

## The Correlation between Reading Habit and Academic Achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang

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### ABSTRACT

This research investigated the correlation between reading habit and academic achievement and explored the influence of reading habit and academic achievement. The objectives of this research were to know if there was a significant correlation between reading habit and academic achievement and to know if there was significant influence between reading habit on academic achievement of undergraduate students of English education study program of UIN Raden Fatah Palembang. The population of this research was 482 active students and 101 students in sixth semester were taken as the sample. This research used reading habit questionnaire from Janthong (2010) to know score students' reading habit and by collecting the students' academic achievement. Descriptive statistic, pearson product moment correlation, and regression analysis were employed to analyze the data. Analysis using pearson product moment correlation coefficient revealed that reading habit significantly correlated with academic achievement ( $r=0.565$ ,  $p=000$ ). Additionally, the linear regression analysis showed that reading habit contributed 31.9% to academic achievement. Thus, the results indicated that there was a correlation between reading habit and academic achievement and reading habit influenced academic achievement.

**Keyword:**academic achievement, reading habit

## INTRODUCTION

In Indonesia unemployment from university graduates increases each year because of the lack of good achievement takes place (Priyambodo, 2012). According to Badan Pusat Statistik (BPS), employed university graduates total only 6.98 million, or 6.30%, with those who left diploma programs at 2.97 million, or 2.68%. In 2016, the numbers of workers in Indonesia increase 127 million people while on the previous year just 122 million people, meanwhile in 2014 just 121 million people. It means, the number of job seekers in Indonesia will increase every year. Having a good academic achievement becomes one of the best ways to claim a good job. In short, academic achievement is one of the factors that would guarantee every people's future life.

Academic achievement is very important for human life, because it prepares students in the future careers. By having a good academic achievement becomes one of the best factors to get good job. The students have a good achievement indicated as success students in the school or university. According to Shamsudin, Reddy, and Rao (2007, p. 26), academic achievement is defined as the specific level of attainment of proficiency is academic work designed by test score.

In Indonesia academic achievement takes big place in human life, especially in school or university. There are some government programme in education that require students to have a good academic achievement, for example scholarship for students that have good performance. The government always put good academic achievement for scholarship. Moreover, academic achievement is very important because it prepares students for future careers. It also become capital for students to compete in work field, for instance, Bank Rakyat Indonesia (BRI) requires the job seeker to have good academic achievement score. They just recruit graduates students which have GPA (Grade Point academic) above 2,75.

Recently, the competition of work become hot issue to talked by many people in Indonesia. As the member of ASEAN, Indonesia must face the ASEAN Economic Community (AEC). The ASEAN Economic Community is (AEC) is trade bloc agreement by the Association of Southeast Asian Nations that is enhancing competitiveness for economic growth and development and global integration in all ASEAN countries. This situation forces Indonesian people to be involved so that they can compete with other ASEAN countries. In relation to this, having good academic achievement is very important because Indonesian Universities are going to becoming one of the important insitutions that will give birth skilled jobseeker in the various work fields to toward ASEAN Community Economic (AEC).

Actually, there are many ways to improve academic achievement. Reading is suggested to improve academic achievement, because reading is an important tool to improve it (Patel and Jain 2008, p. 114). According to Owusu Acheaw (2014, p. 2), Said that reading habits are well planed and deliberate pattern pf study which has attained a form of consistency on the part of students toward understanding academic subject and passing at examinations and determine the academic achievements of students to great extent. Moreover he adds that both reading and academic achievements are interrelated and dependent each other. Academic achievement are close relation to knowledge and cleverness, therefore, there is also relation between academic achievement and reading. Commiyetti (2013), explain that reading is an essential skill for students to master because information is presented in text throughout the world, such as web sites, books, magazine and newspaper while sometime including pictures for visual reference, utilize print to share information

with the reader. He also adds that the students' background knowledge is obtained by reading at home and then demonstrate their understanding during in class discussions. Reading also include into receptive skills except listening, where the meaning is extracted from the text or discourse (Harmer, 2007, p. 265). Moreover Patel and Jain (2008, p. 113), add that reading is an important activity in life with which one can update his/her knowledge.

The activity of reading will be more useful, when it becomes a habit and hobby. According to Patel and Jain (2008, p. 114), reading is not only helps the students to get knowledge and wisdom but also helpful in passing for leisure period. Therefore by reading habit can be positive activity for students. Moreover, through reading habit, students brain will be stimulated to remember many thing because they read a lot. It will be a training for them to increase the ability of their brain to save many thing. Therefore, the people assume that the students who have good reading habit is indicated as smart student, because more students read, it means more knowledge that will get by them. It means that, having reading habit in daily life is very important.

