

**THE CORRELATION BETWEEN STUDENTS' DIGITAL READING  
HABIT AND READING ACHIEVEMENT IN ENGLISH EDUCATION  
STUDY PROGRAM OF TRIDINANTI UNIVERSITY**

**A Thesis by:**

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**UNIVERSITY OF TRIDINANTI**

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## **DEDICATION**

**This thesis is presented to:**

- **Allah SWT for blessing me to finish this thesis and the prophet Muhammad SAW who always guides me to be a good muslim.**
- **My beloved parents, Gatot Supriyanto and Usmiatun. Who always love, support, prayers, and believe in me for my success.**
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## **“MOTTOS”**

**“Never give up on something you have worked hard for”**

**“With effort and perseverance, everything becomes possible.”**

## PERNYATAAN

Saya menyatakan dengan sebenarnya bahwa seluruh data, informasi dan interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penilaian, pengelolaan serta pemikiran saya dari pegarahan pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan. Serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003. Pasal 25 ayat 2 dan pasal 70.

**Palembang, 13<sup>th</sup> March 2026**

**Mahasiswa.**

A handwritten signature in black ink is written over a rectangular Indonesian postage stamp. The stamp is pink and white, featuring the Garuda Pancasila emblem and the text '10000' and 'METERAI TEMPEL'. A unique identification number '80777ANK329996183' is printed at the bottom of the stamp.

**Riska Dwi Wulandari**  
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## Abstract

The increasing integration of digital technology in higher education has reshaped students' reading practices, particularly in English as a Foreign Language (EFL) contexts. While digital reading offers flexibility and broad access to academic resources, its relationship with reading achievement remains inconclusive. This study aimed to examine whether a significant correlation exists between students' digital reading habits and their reading achievement in the English Education Study Program of Tridinanti University. This research employed a quantitative correlational design. The participants were 43 students selected through total sampling. Data were collected using a 31-item Digital Reading Habit questionnaire measured on a five-point Likert scale and a 50-item multiple-choice Reading Achievement test adapted from Phillips' book entitled Longman preparation Course for the TOEFL test. The data were analysed using descriptive statistics, the Kolmogorov Smirnov normality test, linearity testing, Pearson Product Moment correlation, and simple linear regression analysis with SPSS version 24. The findings showed that 48.8% of students were categorized as having high digital reading habits and 51.2% as low. Reading achievement scores varied considerably across performance levels. Pearson correlation analysis revealed a positive and statistically significant relationship between digital reading habit and reading achievement ( $r = 0.312$ ,  $p = 0.042$ ). Regression analysis indicated that digital reading habit contributed 9.7% ( $R^2 = 0.097$ ) to the variance in reading achievement. Although statistically significant, the correlation was weak, suggesting that digital reading habit is a supporting rather than dominant predictor of reading achievement. Other factors likely exert greater influence, highlighting the need for broader instructional and literacy interventions in EFL higher education contexts.

**Keywords:** *digital reading habit, reading achievement, correlational study, EFL students, higher education*

## TABLE OF CONTENTS

	<b>Page</b>
<b>APPROVAL PAGE</b> .....	<b>ii</b>
<b>EXAMINERS LEGITIMACY</b> .....	<b>iii</b>
<b>DEDICATION AND MOTTOS</b> .....	<b>iv</b>
<b>LETTER STATEMENT</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>viii</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>LIST OF FIGURES</b> .....	<b>xii</b>
<b>CHAPTER I</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Study .....	1
1.2 Limitation of the Problems.....	5
1.3 Formulation of the Problems .....	5
1.4 Objectives of the Study .....	6
1.5 Significances of the Study.....	6
<b>CHAPTER II</b> .....	<b>9</b>
<b>LITERATURE REVIEW</b> .....	<b>9</b>
2.1 The Concept of Information and Communication Technology (ICT) .....	9
2.2 The Concept of Digital Reading.....	10
2.2.1 The Types of Digital Reading .....	11
2.3 The Concept of Reading Habit.....	14
2.3.1 The Impact of Reading Habit .....	15
2.3.2 The Advantages of Reading Habit .....	17
2.4 The Concept of Reading Achievement.....	18

2.4.1 The Objective of Reading.....	18
2.4.2 The Types of Reading .....	19
2.5 The Relationship between Digital Reading Habit and Reading Achievement	21
2.6 The Previous Related Studies .....	22
2.7 Hypothesis of the Research .....	24
<b>CHAPTER III.....</b>	<b>26</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>26</b>
3.1 Research Design .....	26
3.2 Research Procedure .....	27
3.3 Variables of the Study .....	27
3.4 Operational Definition.....	28
3.5 Population and Sample.....	29
3.5.1 Population.....	29
3.5.2 Sample.....	30
3.6 Technique for Collecting Data .....	31
3.6.1 Digital Reading Habit Questionnaire .....	31
3.6.2 Reading Achievement Test.....	34
3.7 The Validity and Reliability .....	35
3.7.1 Validity.....	35
3.7.1.1 Validity Questionnaire.....	35
3.7.1.2 The Validity Test.....	36
3.7.2 Reliability .....	36
3.8 Technique for Analyzing Data .....	37
3.8.1 Descriptive Statistics .....	37
3.8.2 Normality Test.....	37
3.8.3 Linearity Test .....	38
3.8.4 Correlational Analysis .....	38
3.8.5 Regression Analysis .....	39
<b>CHAPTER IV.....</b>	<b>40</b>

