

**THE CORRELATION BETWEEN READING HABIT AND LINGUISTIC
INTELLIGENCE OF ENGLISH EDUCATION STUDY PROGRAM
STUDENTS OF TRIDINANTI UNIVERSITY PALEMBANG**

A Thesis by

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Student's Number 1441110509

English Education Study Program

Faculty of Teacher Training and Education



FACULTY OF TEACHER TRAINING AND EDUCATION

TRIDINANTI UNIVERSITY PALEMBANG

2020

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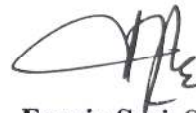
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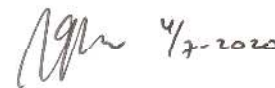
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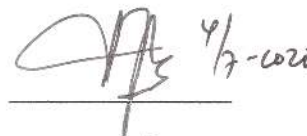
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PERNYATAAN

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

Apabila ternyata di dalam naskah skripsi ini dapat di buktikan terdapat 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, 20 April 2020

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The writer,



Michyana Susanto

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ABSTRACT

The aim of this study was to find out whether there was significantly correlation and contribution or not between reading habit and linguistic intelligence. Seventy two students as sample by using intact sampling technique. In analyzing the data, correlation analysis and regression analysis were used. It was found that the correlation coefficient or the ***r-value (0.361)*** was higher than ***r-table (0.228)***. Then, the level of probability (***p***) significance (sig.2-tailed) was 0.000. It means that ***p-value (0.002)*** was lower than 0.05. In analyzing the data of regression analysis, it was found that the students' reading habit contributed students' linguistic intelligence significantly with t_{value} (3.234) was higher than t_{table} (1.667) with sig.value (0.002) was lower than probability (0.05). It means that students' reading habit support significant effect in the level of 13% toward linguistic intelligence. It can concluded that there was a significant correlation and contribution between reading habit and linguistic intelligences.

Keywords: *Correlation, reading habit, linguistic intelligence*

CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) problems of the study, (3) limitation of the problem, (4) formulations of the problem, (5) objectives of the study, and (6) significances of the study.

1.1. Background

English is a foreign language in developing country such as Indonesia. It has been introduced as a subject starting from elementary up to college level. Murcia (2001, p. 96) state that English is a second or a foreign language learning that often viewed as the most determining of all language skills. The advancement of English as global language grows rapidly so that it unconsciously make the people need English knowledge in daily life. English is used by people as a medium of information flow on all sectors of modern life such as in social, culture, technology, knowledge, and science as well. Nowadays, English is universal language, therefore it can be used as communication for every different native speakers all across the countries in the world.

There are four major skills of English, they are reading, writing, listening and speaking. Those four major skills are important in order to improve learning English as foreign language. At all levels of education, literacy becomes a priority scale that must be mastered by students. According to Linse (2006), reading is a set of skills that involves making sense and deriving meaning from the printed

word (p. 69). Through reading the readers will get about the kind of the text and also the important points from the reading text. Subsequently, the reading handle includes both the securing of meaning planning by the author and the reader's possess commitments in shapes of elucidation, assessment, and reflection. In habitual reading, there are many advantages that the students can absorb. Reading habit is the powerful and long lasting tool in the development of students' academic success. The implications of applying reading as habitual activity are that students can expand the knowledge and increase their focus and concentration.

The one of example benefits from reading is to increase linguistic intelligence. Anderson (2012, p. 1476) said that linguistic intelligence is defined by Gardner as sensitivity to the spoken and written language and using language to achieve goals. It means that the students who are interested in language, primarily in reading usually have a good vocabulary potential which allows them to read books and to be absorbed within the in the within the books and perform well in English classes. In addition, Armstrong (2009, p. 6-7) stated that linguistic intelligence is the capacity to use words effectively, either orally or in writing. Linguistic intelligence is not only benefits for communication, but also of great importance in expressing the person's thoughts, wishes and opinions. Even if we do not expect to be a superior speaker, being say with words and having strong communication skills is the decisive ability which allows the students to communicate with each other in their social and educational lives.

