

**THE CORRELATION BETWEEN READING HABIT AND READING
ACHIEVEMENT OF UNDERGRADUATE EFL STUDENTS AT
TRIDINANTI UNIVERSITY**

A Thesis by:

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FACULTY OF TEACHER TRAINING AND EDUCATION

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Palembang, Maret 2024

Yang menyatakan,



Hastin Yoka Ariyani

TABLE OF CONTENT

COVER	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
DEDICATION AND MOTTO	iv
LETTER STATEMENT	v
ACKNOWLEDGEMENTS	vi
ABSTRACT	vii
TABLE OF CONTENT	viii
LIST OF TABLE	x
LIST OF APPENDIX	xi
LIST OF FIGURE	xii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Limitation of the Study	6
1.3 Problems of the Study	6
1.4 Objectives of the Study	7
1.5 The Significances of the Study	7
CHAPTER II LITERATURE REVIEW	9
2.1 The Concept of Cognitive Styles Inventory	9
2.2 The Concept of the Reading Habit	12
2.2.1 The Benefit of Reading Habit	13
2.2.2 The Purpose of Reading Habit	14
2.2.3 Advantages of Reading Habit	15
2.3 Reading Achievement	16
2.3.1 The Concept of Reading Achievement	16
2.3.2 Types of Reading	17
2.3.3 Reading Comprehension at Undergraduate EFL students	18
2.6 The Previous Related Study	19
2.7 The Hypothesis	20

CHAPTER III RESEARCH METHODOLOGY.....	22
3.1 Research Design	22
3.2 Variables of the Study	22
3.3 Operational Definition	23
3.4 Population and Sample	24
3.4.1 Population	24
3.4.2 Sample	25
3.5 Technique for Collecting Data	25
3.5.1 Cognitive Style Inventory Questionnaire	25
3.5.2 Reading Habit Questionnaire	28
3.5.3 Reading Achievement	29
3.6 The Validity and Reliability	31
3.7 Technique for Analyzing the Data	32
3.7.1 Descriptive Statistics	32
3.7.2 Normality Test	32
3.8 Correlation Analysis Spearman	33
3.9 Multiple Correlation	34
CHAPTER IV FINDINGS AND INTERPRETATION.....	35
4.1 Findings	35
4.1.1 Descriptive Statistics	35
4.1.2 Normality Test	36
4.1.3 Correlation Analysis	37
4.2 Interpretation	41
CHAPTER V CONCLUSION AND SUGGESTIONS.....	42
5.1 Conclusion	42
5.2 Suggestions	43
REFERENCES.....	44
APPENDICES.....	49

LIST OF TABLES

Table 1. Population of the study	25
Table 2. The Cognitive Style Inventory Interpretation Sheet	26
Table 3. Item Specification of Cognitive Style Inventory Questionnaire	27
Table 4. The Rating Scale Categories of Reading Habit Questionnaire	28
Table 5. Item Specification of Reading Habit Questionnaire	29
Table 6. Student Level Achievement	30
Table 7. Item Specification of Reading Test Achievement	30
Table 8. The Degree of Correlation Coefficients	34
Table 9. The Result of Descriptive Statistics	35
Table 10. The Result of Descriptive Statistics Cognitive Style Inventory Intuitive and Systematic	36
Table 11. Normality Test.....	37
Table 12. Correlation Analysis between Cognitive Style Inventory and Reading Achievement	38
Table 13. Correlation Analysis between Reading Habits and Reading Achievement	39
Table 14. Multiple Correlation Analysis	40

LIST OF APPENDICES

- Appendix 1 : Questionnaire of Cognitive Style Inventory
- Appendix 2 : Questionnaire of Reading Habit
- Appendix 3 : Reading Achievement Test
- Appendix 4 : The Key Answer of Reading Test
- Appendix 5 : The Result of Cognitive Style Inventory Intuitive and Systematic
- Appendix 6 : The Result of Reading Habit Questionnaire
- Appendix 7 : The Result of Reading Achievement Test
- Appendix 8 : Histogram of Cognitive Style Inventory
- Appendix 9 : Histogram of Reading Habit
- Appendix 10 : Histogram of Reading Achievement
- Appendix 11 : Histogram of Cognitive Style Inventory-Intuitive
- Appendix 12 : Histogram of Cognitive Style Inventory-Systematic
- Appendix 13 : Histogram of Cognitive Style Inventory-Systematic
- Appendix 14 : Normality Tests
- Appendix 15 : Nonparametric Correlations
- Appendix 16 : Multiple Correlation Analysis
- Appendix 17 : Other Documentation

LIST OF FIGURES

Figure 1. Conceptual Cognitive Style Inventory Model	10
Figure 2. Correlational Research Design	23
Figure 2. The Formula of Reading Scoring	30

ABSTRACT

Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading habits are behaviors that are consistently performed. This includes reading frequency (e.g., daily, weekly, monthly), reading volume, and reading content. Cognitive Style Inventory (CSI) is a method of determining cognitive style based on a person's introduction towards himself. Reading achievement is performance in reading and ability to utilize reading skills with fluency and comprehension. This study focused on finding out whether or not there was any significant correlation among cognitive style inventory, reading habit and reading achievement of undergraduate EFL students at Tridinanti University. This study involved 65 students as the sample using total sampling. The data were collected by using cognitive style inventory questionnaire, a reading habit questionnaire, and a reading achievement test. The data were analyzed by using Rank-Spearman to investigate the correlation among cognitive style inventory, reading habits and reading achievement of undergraduate EFL students at Tridinanti University. After analyzing and calculating the data, it was found that there was significant correlation among cognitive style inventory, reading habits and reading achievement of undergraduate EFL students at Tridinanti University, since the p-value (0,301) was higher than r-table (0,244). It means that, H_0 (null hypothesis) was rejected and H_a (alternative hypothesis) was accepted. The degree of correlation coefficients was weak category.