Based on the benefits of reading habit above, the advantages of reading habit is not be used well for Indonesian people. According to Badan Pusat Statistik (BPS 2015), 91,68% Indonesian people prefers to watched television rather than read the book. It seems contrast with American habit that read 20-50 book for a year. Moreover, the ministry of culture and education (Jakarta Post,2016), admitted that poor reading habit is serious problem in this country despite many libraries available. Whereas Indonesia placed at the 36th rank in terms of the number of libraries, above countries like Portugal, New Zealand, South Korea, Germany, the Netherlands and Singapore. He also said that Indonesian has seen its literacy rate decrease significantly. The ministry showed the percentage of illiterate Indonesian people has decreased from 10,5% in 2005 to 3,7% in 2015. The United Nations Development Program (UNDP) shows that only one out of 1000 Indonesian people are passionate about reading. That is why the Progress in International Reading Literacy Study (PIRLS) in 2011 showed that Indonesian scale score reading achievement was 428 significantly lower than scale center point is 500.

In fact there are some factors that influence Indonesian lazy to read the book. According to Mustafa (2012, p. 3), some factors suspected to influence the low reading habit. First, the low availability of reading infrastructure, books and other library materials can not be accesses by people easily. Second, books are often expensive. Third, parents or teachers are seldom supporting students to read. Fourth, the cultural in communication activities among Indonesian is dominant. Beside that the most factor that cause the students' low in reading habit is related to students' reading habit. Anies Baswedan (Jakarta Post, 2016) Indonesian people dislike to read the book despite many libraries available. Meanwhile one of the factor that causes the students' low achievement in reading is related to students reading habit. Because reading habit is how often the read the book in daily life (shen 2006).

Actually there are many ways to solve the problem of reading habit. According to Diem (2011, p. 5), states that students' reading habit can be developed by living around many books because they can choose books that they want to read. They can decide what book they must read. Reading habit must be promoted starting from the early ages for children. Diem and Novitasari (2012, p. 39), explain that it is important to promote reading habit to children because reading habit plays an important role.

Additionally, Desi Anwar, one of the famous female presenters in Indonesia, wrote her opinion on the Jakarta Globe (2013), which is about reading habit. When she was asked to be a guest speaker at a national seminar, the audiences asked her about the solution to face poor reading habit in Indonesia. Then, she asked to the audiences how many among people here actually read books, have a bookshelf at home, give their children books as presents and read them bedtime stories. Surprisingly, some people put their hands up. It shows that, the problem is not about the lacking of interest in reading by children, but the fact showed environment that force them to have little interest in reading. Moreover, the environment also provides them very little access to books.

Based on the informal interview of the undergraduate students in English Education Study Program of UIN Raden Fatah Palembang. Before conducting this research, the researcher found the students dislike reading books but they want to get good academic achievement. Relating with the reason above that is why the researcher want to conduct *The Correlation Between Reading Habit and Academic of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang*. Therefore, this research aimed to investigate the correlation between reading habit and academic achievement, and explore the influence of reading habit on academic achievement of the undergraduate students of English education study program of UIN Raden Fatah Palembang.

## LITERATURE REVIEW

### Reading habit

In learning English as a foreign language, reading one of the main skill to be mastered. Susser and Robbb (1990, p. 161), explain reading has been the skill most emphasized in traditional FL teaching, and even today is the mainstay of EFL instruction in many countries. Reading is the important things to share our experiences and to know other people in other long distance places and different time (Noor, 2011, p. 2). This is in line with Iftianti (2012, p. 149), states reading can enhance people's social skills, improve hand-eye coordination, and provide people with endless hours of fun and entertainment. Reading habit refers to the behaviour, which expresses the likeness of the reading. The activity of reading is regarded as a habit when is it is repeatedly carried out (Chettri and Rout, 2013). According to Shen (2006), reading habit is defined how often, how much, and what students read. Palani (2012, p. 90) adds that reading habit is an essential and important aspect for creating the literate society in this world. Moreover Patel and Jain (2008, p. 114), state that reading habits not only help the students to get knowledge and wisdom from the cultural heritage, but are also very helpful in passing for leisure period. It means reading habit is considered very important to bulid, because through this activity the readers can get knowledge, wisdom, benefit their spare time and easy to comprehend a book. Moreover, reading is not only increase the knowledge but also to bulid the character, thinking, and awareness in many areas in our lives. Bashir and Matoo (2012, p. 3), explain good reading habits act as a strong weapon for students to excel in life. Diem (2011, p. 5), states that students' reading habit could be developed by living around many books because they can choose books that they wan to read. According to Zwiers (2004, p. 3), comprehension habits are the split-second thought that kick in constantly to help a proficient reader actively construct meaning. Then,

by building reading habits, it will be constantly help the readers construct the meaning actively.

