



**EXPLORING READING HABIT OF HIGH ACHIEVER STUDENTS
AT UNIVERSITY LEVEL AT UNIVERSITY OF ISLAM MALANG**

THESIS PROPOSAL

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ENGLISH EDUCATION DEPARTMENT**

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SKRIPSI

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ABSTRAK

Latifaturrohmah. 2022. *Exploring Reading Habit of High Achiever Students at University Level at University of Islam Malang*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Malang. Pembimbing I: Dr. Hamiddin, S.Pd., M.Pd; Pembimbing II; Dr. Imam Wahyudi Karimullah, S.S., M.A.

Keywords: membaca, kebiasaan, nilai akademik, nilai tertinggi.

Membaca merupakan keterampilan penting untuk memperoleh pengetahuan, pengembangan karakter, pembelajaran dan prestasi akademik. Dalam hal EFL, membaca dalam bahasa Inggris bermanfaat untuk mengembangkan kemampuan bahasa. Membaca dianggap sebagai kegiatan kebiasaan yang melibatkan cara seberapa banyak orang membaca, seberapa sering orang membaca dan apa yang orang baca. Namun, banyak penelitian menunjukkan bahwa kebiasaan membaca di Indonesia masih rendah. Dalam hal ini, penelitian ini bertujuan untuk membahas bagaimana kebiasaan membaca siswa dan apa yang membuat siswa berprestasi berbeda dalam hal kebiasaan membaca dengan siswa lainnya.

Penelitian ini menggunakan metode penelitian deskriptif kualitatif dengan instrumen wawancara semi terstruktur. Data penelitian ini dikumpulkan dari 9 mahasiswa jurusan Bahasa Inggris Universitas Islam Malang melalui online dengan menggunakan voice note WhatsApp. Data dianalisis secara deskriptif dengan menganalisis tema dari kutipan wawancara untuk menjawab permasalahan penelitian.

Hasil penelitian menunjukkan bahwa siswa yang berprestasi tinggi membaca lebih konsisten dibandingkan dengan siswa yang berprestasi rendah dan sedang. Mereka cenderung memperoleh informasi dari berbagai sumber tidak seperti siswa berprestasi rendah yang hanya bergantung pada satu sumber informasi. Mereka juga lebih suka mencari materi sendiri daripada disediakan dan tidak terpengaruh oleh konten bacaan yang sulit, sedangkan siswa yang berprestasi rendah dan menengah lebih cenderung terpengaruh oleh konten bacaan yang sulit. Selain itu, siswa berprestasi tinggi fokus pada pengembangan diri sebagai alasan mereka untuk membaca dalam mengembangkan keterampilan dan pengetahuan sementara motivasi berprestasi rendah dan menengah sebagian besar didorong oleh tugas. Dalam hal menerima rekomendasi bacaan, siswa berprestasi rendah dan menengah kebanyakan mengandalkan teman dan dosen tidak seperti siswa berprestasi yang mencari rekomendasi tambahan di internet.

ABSTRACT

Latifaturrohmah. 2022. *Exploring Reading Habit of High Achiever Students at University Level at University of Islam Malang*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Hamiddin, S.Pd., M.Pd.; Advisor II; Dr. Imam Wahyudi Karimullah, S.S., M.A.

Keywords: Reading, habit, academic achievements, high-achievers.

Reading is important skill to acquire knowledge, character development, learning and academic achievements. In term of EFL, reading in English language is beneficial for developing language proficiency. Reading is considered as habitual activity that involves the way in how much people read, how often people read and what do people read. However, many studies show that reading habit in Indonesia is still low. In this case, the current study aims to cover how is the students' reading habit and what makes high achiever students different in terms of reading habit to the rest of the students.

This study used descriptive qualitative research method and semi structured interview as instrument. The data for this research collected from 9 students of English department from University of Islam Malang through online with the use of WhatsApp voice note. The data analysed descriptively by analysing theme from interview excerpts to answer the research problems.

The result shows that high achiever students read more consistently compared to low and mid achiever students. They tend to gain information from various sources unlike low achiever students who only depends on one source of information. They also preferred to find their own material instead of being provided and did not affected by difficult reading content while low and mid achiever students are more likely to be affected by difficult reading content. Moreover, high achiever students focus on self-development as their reason to read in developing skills and knowledge while low and mid achievers' motivation mostly driven by assignment. In terms of receiving reading recommendation, low and mid achiever students mostly rely on friends and lecturers unlike high achievers who find additional recommendation in the internet.