Keywords: correlation, cognitive style inventory, reading habit, reading achievement

CHAPTER 1

INTRODUCTION

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

1.1 Background of the Study

English is used as an international language by the majority of countries of the world. As an international language, English has a very important role in the development of education, communication, commerce, diplomacy, social, and scientific research. In education field, English therefore is prompted become an important subject learnt by the student throughout the world (Samrotul, 2014, p. 6).

One of the main goals of students that learn a language is to be able to read. By reading, students can build language skills, adding their vocabulary knowledge, and fluency in reading. The meaning of reading is not just about reading aloud and being able to pronounce the words correctly, but in reading students should understand the meaning of the whole idea of reading materials that they read. Reading is ability to recognize and examines words of sentences and understand the information within (Lone, 2011). Furthermore, reading is a cognitive process of understanding a written linguistic message and to examine and grasp the meaning of written or printed characters, words or sentences.

It is supported by Patel and Jain (2008, p. 13) 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.

According to Pang, et.al (2003, p. 6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. The department for Education and Skills (2005, p. 2) states that reading comprehension is an essential part of the reading process. Furthermore, Nunan (2006, p. 71) adds that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and it is much more complex than merely decoding specific word. Therefore, as the students read, they have to understand what they have read as a part of their reading process because the aim of reading is comprehension. Reading habit is very important to make it easier for readers to understand a text.

Moreover, reading habits are indicated by the amount of the materials that the readers read, the frequency of reading, the average of the time that readers spent of reading, and also the purpose of reading (Shen, 2006). Reading habits also indicated by the readers positive attitude toward reading, their enjoyment in reading practices and motivation to read. Furthermore, Zwiers (2004, p. 3), reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Thus, by this activity the readers can improve their reading ability. The habit of reading is the basis of

lifelong learning. For the purpose of the individual being someone that learns throughout his/her life, it is necessary for the act of reading to be conducted regularly throughout life (Odabas & Polat, 2008).

Reading and academic achievement are essential for research workers and educationists to know that every child whether he or she is gifted, average, normal or backward etc, should be educated in his or her own way but if he or she possesses good study habits, he or she can perform well in academics and in every situation. It is the reading habits which help the learner in obtaining meaningful and desirable knowledge. Good reading habits act as a strong weapon for the students to excel in life (Bashir & Mattoo, 2012). According to Palani (2012), reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas.

Programme for International Student Assessment (PISA) initiated by the Organization for Economic Co-operation and Development (OECD) is a study to evaluate the education system participated in by more than 70 countries throughout the world. is a study to evaluate the education system participated in by more than 70 countries throughout the world. This test is diagnostic in nature and is used to provide useful information for improving the education system.

In fact, there are problems where the interest of reading in Indonesia is very low. The Ministry of Education, Culture, Research and Technology released the results of the PISA 2022 study. The results of PISA 2022 showed Indonesia's literacy learning outcomes ranking has increased by 5 to 6 positions compared to PISA 2018. This increase is the highest ranking achievement in Indonesia's

history following PISA. On the other hand, Indonesia's PISA ranking in the field of reading literacy in 2018 was at level 74 and will rise to level 71 in 2022 (Kemendikbudristek, 2022).

To find out the reading habit and reading achievement of undergraduate EFL students in English Department at Tridinanti University, researcher has conducted unstructured interview. According to undergraduate EFL students in English Department at Tridinanti University, reading is boring activity especially if the text is too long. It makes the students were so lazy to read, lack of vocabulary can also influence the students, and less understanding of the meaning of the reading passage. When they read long texts and when answered questions they tend to answer carelessly so that their reading scores get low marks.

According Palani (2012, p.92) states that reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving. In practice, reading is such a cognitive process that has something to do with human's brain in perceiving the ways of thinking. Patel and Jain (2008, p.6) state that reading habits not only help the student to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period. It is supported by the research done by National Endowment for the Art of USA (2007, p 3-4), it is proved that habit of daily reading, for instance, overwhelmingly correlates with better reading skills and higher academic achievement. Therefore, the students should grow their reading habit, because by this activity they can get many new words, knowledge and information. Besides that, by having good reading habit, they can increase their reading achievement.

Based on the background above, the researcher was interested to conduct the research entitled **“The correlation between reading habit and reading achievement of undergraduate EFL students at Tridinanti University”**.

1.2 Limitation of the Study

The limitation of this study focused on the correlation between reading habit and reading achievement of undergraduate EFL students at Tridinanti University.

1.3 Problems of the Study

Based on the limitation of the study, the problems of this study were formulated as follows:

Was there a significant correlation between students' reading habit and reading achievement of undergraduate EFL students at Tridinanti University?

1.4 Objectives of the Study

The objectives of the study were as follows:

To find out whether or not there was a significant correlation between reading habit and reading achievement of undergraduate EFL students at Tridinanti University.

1.5 The Significances of the Study

The results of the study were expected to have benefits for:

1. For the Students

The research hopefully may become references to be more familiar in reading some texts to improve reading comprehension, to motivate the students in reading and building a good correlation between students' reading habit and to develop the student's reading achievement.

2. For the English Lecturer

The results of this study would be examined to students' in reading habit and reading achievement. Then, the results of this study was useful as a reference and feedback for English lecturers to encourage the students more in reading activities and to increase their reading comprehension.

3. For the Readers

This research also is expected to give contribution to the readers, especially for students of English Education Program at Tridinanti University as a reference if they want to conduct research about the correlation between reading habit and reading achievement.

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