texts and preferred to use comparing techniques to find meaning.
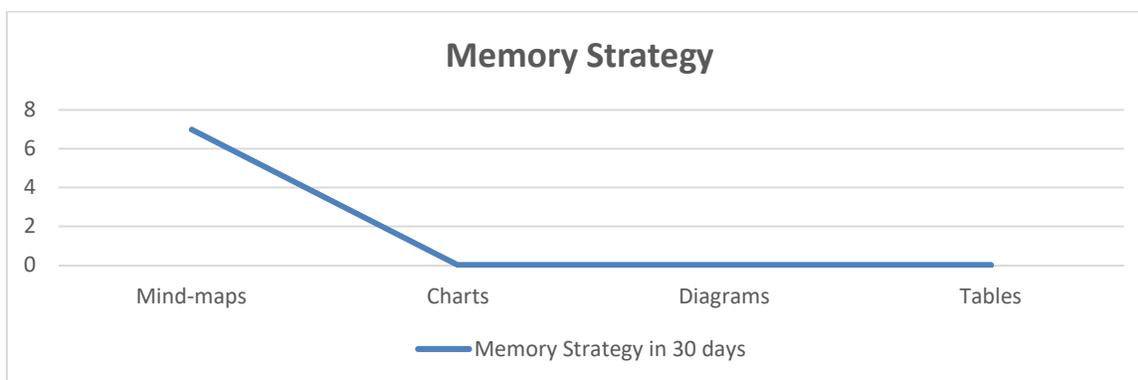
Table 10. Academic Reading Strategies

Table 10 shows the memory strategy that is applied by the research participant in her daily reading activity. The specific activity was mind-mapping to depict important information from academic reading texts. The research participant used a mind-mapping strategy 7 times a month.

3.2. Discussion

3.2.1 How are the research participant's reading habits on academic texts?

There are some patterns that have been found by the researcher in NA's reading activity. The first patterns included academic reading sources that she always read, how long she read the reading source, and where she usually spent her time reading academic reading texts. The researcher gathered the information that the research participant preferred to read online sources than printed forms. It is because she believed on-screen reading is more accessible than the printed ones. The various reading sources that she read consisted of journal articles, e-books, online databases, educational websites, theses, and campus notes. Based on the observation data, she read all of them around 30 mins to 3 hours in the evening and usually read in three places such as home, Untan Library, and cafés.

Reading academic text is important for gaining new knowledge or improving personal understanding of specific areas. It was demonstrated by the data that NA reads for doing those purposes frequently. Henceforth, Annamalai and Muniandy (2013) mentioned reading habits have a lot of advantages to readers, two of them are getting knowledge and self-improvement. In accordance with that, currently, NA is being a student-teacher and also a writer to her research which means she needs to develop her skill in teaching and particular areas related to her research. Therefore, those purposes reinforced NA to read academic texts frequently. Then, the researcher found curiosity in her reading purpose. According to Markey and Loewenstein (2014), curiosity drives a person to have motivation in educational attainment. It is connected with

curiosity in reading habits which made NA read those academic texts. Gruber and Fandakova (2021) said "Curiosity, the desire to acquire new information, is often described as an epistemic emotion and is accompanied by positive affect" (p.178). From the investigation, the researcher found that NA reads academic texts because she loves to add new knowledge due to her curiosity in reading activities.

Writing academic papers require sufficient academic sources to generate good ideas. It is proved by several expressions in NA's diary which show creating ideas is important to help her write academic papers. As an active reader, NA uses her thinking to interpret and argue towards educational issues. In the investigation, NA thinks about her students who have different characteristics from each other. Therefore, there is a point that is included in her reading purpose which is thinking specifically towards problematic things. Besides that, As a student-teacher, remembering teaching skills especially teaching methods is a fundamental thing to do. This may help the student-teacher applies suitable teaching methods in a classroom. From the observation, NA read her notebooks about teaching methods that have been taught in the previous semester. The notebooks contained several outlines and mind-maps related to teaching methods. Based on the observation, the researcher found NA performed recalling memory by remaking the outlines and mind-maps after she got the point of the notes. According to Kasemsap and Lee (2015) recalling memory through outlining and building visual images such as grouping story mapping, highlighting, and paraphrasing are considered as memory strategies in reading activities.

