

## THE CORRELATION BETWEEN UNDERGRADUATE EFL STUDENTS' READING HABIT AND LINGUISTIC INTELLIGENCES

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### Abstract

The aim of this study was to find out whether there was significantly correlation and contribution or not between reading habit and linguistic intelligence. Seventy two students as sample by using intact sampling technique. The method of this study was correlational research. In analyzing the data, correlation analysis and regression analysis were used. It was found that the correlation coefficient or the *r-value* (0.361) was higher than *r-table* (0.228). Then, the level of probability (*p*) significance (sig. 2-tailed) was 0.000. It means that *p-value* (0.002) was lower than 0.05. In analyzing the data of regression analysis, it was found that the students' reading habit contributed students' linguistic intelligence significantly with  $t_{\text{value}}$  (3.234) was higher than  $t_{\text{table}}$  (1.667) with sig. value (0.002) was lower than probability (0.05). It means that students' reading habit support significant effect in the level of 13% toward linguistic intelligence. It can be concluded that there was a significant correlation and contribution between reading habit and linguistic intelligences.

**Keywords:** correlation, reading habit, linguistic intelligence

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### Introduction

English is an international language. Almost all countries have adapted English used as a compulsory subject at school. In learning English language, four skills that should be taught to students. They are listening, speaking, reading, and writing. Among those four skills, reading is one of the four language skills that should be mastered by students. Mastering reading skill also becomes a must for all of the students who are researching English as a foreign language.

English is a foreign language in developing country such as Indonesia. It has been introduced as a subject starting from elementary up to college level. Murcia (2001, p. 96) stated that English is a second or a foreign language learning that often viewed as the most determining of all language skills. The advancement of English as global language grows rapidly so that it

unconsciously make the people need English knowledge in daily life. English is used by people as a medium of information flow on all sectors of modern life such as in social, culture, technology, knowledge, and science as well. Nowadays, English is universal language, therefore it can be used as communication for every different native speakers all across the countries in the world.

There are four major skills of English, they are reading, writing, listening and speaking. Those four major skills are important in order to improve learning English as foreign language. At all levels of education, literacy becomes a priority scale that must be mastered by students. According to Linse & Nunan (2006), reading is a set of skills that involves making sense and deriving meaning from the printed word (p. 69). Through reading the readers will get about the kind of the text and also the

important points from the reading text. Subsequently, the reading handle includes both the securing of meaning planning by the author and the reader's possess commitments in shapes of elucidation, assessment, and reflection. In habitual reading, there are many advantages that the students can absorb. Reading habit is the powerful and long lasting tool in the development of students' academic success. The implications of applying reading as habitual activity are that students can expand the knowledge and increase their focus and concentration.

The one of example benefits from reading is to increase linguistic intelligence. Anderson, et al., (2012, p. 1476) said that linguistic intelligence is defined by Gardner as sensitivity to the spoken and written language and using language to achieve goals. It means that the students who are interested in language, primarily in reading usually have a good vocabulary potential which allows them to read books and to be absorbed within the in the within the books and perform well in English classes. In addition, Armstrong (2009, p. 6-7) stated that linguistic intelligence is the capacity to use words effectively, either orally or in writing. Linguistic intelligence is not only benefits for communication, but also of great importance in expressing the person's thoughts, wishes and opinions. Even if we do not expect to be a superior speaker, being say with words and having strong communication skills is the decisive ability which allows the students to communicate with each other in their social and educational lives.

Muawanah (2014, p. 8) said that the problem of many students low in reading habit toward reading text material assume as one of the factors that decrease their comprehension significantly. Besides that, Maisyarah (2016, p. 3) mentioned that the data score of students' reading 4 in

Department of English Education in UIN Jakarta in academic year 2013 – 2014 revealed that most of students in reading 4 got low score. From that observation, the researcher found the score from 73 students in reading class they got A: 1 student, B: 13 students, C: 44 students, D: 8 students and E: 7 students for their achievements in reading 4. The data score revealed that more than 50% of students got low scores for their final reading achievement. Therefore, to be successful in educating all of students, especially in reading, teachers need to be aware of this students' problem.

As the studies touch the outside components such as the inadmissible comes about of EFL capability, there are still few examining the part of inside components like insights and basic thinking skills in the development of EFL proficiency. In addition, Ratna (2019, p. 1) said that students' reading comprehension is still low in Indonesia. It is proven by the fact that in the Program for International Student Assessment (PISA) shows that reading the average score of Indonesia students is at the rank of 69<sup>th</sup> out of 76<sup>th</sup> countries surveyed. According to Aftina (2012, p. 1), states that English as a Foreign Language (EFL) proficiency is one of the communicative competences in English teaching that should be attained in higher education curriculum in Indonesia. This communicative competence comprises both linguistic and performance competences that has become the agenda of national curriculum in higher education (*Peraturan Presiden RI No.8 tentang KKN, 2012*). Those competences have been inclusively integrated in designing the curriculum in higher education in the recent years.

Dealing with the phenomena had been observed, the researchers found the weakness of English Foreign Language in Tridianti University Palembang. The students were not

interested and motivated to read even in reading habits and did not go to the library in their free time to read English books or even they did not ready resources to do the assignments, these are affected reading achievement. One factor that researcher investigated was the factor of their linguistic intelligence originating from each individual.

Based on the problems of the study above, the aims of the study were to investigate the correlation between the students' reading habit and linguistic intelligences and how much there was any contribution of reading habit toward linguistic intelligence of English Education Study Program Students of Tridianti University Palembang.