### **Academic achievement**

Academic achievement refers to the grades obtained by students upon accomplishing the courses in their study. Mostly, at the university level, the students' academic achievement in each semester is represented by Grade Point Average (GPA). Cumulative GPA is obtained by having score from each subject. At the end of semester, the students would get score for each subject. The score will be A with point 4, B=3, C=2, D=1, and E=0. All of that score will be added and the total score will be divided with the number of subject. The academic grade scale ranges from the lowest "0.00" to the highest "4.00", not only that in intermediate grades students will be passed the course if their score more than the passing grades that decide by the teacher. Owing high GPA can help learners in their academic life. The opportunity to get scholarship will be bigger and when they were passed, they will find a great job easily.

## **METHODOLOGY**

In this research, we used correlational research to find out the correlation two variables. The population of this research was all active students of English Education Study Program of UIN Raden Fatah Palembang in academic year 2016/2017. The sample was fifth semester students selected through purposive sampling. The reasons were fifth semester students had more experience in writing because they had already taken all the reading courses.

To collect the data, The Reading Habit questionnaire developed by Janthong and Sripethpun (2010) was used to assess students' reading habit. The Reading Habit questionnaire is composed of 20 items which consists of five- points Likert Scale, ranging from five points "strongly agree" to one point "strongly disagree." The highest score was 100. The internal consistency of reading habit was .823. Then, the researcher obtained the students' Cumulative Grade Point (GPA). It is the results of the students' study from all the courses they have taken starting from the first semester to their current semester. Moreover, to analyze the data, the statistical analysis used such as descriptive statistics, normality, linearity, Pearson product moment correlation coefficient, and regression analysis. Pearson product moment correlation coefficient was employed to find out the correlation between students' reading habit and writing achievement. Regression analysis was used to see the influence of reading habit on writing achievement.

## **FINDINGS**

### *Descriptive Statistic of Students' Reading Habit.*

Based on the descriptive statistics, the maximum score 88, the minimum score was 39 and the range was score 49. Meanwhile, the sum of the students' reading habit was 5676, the mean was 63,78 and standard deviation was 11,547.

**Table 1**  
**Reading Habit**

	N	Minimum	Maximum	Mean	Std. Deviation	Range	Sum
Reading Habit	89	39	88	63,78	11,547	49	5676
Valid N	89						

There were five categories of reading habit. The students with very good reading habit were 2 students (2,24%), the students with good reading habit were 29 students (32,59%), the students with average reading habit were 45 students (50,57%), the students with poor reading habit were 13 students (14,60%) and 0 students (0%) for very poor reading habit.

**Table 2**  
**Distribution of Reading Habit**

No	Category	Frequency	Percentage
1	Very good	2	2.24%
2	Good	29	32.59%
3	Average	45	50.57%
4	Poor	13	14.60%
5	Very poor	0	0%
<b>Total</b>		<b>89</b>	<b>100%</b>

*Descriptive Statistical of Students' Academic Achievement.*

As shown in table 12, the maximum score of students' academic achievement was 3.86, the minimum score was 2.26 and the range score was 1.60. meanwhile the sum of students' academic achievement 297.02, the mean was 3.34 and the standard deviation was 0.25.

**Table 3**  
**Academic Achievement**

	N	Minimum	Maximum	Mean	Std. Deviation	Range	Sum
Academic Achievement	89	2.26	3.86	3.3393	.25527	1.60	297.20
Valid N	89						

There were five categories of reading habit. The students with very good reading habit were 2 students (2,24%), the students with good reading habit were 29 students (32,59%), the students with average reading habit were 45 students (50,57%), the students with poor reading habit were 13 students (14,60%) and 0 students (0%) for very poor reading habit.



**Table 4**  
**Distribution of Reading Habit**

No	Category	Frequency	Percentage
1	Very good	2	2.24%
2	Good	29	32.59%
3	Average	45	50.57%
4	Poor	13	14.60%
5	Very poor	0	0%
<b>Total</b>		<b>89</b>	<b>100%</b>

*The Result of Normality Test*

The data are interpreted normal if  $p > 0,05$ . If  $p < 0,05$ , it means the data are not normal. Kolmogorov-smirnov was used to see the normality. Based on the result of normality test: One-Sample Kolgomorov-Smirnov, the results of students' reading habit 0.220 and academic achievement 0.112. Both student's reading habit and their academic achievement more than 0.05. it means that the two variables were normal.

*The Result of Linearity Test*

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. Based on the result of the linearity, the deviation from linearity between reading and academic achievement was 0.000 or lower than 0.05. It means the results was linear.