Muawanah (2014, p. 8) said that the problem of many students low in reading habit toward reading text material assume as one of the factors that decrease their comprehension significantly. Besides that, Maisyarah (2016, p. 3) mentioned that the data score of students' reading 4 in Department of English Education in UIN Jakarta in academic year 2013 – 2014 revealed that most of students in reading 4 got low score. From that observation, the researcher found the score from 73 students in reading class they got A: 1 student, B: 13 students, C: 44 students, D: 8 students and E: 7 students for their achievements in reading 4. The data score revealed that more than 50% of students got low scores for their final reading achievement. Therefore, to be successful in educating all of students, especially in reading, teachers need to be aware of this students' problem.

As the studies touch the outside components such as the inadmissible comes about of EFL capability, there are still few examining the part of inside components like insights and basic thinking skills in the development of EFL proficiency. In addition, Ratna (2019, p. 1) said that students' reading comprehension is still low in Indonesia. It is proven by the fact that in the Program for International Student Assessment (PISA) shows that reading the average score of Indonesia students is at the rank of 69th out of 76th countries surveyed. According to Aftina (2012, p. 1), states that English as a Foreign Language (EFL) proficiency is one of the communicative competences in English teaching that should be attained in higher education curriculum in Indonesia. This communicative competence comprises both linguistic and performance competences that has become the agenda of national curriculum in higher

education (*Peraturan Presiden RI No.8 tentang KKNI,2012*). Those competences have been inclusively integrated in designing the curriculum in higher education in the recent years.

Dealing with the phenomena had been observed, the researcher found the weakness of English Foreign Language in Tridianti University Palembang. The students were not interested and motivated to read even in reading habits and did not go to the library in their free time to read English books or even they did not read any resources to do the assignments, these are affected reading achievement. One factor that researcher investigated was the factor of their linguistic intelligence originating from each individual.

Based on the explanations above, the researcher assumed that students' habit in reading could influence their achievement in linguistic intelligence in English Education Study Program. Based on the explanation above, the researcher interested in conducting a study entitled "The Correlation between Reading Habit and Linguistic Intelligence of English Education Study Program Students of Tridianti University Palembang" in academic year of 2019/2020.

1.2. Problems of the Study

1.2.1. Limitation of the Problem

This study was concerned and limited to the problem on the correlation and how much the contribution/influence of students' reading habit toward their linguistic intelligence at English Education Study Program of Tridianti University Palembang.

1.2.2. Formulations of the Problem

Dealing with the limitation of the problem above, the formulations of the problem were:

1. Whether or not there was any significant correlation between reading habit and linguistic intelligence of English Education Study Program students of Tridinanti University Palembang.
2. How much was there any contribution of reading habit toward linguistic intelligence of English Education Study Program students of Tridinanti University Palembang.

1.3. Objectives of the Study

Based on the problems of the study above, the objectives of the study were:

1. To find out whether or not there was any significant correlation between reading habit and linguistic intelligence of English Education Study Program students of Tridinanti University Palembang.
2. How much was there any contribution of reading habit toward linguistic intelligence of English Education Study Program students of Tridinanti University Palembang.

1.4. Significances of the Study

The significances of the study would hopefully give contribution and beneficial to the students, the educators, the researcher herself and the other researchers.

1) For the Students

The result of this study hopefully could provided valuable information about the importance of reading habit in order to achieve linguistic intelligence. The students who start reading regularly are more likely to enjoy reading later in life. This will serve them throughout their education and beyond.

2) For the Educators

The result of this study was expected to be useful for educators about the importance to promote reading as a habit in order to develop students' linguistic intelligence.

3) For the Researcher Herself

The result of this study was expected to gain experiences to conduct the research on this phenomena that occured in educational environment and to write scientific paper.

4) For the Other Researchers

The result of this study could be as a reference for other researchers in conducting further research about correlation between reading habit and linguistic intelligence in English at different level of students.

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