

## **Chapter One**

### **Introduction**

This chapter consist of the background of the study, statement of the problems, and delimitation of the problems will also be elaborated. Subsequently, research questions and objectives will be discussed. The significance of the study will also be explained further in this research.

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

Reading is an important component in a learning process and education in general. Aulia (2012) defined reading as the principal skill in teaching and learning activities because all teaching and learning processes are determined by reading ability. Additionally, Palani (2012) stated that reading is a process of thinking, evaluating, judging, reasoning, imagining, and solving a problem (p.92). Furthermore, reading is an activity that provides an abundance of insight and knowledge because the more students read, the more knowledge they will acquire. In addition, students will enrich and expand their knowledge through reading.

There are several benefits of reading for students, namely that it can increase their knowledge and insight depending on the reading materials they are reading. Akabuike & Asika (2012) stated that reading as a daily practice is typically restricted to a relatively small part of the student community and continuous serious reading within this community of readers is limited to an even smaller section of the group.

Unfortunately, some students face several reading issues. First, they have low reading motivation. Oftentimes when they read, students are not enthusiastic about the reading materials. According to Vaknin et al., (2018), students with low achievement motivation also more likely to have poor reading comprehension skills in school. Consequently, this lack of motivation will hinder the reading process and the brain is not stimulated to function and comprehend what is being read. Additionally, another obstacle in reading is the difficulty in concentrating. When students do not concentrate, the information received by the eyes which is subsequently passed on to the brain does not get enough attention and the cannot comprehend the reading materials and must therefore repeat the process several times. Additionally, students with low motivation in reading make students' reading habits bad, because reading habits are important for students.

Reading habits are an important component in building literacy in education. When reading books, students are obliged to repeat several times to establish the reading habit. The habit will eventually lead to a penchant for reading. It has been stated that if one wants to build a habit of reading, one should make reading a requirement (Palani, 2012). Unfortunately, the reading interest among Indonesians, as stated by numerous experts, is low. Setyawatira (2020) supported such assertion. Data released by the IEA (International Association for the Evaluation of Education Achievement) Study in East Asia indicated that Indonesia has the lowest level of reading interest among children with a score of 51.7, below the Philippines with a

score of 52.6, Thailand with a score of 65.1, Singapore 74.0, and Hong Kong 75.5. In addition, Indonesian children's ability to master reading materials is also low at only 30 percent (as cited in Yardi, 2008).

Reading habits can affect reading achievement because knowledge and skills are typically delivered in a written format and need to be retrieved through reading. Reading is one of the main doors to access those critical parts of a learning process. This knowledge will certainly be understood and mastered optimally through a study process that is active, diligent, and continuous (Kriby et al., 2011). Additionally, based on the researcher's experience when conducting lessons at ELED, there are many students who lack motivation in reading and develop poor reading habits. Lack of motivation itself greatly affects the teaching and learning process. For example, lack of participation was noted when a lecturer forwarded questions and no questions were usually raised by students in class. This indicates that students may not master the learning materials adequately. Occasionally, when teachers instruct students to read a book, some do not do as instructed and some even ask their friends who have read to explain the content of the reading materials.

A study by Sakinah (2018) entitled 'Relationship between Reading Habits and reading achievement among Students of English Education Program at Jambi University' was conducted with the aim of examining the correlations between students' reading habits and learning achievement. In this study, 57 first-semester students of the English Language Education program were selected. The results

indicated that the students had poor reading habits this had affected their learning achievement.

Another study was conducted by Sartika, Afifah, and Anggraini (2020) to examine the correlations between students' reading habits and their reading comprehension skills. The study was conducted at SMA Negeri 1 Madang Suku 3 OKU Timur. 64 XI IPA students were selected as study samples and the study results were divided into three categories, namely reading habit, reading comprehension, and the correlation between reading habit and reading comprehension. In the reading habit section, the mean score was 60.89 with 88 was the highest score and 38 was the lowest score. Meanwhile, the mean score for reading comprehension was 56.9375 with 96 as the highest score and 16 as the lowest score and the result demonstrated that there was a positive correlation between students' reading habits and their reading comprehension levels.

Based on the above two studies, there are several similarities and differences between the two studies and this study. The first similarity lies in the aim to determine whether there is a correlation between students' reading habits and students' reading achievements. The second similarity is on the use of quantitative method or a questionnaire to collect data. The difference lies only in the environment study. The two previous studies were conducted in high schools while this research was carried out at a private university. Based on the above explanations, a research to

examine the correlations between students' reading habits and students' reading achievements at one Private University in Yogyakarta was proposed.

### **Statement of the Problem**

This study focused on the correlations between students' reading habit and students' reading achievements. Obtaining a high score is the ultimate hope of every student but achieving so is not easy. Students are required to improve their reading habits since reading is one of the key factors in securing good grades. Unfortunately, poor students' reading habits in ELED at one of the private universities in Yogyakarta was identified, that is according to the view of the researchers during observation. Good reading habits are not prevalent among students and most students apparently read only because it is a demanded activity. In addition, students seem to engage in reading activities merely as a preparation for examinations or when a lecturer raises certain questions. Some students found it difficult to actively participate in the teaching and learning process because they did not comprehend the learning materials properly. As a consequence, poor reading habits lead to poor reading achievement results.

### **Delimitation of the problem**

This research only focused on ELED students at one of Private University in Yogyakarta and was limited in scope to attempt to discover only the correlations between students' reading habit and reading achievements. As such, this research

utilized descriptive statistics in quantitative design. For the purpose of the study, data from 114 students were gathered using questionnaires.

### **Research Questions**

The research questions in this study are as follows:

1. How is students' reading habits at one private university in Yogyakarta?
2. How is students' reading achievements at one private university in Yogyakarta?
3. How is the correlation between students' reading habits and students' reading achievements at one private university in Yogyakarta?

### **Objectives of this Study**

The objectives of this research are as follows:

1. To understand students' reading habits at one private university in Yogyakarta.
2. To examine students' reading achievements at one private university in Yogyakarta.
3. To analyse the correlations between students' reading habits and students' reading achievements at one private university in Yogyakarta.

### **Significance of the study**

The study is hoped to provide benefits to various parties such as teachers, students, and other researchers.

**Teachers.** This research demonstrates the correlations between students' reading habits and their reading achievements. As such, the study may help teachers to pay more attention to students' reading habits. Additionally, using this study teachers may further develop their teaching methodologies especially where reading is heavily involved.

**Students.** Students may recognize the correlations between students' reading habits and students' reading achievements. Subsequently, it is hoped that students may improve their reading interest and reading habits. In addition, students may be able to analyze their reading issues and understand ways to improve their reading achievements.

**Other Researchers.** It is hoped that future researchers who are undertaking study of similar topic may obtain additional insights from this study and can use this study as additional reference in conducting their research.