*The Correlation between Students Reading Habit and Academic Achievement*

The results of Pearson Product Moment can be seen in this table below.

**Table 5**  
**Correlations Result**

		Reading Habit	Academic Achievement
Reading Habit	Pearson Correlation	1	,565**
	Sig. (2-tailed)		,000
	N	89	89
Academic Achievement	Pearson Correlation	,565**	1
	Sig. (2-tailed)	,000	
	N	89	89

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on Pearson Product Moment at the table above, the correlation or the  $r$ -obtained 0.565 was higher than  $r$ -table 0.208. Then the level of probability ( $p$ ) significance (sig.2- tailed) was 0.000. It meant that  $p$  (0.000) was lower than 0.05. Thus, there was a significant correlation between reading habit and academic achievement the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang.

*The Influence of Students' Reading Habit on Academic Achievement*

The results of the distribution can be seen on the table below.

**Table 6**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,543	,127		20,066	,000
1 Reading Habit	,012	,002	,565	6,390	,000

a. Dependent Variable: Academic Achievement

The results indicated that students' reading habit influenced academic achievement significantly with  $t_{\text{value}}6.390$  was higher than  $t_{\text{table}}1.987$  with sig. Value 0.00 was lower than probability 0.05. Therefore, there was a significant influence between reading habit toward academic achievement of the Undergraduate EFL Students of English Education Study Program at UIN Raden Fatah Palembang. It meant that there was significant influence of students' reading habit on their academic achievement.

In addition, to know the percentage of reading habit influenced on academic achievement, R-Square was obtained. The result of the analysis revealed that the R Square ( $R^2$ ) was 0.319. It means tha students' reading habit gave significant effect in the level of 31,9% towar academic achievement, and 69,1% was unexplained factors value. Table 18 is shown as the result of Model Summary follow:

**Table 7**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,565 <sup>a</sup>	,319	,312	.21180

a. Predictors: (Constant), Reading Habit

## DISCUSSIONS

We used reading habit questionnaire that developed by Janthong (2010) to measure the students' reading habit score. The results showed that the students with very good reading habit were 2 students (2,24%), the students with good reading habit were 29 students (32,59%), the students with average reading habit were 45 students (50,57%), the students with poor reading habit were 13 students (14,60%) and 0 students (0%) for very poor reading habit. The mean score of this was 63,78. It meant average category. From the results, Janthong (2010) proposed that the students reading habit can be measure by some aspects, they were reading attitude,



frequency, books read, and reading accessed. Overall, the results showed that, the students have tried their best effort and they have built their reading habit.

Meanwhile, based on the results of the academic achievement, it showed the students with summa cumlaude category just 0 student (0%), the students with cumlaude category were 17 students (19.10%), the students with very good category were 64 students (71.91), the students with good category were 7 students (19.10%) and 0 student (1.12%) for enough category. The mean score was 3.33 and it meant it was very good category.

Then, the results of Pearson Product Moment was ( $r= 0.565$ ) which were calculated by data reading habit score and their academic achievement. The level of probability (p) significance (sig.2-tailed) was 0.000. it means that there was significant correlation between reading habit and academic achievement. The explanation to support this finding is that, having a very good academic achievement is not a matter on an exam only. It is the results of 3 years learning process. One of the way to owning it is reading more, because the most students read, the most students get knowledge which is important for their academic achievement. Reading is skill utilized in every academic subject (Cimmiyotti, 2013, p. 8). Palani (2012, p. 91), describes reading is interrelated with the total educational process and hence educational success requires succesful in reading. It also supported by Owoshu-Acheaw and Larson (2014, p. 2), said that reading habits are well planed and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subject and passing at examinations and determine the academic achievement of students great extent. Moreover he adds that reading and academic achievements are interrelated and dependent on each other.

The results of this research was supported by Owoshu-Acheaw and Larson (2014) who found that reading habit had influence on academic performance and there was a reationship between them in Koforidua Polytechnic situated in the Eastern Region of Ghana. Moreover Muawanah (2014), found the correlation between students reading habit and their reading comprehension. This research was conducted at the second grade of SMA Dua Mei in Ciputat in academic year 2012 by using correlational research.

Finally, this study was successful in investigating the correlation and the influnce between reading habit and academic achievement of the undergraduate students of English education study program of UIN Raden Fatah Palembang.

## CONCLUSIONS

The major findings of this study are summarized as follows. First, there was any significant correlation between reading habit and academic achievement of undergraduate English major students of UIN Raden Fatah Palembang ( $r .565$ ). The result indicated that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. It means that students' reading habit gave dominant effect on their academic achievement. It also means that the students who is good at using their reading habit would have good academic achievement and the students who is not good at using their reading habit would have bad academic achievement.

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