<b>FINDINGS AND INTERPRETATION.....</b>	<b>40</b>
4.1 Findings of the Study .....	40
4.1.1 Descriptive Statistics .....	40
4.1.2 Normality Test.....	45
4.1.3 Linearity Test .....	47
4.1.4 Correlation Analysis.....	49
4.1.5 Regression Analysis .....	51
4.2 Interpretation .....	52
<b>CHAPTER V .....</b>	<b>55</b>
<b>CONCLUSION AND SUGGESTION .....</b>	<b>55</b>
5.1 Conclusion.....	55
5.2 Suggestions.....	55
5.2.1 For Lecturers .....	55
5.2.2 For Students.....	56
5.2.3 For Future Researchers.....	56
<b>REFERENCES .....</b>	<b>57</b>

## LIST OF TABLES

Table 1 Population of the Study .....	30
Table 2 Item Specification of Digital Reading Habit.....	32
Table 3 The Rating Scores of Digital Reading Habit.....	33
Table 4 The Categories of Digital Reading Habit.....	33
Table 5 Item Specification of Reading Test Achievement.....	34
Table 6 Criteria of Reliability.....	37
Table 7 The Criteria of Correlation Coefficient .....	39
Table 8 Descriptive Statistics of Research Variables.....	40
Table 9 Category Distribution of Digital Reading Habit .....	41
Table 10 Category Distribution of Reading Achievement .....	43
Table 11 Normality Test Results.....	45
Table 12 Linearity Test Result .....	47
Table 13 Pearson Product-Moment Correlation Result .....	49

## LIST OF FIGURES

Figure 1. The Conceptual Framework of the Study .....	28
Figure 2 Diagram of Digital Reading Habit.....	43
Figure 3 Diagram of Reading Achievement.....	44

## **CHAPTER 1**

### **INTRODUCTION**

This chapter explains: (1) background of the study, (2) limitation of the problems, (3) formulation of the problems, (4) objectives of the study, and (5) significances of the study.

#### **1.1 Background of the Study**

Digital technologies have profoundly transformed the way people engage with reading worldwide. With the rapid expansion of smartphones, tablets, and online platforms, reading has moved beyond the traditional printed page into interactive, multimodal, and hyperlinked environments. In the higher education, particularly in English as a Foreign Language (EFL) contexts, the students increasingly access e-books, online journals, and web-based resources for academic purposes (Coiro, 2021 & Leu et al., 2015). This shift offers unprecedented opportunities for expanding literacy practices and significant challenges in adapting pedagogical approaches to digital environments.

Despite these opportunities, it concerns have been raised regarding the quality and depth of comprehension in digital reading environments. The Studies showed that students may struggle with distractions, multitasking, and shallow processing when engaging with texts on digital platforms (Clinton, 2019 & Delgado et al. 2018). These challenges are particularly pressing in higher education, where reading comprehension is central to academic achievement. Thus, the issue is not

whether students read digitally, but how their reading habits frequency, intensity, purpose, and strategies affect their learning outcomes.

Furthermore, a substantial body of empirical research has highlighted the pivotal role of reading habits in fostering vocabulary acquisition, critical thinking skills, and reading achievement. Guthrie and Wigfield (2000) argue that sustained and purposeful engagement with texts enhances comprehension and academic performance. More recently, Kannianen et al. (2019) reported that students who frequently engaged with digital academic texts demonstrated higher levels of reading achievement than those whose digital reading practices were predominantly non-academic in nature. These findings indicate that the qualitative dimension of digital reading habits may be as consequential as their quantitative frequency in shaping educational outcomes.

In addition, Patel and Jain (2008, p.13) explained that reading is most useful and important skill for people. This skill is more important than speaking and writing. Palani (2012, p.92) continues that reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving. In short, reading is an active process which involves making sense and deriving meaning from printed or written word as a means of understanding what has been read.

However, the Program for International Student Assessment (PISA) highlighted the low performance of Indonesian students in reading literacy. According to the PISA 2022 report, about 25% of students in Indonesia reached Level 2 or higher in reading, far below the OECD average of 74%. At this level, students can identify main ideas, locate information based on complex explicit

criteria, and reflect on the purpose and form of texts with specific directions. The Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) released the results of the 2022 PISA study on Tuesday (December 5). The results show that Indonesia's literacy ranking improved by 5 to 6 positions compared to PISA 2018, marking the highest percentile increase in the country's history of participating in PISA. The Minister Nadiem Anwar Makarim stated that this improvement reflects the resilience of Indonesia's education system in overcoming learning loss due to the pandemic

Although an expanding body of scholarship has examined digital reading and literacy practices, the empirical investigations specifically addressing the relationship between digital reading habits and reading achievement in EFL contexts particularly in Indonesia remain relatively scarce. More importantly, existing findings appear inconsistent and theoretically underexplored.