The next reading purpose that the researcher found was spare-time fulfillment. In the written diary and observation, she tends to read thin books and finished them on that day. This activity is unique due to most readers filled their leisure time with reading recreational texts. Meanwhile, NA reads academic texts in her spare time. Accordingly, ChanLin (2013) gave her opinion regarding reading in leisure time, she said there is a self-interest orientation between academic reading and recreational reading. It means readers would have their own reading preferences that depend on their orientation. In this case, NA read academic books as her reading material in her spare time. Based on the data, she liked to get new insight from academic books that she read. After that, NA reads academic texts to get motivation. Once in the data, she reads an academic book to find motivation in public speaking. According to Ahmadi (2017) motivation is important in the learning process because it can affect learners to do something.

As a university student, having a lot of assignments made NA think that she needs sufficient knowledge to accomplish her study with good results. Therefore, the next reading purpose is to do assignments in college. Thus, NA said by having academic reading habits, it was

easier to achieve her goals in academic matters, especially in reading subjects. This reason has made NA read various academic texts like books or papers. The activity is repeated over the years throughout her daily life until it becomes a habit. Furthermore, NA had another reading purpose which is writing a research proposal. In the last semester of college, she is currently writing her research proposal which means she needs to write it based on expert theories and opinions. Based on Shen (2009), reading and writing are related to each other. Moreover, Shen (2009) emphasizes "better writers tend to read more than poor writers" (p.87), it is related to NA's reading purpose because she intended to compose her research proposal by reading academic texts. There were some activities that she did for this purpose, such as citing and paraphrasing the reading sources as references to her research proposal. Besides that, in writing a research proposal, NA needs to get inspiration to write the research by reading academic texts. Having inspiration through reading academic texts would accommodate her to write her proposal easily.

There were reading factors that influenced NA's academic reading habits, such as internal factor that includes the self-willingness factor, and external factors that consists of the academic environment, peer factor, book availability, and access. Based on Annamalai and Muniandy (2013) opinion "reading can be related to feeling and their willingness to read" (p.33) which means internal factor has a strong effect on readers in the reading activity. In reading, self-willingness is important due to it is the first step to start reading. If readers have the will because of certain purposes, then they also meet curiosity in reading those texts, and they will directly build reading habits. It was investigated by the previous researcher that self-willingness helps readers make reading habits (Annamalai & Muniandy, 2013; Chairanissa & Wirza, 2019; Sumardi et al., 2019). Moreover, the internal reading factor was related to NA's reading purposes due to it came from her mind. For NA, being a person who always does everything with effort and focuses on the process of learning is important for ELF development.

Besides the internal factor, NA was also got affected by external factors in her reading activity. The first external factor was the academic environment. According to the data, the researcher found NA got affected by her responsibility to finish her study. Then also, she got benefits after reading academic texts such as building knowledge in the education field and others. Therefore, the researcher concluded that she got affected by the academic environment factor. Besides that, NA also got affected by her peer in choosing reading topics. According to Mansor et al., (2013), the role of peers in motivating and sustaining reading habits among teenagers is important. In the investigation, NA was motivated to learn speaking skills from her

peers, therefore she chose to read about the related topic on that day. Furthermore, her reading habits got affected by the availability of reading sources and access. Based on the data, NA did reading on-screen and reading printed forms. But, mostly she preferred to read academic texts on screen due to a specific reason. The reason was about her reading time. She often read in the morning or evening, meanwhile, the operational hour in UNTAN Library is not available in the evening. Therefore, she chose reading on-screen which is more preferable to read any time than reading printed forms. Due to she often reading academic texts on the internet and reading them everywhere and at any time, the researcher can conclude that NA reading habits were supported by the availability and access of academic reading sources.

In conclusion, the researcher discovered the participant of this research spent her time reading academic texts enjoyably. It has already been proven on the data that she reads in both screen and printed form, with flexible reading times and places. Various purposes basically encouraged her to read such as self-development, curiosity, creating ideas, getting knowledge, thinking specifically towards problematic things, recalling memory, spare-time fulfillment, reading to get motivation, reading for assignments, and writing a research proposal. Those purposes are also followed by reading factors that underlie NA's choice to read academic reading texts, such as internal and external factors. The external factor consisted of the academic environment, peer factor, and the availability of reading sources and access. Meanwhile, the internal factor comes from her willingness to read academic texts herself.

