The Correlation between Students' Reading Habits and Reading Comprehension Achievement in EFL

UNDERGRADUATE THESIS

Arranged by

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ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LETTERS AND LANGUAGES
UNIVERSITAS KRISTEN INDONESIA
JAKARTA
2026

The Correlation between Students' Reading Habits and Reading Comprehension Achievement in EFL

UNDERGRADUATE THESIS

submitted in partial fulfillment of the requirements for the Bachelor degree (S.Pd) of English Language Education Study Program Faculty of Letters and Languages, Universitas Kristen Indonesia

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MOTTO AND DEDICATION

MOTTO

"I can do all things through Christ who strengthens me."

— Philippians 4:13

DEDICATION

I dedicate this thesis to God Almighty, my beloved parents and family, my lecturers and thesis supervisor, my friends, and everyone who has supported, encouraged, and prayed for me throughout this academic journey.

PREFACE

First and foremost, I would like to express my sincere gratitude to God Almighty for His infinite love, mercy, guidance, and blessings that have enabled me to have the courage and wisdom to complete this thesis, "The Correlation Between Students' Reading Habits and Reading Comprehension Achievement in EFL." This thesis is part of the requirements to obtain a Bachelor of Education (S.Pd.) degree in the English Language Education Study Program, Faculty of Letters and Languages, Universitas Kristen Indonesia.

This thesis was not without its difficulties and roadblocks to complete. But, by the grace of God and the invaluable support, encouragement, prayers and help of several others, I was able to accomplish my task. Therefore, I would like to take this opportunity to sincerely thank and appreciate the following people;

1. Prof. Angel Damayanti, S.IP., M.Si., M.Sc., Ph.D., as Rector of Universitas Kristen Indonesia.

2. Susanne A.H. Sitohang, S.S., M.A., as Dean of the Faculty of Letters and Languages, Universitas Kristen Indonesia.

3. Jannes Freddy Pardede, S.S., M.Hum., as Vice Dean of the Faculty of Letters and Languages, Universitas Kristen Indonesia.

4. Hendrikus Male, S.Pd., M.Hum., as Head of the English Language Education Study Program, Faculty of Letters and Languages, Universitas Kristen Indonesia.

5. Parlindungan Pardede, S.S., M.Hum., as a lecturer in the Proposal Seminar who provided guidance, input, and motivation during the research proposal preparation process.

6. Dr. Horas Hutabarat, S.S., M.Hum., as Supervisor I, who took the time to provide invaluable guidance, direction, criticism, and suggestions, enabling the author to complete this thesis.

7. Hendrikus Male, S.Pd., M.Hum., as Supervisor II, who patiently provided guidance, support, and input throughout the process of preparing this thesis.

8. All lecturers in the English Language Education Study Program, Faculty of Letters and Languages, Universitas Kristen Indonesia, who have provided knowledge, experience, and guidance throughout the author's studies.

9. All administrative staff of the Faculty of Letters and Languages, Universitas Kristen Indonesia, who have assisted the author with administrative processes throughout the study period and the completion of this thesis.

10. My beloved parents and entire family, who have always provided prayers, affection, moral and material support, and endless encouragement to the author throughout the study and the preparation of this thesis.

11. My friends in the English Language Education Study Program, Faculty of Letters and Languages, Universitas Kristen Indonesia, who have provided support, motivation, cooperation, and togetherness throughout the study period. The author also wishes to express gratitude to my beloved friends, Mona Margareta, Romaida Manalu, Maria Mahdalena, Agnes Tobasa Sirait, Muhammad Ridzky Zukhrufuddin Mizan, and Cornellius, who have provided constant prayers, encouragement, attention, and sincere support throughout the process of writing this thesis. Thank you for all the assistance, experience, and valuable memories provided, enabling the author to successfully complete this thesis.

12. All parties, whom the author cannot mention individually, who provided assistance,prayers, and support, enabling the completion of this thesis.

The author realizes that this thesis still has limitations and is far from perfect. Therefore, the author welcomes constructive criticism and suggestions for the improvement of this research in the future. Finally, the author hopes that this thesis will be beneficial to readers, particularly in the field of English language education, and serve as a reference for further research.