CHAPTER I

INTRODUCTION

This chapter introduces the research background, problems, purpose, hypothesis, the scope, and the significance of the study along with the definition of the key terms.

1.1 Background of the Study

Reading is essential to human life especially in gathering information, the reader can access many knowledges preserved in textual form. Moreover, reading is also important for students in all educational degree because all pedagogic activities in schools or university always includes reading in its process (De Boer & Martha, 1989). Reading is important skill to develop positive character and habit of the reader. Practicing reading frequently and intensively have potential to enhance students' analytical competence (Susser, 1999). According to Ozbay (2006) successful reading practices benefits the reader in developing their innovation and creativity to the mental process. More recently, Aisah (2019) deliberated that reading is an activity that inseparable from human life, as people always read during their activities without realizing it. Reading has become daily consumption especially in this era when the internet provides access to people in various types of information more easily.

In term of EFL students, the practice of reading in English language might be beneficial for both widens the knowledge and language proficiency. According

to Garbe, Holle and Weinhold (2010) reading activity helps them to improve their knowledge of English and decent habit and frequency of reading is mandatory for students in learning English. Moreover, Palani (2012) stated that reading skill is important because it allows reader to access global scale information regardless of time. Additionally, Iftanti (2012) reading is the simple and affordable way to improve vocabulary and language proficiency.

Reading is considered as habitual activity that involves the way in how much people read, how often people read and what do people read (Annamalai & Muniandy, 2013). According to Ameyaw and Anto (2018), reading habit refers to the frequency of reading, and the average time spent on reading materials. Reading habit is considered as an essential aspect that influence the development of character, traits, thinking abilities, knowledge, and understanding (Clark & Rumbold, 2006). According to Bashir and Matto (2017) it is vital to develop reading habit from beginning of young age, suggesting that the circumstance that reading habit should remain as the emphasis of learning starting from early childhood to effectively develop literacy in the society.

In Indonesia, reading habit and literacy is considered as very low. According to Program for International Student Assessment known as PISA, mre recent data about reading literacy Indonesia have 371 points compared to OECD countries such as USA, UK and Korea with average 487 points in reading literacy. The acquisition of the reading habit development is very crucial in the advancing reading rate literacy; thus, it is important to develop students reading habit (Dilshad, Adnan and



Akram, 2013). More importantly, Uursen & Muursepp (2012) stated that low literacy level might influence the rise of social, political and economic problems caused by ineffective flow of information within society.

Good reading habit is beneficial in many aspects of learning and potentially improve academic achievements. Reading habit is also considered as important factor concerning to the success of reading comprehension as good reading habit allows the student to practice and comprehend English text (Lusianah, 2015). Moreover, Balan, Katenga and Simon (2019) found that most high achiever students have good reading habit and confirms that reading habit is beneficial in improving academic achievements. In terms of English skills Maximillian (2020) found that reading habit determines overall reading skills and translation ability. Therefore, the researcher perceive that it is important to study more on reading habit and academic achievements.

It is important to study how reading habit determines academic success in detail. There are many studies that aims to cover reading habit, for instance, Janah (2021) found that EFL students have developed good English reading habits, but they still need improvement in the frequency of reading practice and the number of books read. Moreover, Erlina (2019) found that there was a correlation between reading habit and academic achievement and reading habit influenced academic achievement. Furthermore, Balan (2019) found that reading habit are correlated with academic achievements as some students with high reading habit achieve higher score compared to the majority with low reading habit. The researcher found

the gap that most study analyze reading habits based on numerical or quantitative data gathered from the questionnaire on the whole population to find whether reading habit affect academic achievements or specific learning aspects. However, the current study aims to cover how reading habit affects academic achievement in detail by conducting qualitative approach and differentiate between reading habit of high achiever students with the other mid to low achiever students. The difference of method in quantitative and qualitative study is important to differentiate previous studies with the current study because the data explored, in quantitative is based on general setting, while in qualitative study covers more detailed information that might not be explored by using preconstructed questionnaire. In this case the researcher aims to get information on what makes high achiever students different in terms of reading habit to the rest of the students.