3.2.2 How does the research participant apply reading strategies on academic texts?

According to the data, the researcher found NA applied four strategies in her academic reading activity, such as cognitive strategy, metacognitive strategy, compensation strategy, and memory strategy. In cognitive strategies, NA frequently asked herself regarding the academic texts. This activity is indicated as a self-questioning strategy. According to Joseph, Alber-Morgan, Cullen & Rouse (2016) self-questioning is a sign of focus on critical information in the texts. There were several questions that she wrote in the written diary regarding the core of reading texts. Related to Joseph et al. (2016) statement, NA grasped the main idea of the texts and frequently have further questions to comprehend reading texts. Besides that, she used a note-taking strategy in her academic reading activity. Rahmani and Sadeghi (2011) believed, a note-taking strategy could help readers develop their thinking skills due to this activity makes readers think and rewrite the important information with its concepts in simple forms. From the investigation, the notes consisted of the main points of reading texts that were being paraphrased

into simple sentences. Besides that, there were some outlines that followed the notes to emphasize important points of the texts. So, she would directly understand the reading contexts when reading them again.

The next cognitive strategy was highlighting citing, quoting, and summarizing expert statements. In writing a research proposal, the availability of expert statements is important to support the research. From the investigation, the researcher found NA cited and quoted some expert opinions regarding the reading topics. Then, the way she cited the reading contexts is throughout paraphrasing in two ways. Firstly, if one expert statement is suitable and able to support NA's research, she would directly cite it by paraphrasing the word structures and using various synonyms. Meanwhile, if she needed to search for expert opinions in different academic sources, she will try to compare and summarize them into one paraphrased sentence.

Evaluating the reading process is considered as a metacognitive strategy. According to Cubukcu (2008), effective readers will aware to evaluate their reading process through expressing opinions, making judgments, and developing ideas from reading. In the investigation, the researcher found NA did all of the criteria from Cubukcu (2008) which made judgments, expressed her opinion related to reading topics, and develop her ideas from reading texts. Moreover, in the process of reading, NA would reread and connect the supporting details to understand reading contexts when she got confused towards some parts of the reading texts.

Metacognition in reading comprehension is related to the cognitive strategy. According to Djudin (2017), metacognitive strategy is thinking about thinking in a process of learning. Accordingly, in the cognitive strategy NA used summarizing as a means of obtaining knowledge from the reading texts. In summarizing process, she was thinking in realizing formed to ensure how far her understanding towards the summaries in her notes. Then, she was also thinking about particular academic topics which included in the reading texts with discussing and expressing her minds on written diary. Therefore, the researcher considered NA has applied metacognitive strategy in her academic reading activity.

Reading academic texts can provide readers with a variety of experiences, including unfamiliar vocabularies or difficult reading contexts. Correspondingly, there is a compensation strategy to help readers understand difficult reading materials. From the investigation, NA said that she did not use any kind of translation tools to help her read academic texts. Nevertheless, she used context clues to acknowledge all of them. According to Shang (2010), reading effectively means understanding all of the aspects of written texts such as grammar, semantic clues, and guessing meaning by its context. From the investigation, NA said she will use context

clues when she found difficult reading materials. However, in the written diary, she did not find such kinds of texts due to she has sufficient vocabulary to comprehend all of them. Besides that, due to she always reading academic texts in her daily life, she is already familiar with academic vocabulary. In conclusion, there are two strategies that she did in compensation strategies, such as guessing meaning through context clues and reading frequently to get familiar with the academic vocabulary.

After that, there was a memory strategy applied in NA's academic reading activity. The researcher found NA used mind-mapping to remember the main point of the texts. According to Shdaifat, Al-Haq, and Al-Jamal (2019) mind mapping ease the process of reading due to it contained fundamental points of reading texts. Correspondingly, NA created mind maps in the written diary to illustrate the main idea or important information from the reading texts. For NA, memorizing through mind-mapping would help her directly focus on certain points of the academic reading texts.

Besides reading strategies, the researcher also found the ways she read academic texts such as in chronological order and directly go to the reading points. She used different ways to read reading texts based on her purpose of reading and what reading sources that she read. If the purpose is to find a core of text in a journal, she will preview, skim, and read it chronologically to find the main point. Then, if she read an e-book, she would directly go to the chapter that she was interested in. For previewing, Al-Faki and Siddiek (2013) argue this strategy allows readers to see the text structure in an organized way. The pre-reading activity gave NA chances to take the frame of information before she began the actual reading activity. Previewing provides basic information of reading materials such as title, headings, introduction, every first sentence in a paragraph, visuals, vocabulary, and the-end-of-chapter (Al-Faki & Siddiek, 2013).