Jakarta, 18 June 2026



Amazia Celine Victoria

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The Correlation between Students' Reading Habits and Reading Comprehension Achievement in EFL

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ABSTRAK

Kebiasaan membaca dianggap sebagai salah satu faktor yang dapat berkontribusi pada prestasi pemahaman bacaan siswa karena membaca secara teratur dapat meningkatkan paparan bahasa, pengetahuan kosakata, dan keakraban dengan berbagai jenis teks. Studi sebelumnya umumnya melaporkan hubungan positif antara kebiasaan membaca dan pemahaman bacaan. Namun, penelitian yang meneliti hubungan ini di kalangan mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Kristen Indonesia masih terbatas. Oleh karena itu, penelitian ini menyelidiki hubungan antara Kebiasaan Membaca Siswa dan Prestasi Pemahaman Bacaan di kalangan mahasiswa Pendidikan Bahasa Inggris di Universitas Kristen Indonesia.

Penelitian ini menggunakan desain penelitian korelasional kuantitatif. Partisipan terdiri dari 30 mahasiswa yang telah menyelesaikan mata kuliah Membaca Ekstensif dan dipilih menggunakan purposive sampling. Data tentang Kebiasaan Membaca Siswa dikumpulkan melalui kuesioner yang diadaptasi dari Janah dkk. (2021), sedangkan Prestasi Pemahaman Bacaan diukur menggunakan nilai akhir mahasiswa pada mata kuliah Membaca Ekstensif. Data dianalisis menggunakan statistik deskriptif, Korelasi Momen Produk Pearson, dan Regresi Linier Sederhana dengan bantuan IBM SPSS Statistics.

Hasil penelitian menunjukkan bahwa analisis Korelasi Momen Produk Pearson menghasilkan koefisien korelasi r = -0,101 dengan nilai signifikansi 0,596 ($p > 0,05$), yang menunjukkan korelasi negatif yang sangat lemah dan

secara statistik tidak signifikan (F = 0,160; Sig. = 0,692; R^2 = 0,006). Temuan ini menunjukkan bahwa Kebiasaan Membaca Siswa hanya menjelaskan 0,6% dari 99,4% yang dipengaruhi oleh faktor lain di luar cakupan penelitian ini.

Kesimpulannya, Kebiasaan Membaca Siswa tidak memiliki hubungan yang signifikan dengan atau secara signifikan memprediksi Prestasi Pemahaman Membaca di antara peserta dalam penelitian ini. Temuan ini menunjukkan bahwa prestasi pemahaman membaca kemungkinan dipengaruhi oleh faktor lain, seperti pengetahuan kosakata, kemampuan tata bahasa, strategi membaca, pengetahuan latar belakang, motivasi, dan keterampilan berpikir kritis. Penelitian selanjutnya disarankan untuk melibatkan sampel yang lebih besar dan memeriksa variabel tambahan yang mungkin berkontribusi pada prestasi pemahaman membaca siswa.

Kata kunci: Kebiasaan Membaca, Prestasi Pemahaman Membaca, EFL, Korelasi Pearson.

The Correlation between Students' Reading Habits and Reading Comprehension Achievement in EFL

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ABSTRACT

Reading habits are considered one of the factors that may contribute to students' reading comprehension achievement because regular reading can increase language exposure, vocabulary knowledge, and familiarity with various types of texts. Previous studies have generally reported a positive relationship between reading habits and reading comprehension. However, limited research has examined this relationship among students of the English Language Education Study Program at Universitas Kristen Indonesia. Therefore, this study investigated the relationship between Students' Reading Habits and Reading Comprehension Achievement among English Language Education students at Universitas Kristen Indonesia.

This study employed a quantitative correlational research design. The participants consisted of 30 students who had completed the Extensive Reading course and were selected using purposive sampling. Data on Students' Reading Habits were collected through a questionnaire adapted from Janah et al. (2021), while Reading Comprehension Achievement was measured using students' final grades in the Extensive Reading course. The data were analyzed using descriptive statistics, Pearson Product-Moment Correlation, and Simple Linear Regression with the assistance of IBM SPSS Statistics.

The findings showed that the Pearson Product-Moment Correlation analysis produced a correlation coefficient of r = -0.101 with a significance value of 0.596 ($p > 0.05$), indicating a very weak negative and statistically insignificF = 0.160; Sig. = 0.692; $R^2 = 0.006$). These findings indicate that Students' Reading

Habits explained only 0.6% of 99.4% was influenced by other factors outside the scope of this study.

In conclusion, Students' Reading Habits neither had a significant relationship with nor significantly predicted Reading Comprehension Achievement among the participants in this study. The findings suggest that reading comprehension achievement is likely influenced by other factors, such as vocabulary knowledge, grammar proficiency, reading strategies, background knowledge, motivation, and critical thinking skills. Future studies are recommended to involve larger samples and examine additional variables that may contribute to students' reading comprehension achievement.

Keywords: Reading Habits, Reading Comprehension Achievement, EFL, Pearson Correlation.