To find out about students' digital reading habits and reading achievement, the researcher has conducted unstructured interview with undergraduate EFL students in the English Education Study Program at Tridianti University. Based on the observation September, 11<sup>nd</sup> 2025, it was found that most students frequently use digital devices such as smartphones and laptops to access reading materials. However, many students tend to read short texts on social media or websites rather than longer academic texts. According to the students, reading long English texts on digital platforms often makes them feel bored and less motivated. Some students also stated that they sometimes face difficulties in understanding the vocabulary and less understanding of the meaning of the text.

Several previous studies also had proved the correlation between students' digital reading habit and reading achievement. For instance, a study conducted by Putra et al. (2023), entitled "*Students' Digital Reading Habit for Digital Academic Text and Their Achievement,*" reported that the results of the correlation coefficient value is .214, and it was more than 0.05, the standard coefficient score. Eventually, there is no significant correlation between students' habits in reading digital academic text and their achievement. Therefore the other mean/average in their achievement was 3.1; this final achievement result did not show any difference from the average of reading habit, with the minimum value range.

The second study was conducted by Yuliani and Barokah (2017), entitled "*The Influence of Online Reading Habit on Reading Achievement of The Eleventh Grade Students of Senior High School Muhammadiyah 1 of Palembang*". Based on the result achieved on this study, It implies that there is a significant correlation between online reading habit and reading achievement, however the contribution of online reading habit in influencing reading achievement was high enough. It is shown on the simple regression analysis in which online reading habit had 56.1% in influencing the students' reading achievement while the rests are other factors.

The last study by Kanniainen et al. (2019) investigated the relationship between digital literacy practices and reading achievement among secondary school students in Finland. Results of a structural equation model showed that these ORC skills were divided into six highly correlated factors, and that they formed a common factor in ORC. Altogether, these predictor variables explained 57% of the variance in ORC. Reading comprehension, along with gender, was the strongest

predictor for ORC performance. In addition, reading fluency and written spelling explained ORC variance over and above reading comprehension. These findings suggest that struggling readers probably face difficulties online.

In conclusion, transforming reading practices in the digital era necessitates a deeper understanding of how digital reading habits relate to academic performance in EFL contexts. This study addressed the pressing need to investigate whether students are reading digitally and how these habits impact or hinder their reading achievement. Therefore, the writer was interested in examining the relationship between students' digital reading habits and reading achievement. The study was entitled “The Correlation between Students’ Digital Reading Habit and Reading Achievement in English Education Study Program of Tridinanti University”.

## **1.2 Limitation of the Problems**

This study was concerned to the problems on the correlation and how much the students’ digital reading habit contribution toward students’ reading achievement in English Education Study Program at Tridinanti University during the 2025/2026 academic year.

## **1.3 Formulation of the Problems**

Based on the background and limitations of the problems, were formulated as follows:

- 1) Was there any significant correlation between digital reading habits and the reading achievement of the students English Education study program at Tridinanti University?
- 2) How much did the students' digital reading habits contribute toward the students reading achievement of English Education Study Program at Tridinanti University?

#### **1.4 Objectives of the Study**

Based on the research questions above, there were two objectives of this study as stated below:

- 1) To find out whether there was or not any significant correlation between digital reading habits and the reading achievement of English Education students at Tridinanti University.
- 2) To find out how much the students' digital reading habits contributed towards students reading achievement of English Education Study Program at Tridinanti University.

#### **1.5 Significances of the Study**

The researcher expected that this study was useful in several ways, as follows:

##### **1. Theoretically**

The purpose of this study was to determine whether digital reading habits and reading achievement are significantly correlated.

## 2. Practically

### a. For the Student

The results of this research were expected to provide the valuable insights into the importance of digital reading habits in gathering information from various reading sources. Additionally, this research could explain how these habits affect the students' reading achievements, such as comprehension, fluency, and the ability to gather information from various texts. Furthermore, this research could emphasize the crucial role of digital media in promoting consistent reading habits through technology, which can ultimately enhance students' academic performance.

### b. For the Lecturer

The research results were expected to support the English teachers in recognizing the importance of students' reading habits. Specifically, this study would help the teachers understand how digital reading habits influence the students' reading achievement, including comprehension, fluency, and information-gathering skills. Additionally, the findings could inspire English teachers to design strategies that encourage and integrate digital reading into their classrooms, thereby promoting the students' reading development and overall academic growth.

c. The Other Researchers

The results of this study could serve as a reference for other researchers in conducting the further research on the effect of digital reading habits on reading achievement at various student levels.

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