After previewing activities, she used skimming to get main ideas over reading texts quickly. Mikulecky and Jeffries (2004) assert "Skimming is high-speed reading that can save you lots of time" (p.132). It emphasizes skimming makes NA got the core of reading text in a fast manner. Then, in skimming, NA was only focused on words that can help her get the sense of the text. It means skimming can help readers define reading text easier.

The findings revealed that the participant of this research used various reading strategies and reading ways such as cognitive strategies, metacognitive strategies, compensation strategies, memory strategies, previewing, scanning, and skimming activities. The variations of the reading strategies and reading ways help NA comprehend the academic reading texts easily so that she successfully applied academic reading habits in her daily life. According to Lau and Chan

(2003), strategic and motivated readers would be considered as good readers because the strategies and motivation might affect their reading habits. They might easily find the core of reading texts and know how to comprehend the texts correctly.

4. CONCLUSIONS

4.1. Conclusion

Academic reading habits play a key role to make readers think critically and engage with reliable sources on particular topics. However, not everyone has this kind of habit in their daily life and prefers to read recreational reading texts instead. The participant of this research proved that she applied academic reading habits and easily achieved her goals on campus such as getting good scores and developing her skill in academic matters. The result of this study proved incorporating academic reading habits as one of the routines on daily basis will help readers achieve their academic achievement easily. Similar to the participant of this research, she has good academic records especially in reading subjects due to applying academic reading habits in her routine. For this matter, she proved that academic reading habits are connected to her academic achievements. Applying academic reading habits might be influenced by personal's reading factors, purposes, preferences, and strategies. The findings highlighted some aspects in reading such as reading academic texts, place and time, purposes, factors, strategies, and ways to read. The findings covered all of the reading aspects from Gaona and Gonzalez (2011) which consist of reading on-screen and printed form, flexibility in reading place and time, reading for assignments and writing a research proposal, curiosity, self-development, creating ideas, getting knowledge, thinking specifically towards problematic things, recalling a memory, spare-time fulfillment, reading to get motivation, internal factor, external factors which are related to the academic environment, peer factor, the availability of reading sources and access. Then, the strategies applied consist of self-questioning, note-taking, citing and quoting reading sources, outlining, summarizing, evaluating the reading process, realizing, context clues, and mind-mapping. Those aspects have been gathered by the researcher under reading strategies theory by Oxford (2017) where cognitive, metacognitive, compensation, and memory strategies are derived from. Lastly, the research participant has her own reading ways to read academic texts which basically depends on reading sources and her purpose to read those texts. Those activities will be done differently in both reading chronologically or only reading particular parts by previewing, scanning, and skimming activities. In the investigation, the researcher realized that there are some limitations or weaknesses in this research. The first limitation lies in the process of

conducting the data. Due to this research being focused on habits, the researcher needs to spend a long time collecting the whole pieces of information. Mixing the case study and habits in one research need effort, patience, and dedication. Because habits cannot be identified in only one or two days, it is a long journey-study. Then, in the interview session, sometimes the answers given by the research participant were not in-depth, considering the case study needs more comprehensive information to be collected in a time. But this problem has been solved by applying data triangulation which there is extra information from diary and observation notes.

4.2. Suggestions

According to the conclusion, the researcher would like to suggest several points for further research in reading habits with some scientific reason why it is essential. Teachers are suggested to encourage students to read academic texts every day, promote the importance of academic reading habits in school, make academic literacy program in a class because the influence of academic factors would give students chances to build their habits in academic reading activity, then teach students how to apply cognitive, metacognitive, compensation, and memory strategies to easily comprehend reading contexts. English students are suggested to build academic reading habits, read scholarly sources to write, encourage their peers to apply academic reading habits, and use the optimal time to read academic texts. Other researchers are suggested to generate new ideas under reading topics, evaluate some mistakes from the research, as a learning source to get insight, and as a reference for further investigation. The campus library is suggested to pay attention to flexibility and availability of reading access to make students feel comfortable when they want to access particular reading topics, for example, provide e-theses to help students read flexibly. Then, initiating an academic literacy program to sharpen students' thinking over reading academic texts that would give them space to develop their critical thinking.

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