1.2 The Research Problems

From the research background above, the researcher formulated the following research problems.

1. How does high achiever students employ reading as habitual activities?
2. How reading habit of high achiever differs with mid and low achievers?

1.3 The Purpose of the Study

The researcher formulates the following purposes in accordance with the research problems.

1. To identify how high achiever students' employ reading as habitual activities.
2. To investigate how reading habit of high achiever differs with mid and low achievers.

1.5 Scope and Limitation

The scope of this study is studying the difference in reading habit of high, mid and low achiever students from seventh semester in English department at University of Islam Malang. The participants of this study are nine students that consist of three high achiever students, mid and low achiever students. To determine the achievement of students, the researcher collected the mean score from reading 1,2 and 3, the score will be counted as 4 for "A" score, 3 for "B", 2 for "C" and 1 for "D" score. The mean score above 3.5 is considered as high, 3.0 to 3.49 for mid and below 3.0 as low achiever participants. The seventh semester is chosen because their learning is focused on research where they have to read a lot. The study is limited to the data collection where the researcher only interviewed the participants once, so the data saturation is not covered enough.

1.6 Significance of the Study

There are two significance that are expected from this study in both theoretical and practical significances.

Theoretical significance refers to research results that responded to the related theory concerning reading habit and how it is related to academic

achievements. The result is expected give beneficial information about the way of high achiever students in reading which helps them get good academic achievement and how it differs with the other students with low and mid-level achievements.

Practically, for students, this research is expected to motivate them to read that benefits them in the attempt to get higher score in their study. For the lecturer, this research gives information on developing reading habits that will benefit on students' academic achievements especially in reading. Teachers should facilitate and motivate the students to develop reading habit that helps them in acquiring high achievements. For the next researcher, this study will be useful as reference and consideration for the future study in related topics.

1.7 Definition of Key Terms

The researcher points out the definition of the key terms to avoid misinterpretation about the terms used in this study.

1. Reading Habit

The term “reading habit” refers to the way of participants read that consist of the frequency, preference, volume, purpose and intensity. In this study, reading habit is focused on English reading habit.

2. Academic Achievements

The term “academic achievements” refers to the cumulative result that usually in the form of score given to students by their instructor in specific subjects.



In this study the academic achievement is focused on English reading achievements.

3. High Achiever Students

The term “high achiever students” refers to certain students who have score with above average students. For this research, the standard high achievement is 3.5 of mean score based on reading 1,2 and 3 course.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusion based on the result to answer the research question as well as providing suggestion based on the conclusion.

5.1 Conclusion

The result shows that high achiever students read consistently and read accordingly based on what assigned to them. They tend read more to gain information from various sources and recommendation to verify and validate information they get from an article. They also preferred to find their own material instead of being provided and did not affected by difficult reading content. Moreover, high achiever students focus on self-development as their reason to read, as what motivates them also comes from their own will for developing skills and knowledge. They also seem to be more open in reading recommendation from anyone as well as looking for more recommendation from the internet.

In terms of what differs high achievers and those of mid to low achievers are their reading frequency, source of reading, preference about reading content, reason and motivation to read and the way they receive reading recommendation. In terms of frequency low and mid achievers tend to read longer but less consistent than high achievers. They also did not verify the information like high achievers did and did not find additional information from recommendation and comments. Moreover, low and mid achiever students are more likely to be affected by difficult

reading content compared to high achievers. Low and mid achievers' motivation also driven by assignment, unlike high achiever that are driven by self-development. In terms of receiving reading recommendation, low and mid achiever students mostly rely on friends and lecturers unlike high achievers who find additional recommendation in the internet.

5.2 Suggestion

Based on the conclusion of the study, the researcher provides suggestion for the students, lecturers as well as the future researchers.

For the students, it is suggested to observe, ask, and investigate how high achievers read to gain information about how they develop reading skills, English proficiency and efficiency in gaining information through reading.

For the lecturers, it is suggested to use information on how high achievers read to teach the other students how to read and gain information more effectively. It is also suggested to find solution on what hindering low to mid achievers to read such as difficult content and English proficiency.

For the next researcher, it is suggested to study more on the difficulties encountered by low and mid achiever students in reading that high achievers did not have. It is also suggested to study reading habit in literal reading instead of just reading for academic purposes.

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