### Methodology

The method of this study was correlational research. The research design used to describe variables to examine relationships between variables. Independent variable is language learning strategies, while dependent variable is language linguistic intelligences. The population of this study was English Education Study Program students of Tridianti University Palembang in academic year of 2019/2020. It consisted of 72 students. For convenience in obtaining the data, the researchers took the whole population as the sample, the sample size of this research are 72 students.

For collecting the data from students' reading habit, reading habit questionnaire (RHQ) was adopted from RHQ of Janthong and Sripethpun (2010). This questionnaire consists of 20 items, measuring some aspects of reading habit indicators, those were reading attitude in terms of 10 items, frequency in terms of 4 items, book reads in terms of 3 items, and reading accessed in terms of 3 items.

Participants would respond to a 5-point Likert scale for each item with 1, 2, 3, 4, and 5 which can be checked in

five categories; strongly disagree, disagree, undecided, agree, strongly agree. The minimum score is 20 if the student get 1 point in 20 items and the maximum score is 100 if the students get 5 points in 20 items. Then, the students' level of reading habit were classified based on the criteria as follows: very good (86 – 100), good (71 – 85), average (52 – 70), poor (36 – 51), and very poor (20 – 35).

For collecting the data from students' linguistic intelligence by using Linguistic Intelligence Questionnaire (LIQ) which is adopted from LIQ of Armstrong (2009, p. 22). LIQ consisted of 26 items measuring some aspects of reading habit indicators; those were language skills in terms of 18 items and creativity in language in terms of 8 items. The participants would respond to a 5-point Likert scale for each item with 1, 2, 3, 4, and 5 which can be checked in five categories; strongly disagree, disagree, undecided, agree, strongly agree. The linguistic Intelligence scores were classified into seven categories; significantly above average ( $\geq 130$ ), moderately above average (120 – 129), above average (110 – 119), average (90 – 109), below average (80 – 89), moderately below average (70 – 79), and significantly below average level ( $\leq 69$ ) in Linguistic Intelligence.

The techniques for analyzing the data were correlation formula by using Pearson Product-Moment Correlation in order to find out the correlation between the two variables, students' reading habit and their linguistics intelligences, and regression analysis to examine whether the contributed of reading habit toward linguistic intelligence exists or not.

### Result and Discussion

Before analyzing all data by using parametric test, the data was measured to ensure the data was normal or not. Based on the results of normality test, it indicates that the data were

normally because the significance values were higher than 0.05. The significance values of reading habit (0.240) and linguistic intelligences (0.144) data were considered normally distributed.

#### Descriptive Analysis of Reading Habit Questionnaire

To find out the score distribution in reading habit questionnaire, the result of analysis frequency in reading habit is presented in Table 1.

**Table 1.** The Score Distribution Students' Reading Habit

Categories	Score	Reading Habit	
		Frequency	Percentage
Very Good	86-100	14	20%
Good	71-85	26	36%
Average	52-70	28	39%
Poor	36-51	3	4%
Very Poor	20-35	1	1%
<b>Total</b>		<b>72</b>	<b>100%</b>

The result of the data showed that 1 student was in very poor category (1%), 3 students were in poor category (4%), 28 students were in average category (39%), 26 students were in good category (36%) and 14 students were in very good category (19%). In conclusion, it revealed that from reading habit questionnaire, average categories was the most obtained by the students.

The result of reading habit questionnaire of English Education Study Program students of Tridinanti

University of Palembang. It was found that the minimum score was 24, while the maximum score was 100. The mean score of reading habit was 72 with standard deviation 14.729. It means that the English Education Study Program students of Tridinanti University of Palembang had good category in reading habit. The researcher did analysis of frequency in reading habit is presented in Table 2.

**Table 2.** Descriptive Analysis of Reading Habit

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Habit	72	24.00	100.00	72.4444	14.72938

#### Descriptive Analysis of Linguistic Intelligence Questionnaire

To find out the score distribution in reading habit questionnaire Table 3

showed the result of analysis frequency in linguistic intelligence.

**Table 3.** The Score Distribution Students' Linguistic Intelligence

Categories	Score	Linguistic Intelligence	
		Frequency	Percentage
Significantly above average	≥130	-	-
Moderately above average	120-129	1	1%
Above average	110-119	2	3%
Average	90-109	44	61%
Below average	80-89	15	21%

Categories	Score	Linguistic Intelligence	
		Frequency	Percentage
Moderately below average	70-79	8	11%
Significantly below average	≤69	2	3%
<b>Total</b>		<b>72</b>	<b>100%</b>

The result of the data showed that 2 students were in significantly below average category (3%), 8 students were in moderately below average category (11%), 15 students were in below average category (21%), 44 students were in average category (61%), 2 students were in above average category (3%), 1 student was in moderately above average category (1%) and there was no student in significantly above average category.

The result of students' linguistic intelligence questionnaire showed that the

minimum score of students' linguistic intelligence was 49, whereas their maximum score was 121. Furthermore, the mean score was 92 with standard deviation 12.219. It means that the English Education Study Program students of Tridianti University of Palembang had average category in linguistic intelligence. analysis of frequency in linguistic intelligence is presented in Table 4.

**Table 4.** Descriptive Analysis of Linguistic Intelligence

	N	Minimum	Maximum	Mean	Std. Deviation
Linguistic Intelligence	72	49.00	121.00	92.3056	12.21940

#### Correlational Analysis

The correlation analysis is implemented to find out whether there was a significant correlation between students' reading habit and students' linguistic intelligence or not. Based on the

statistical analysis, it could be seen that there was a significant correlation between the students' reading habit and their linguistic intelligences. It is presented in Table 5 as follows.

**Table 5.** Correlational Analysis

Variable	Pearson Correlation Coefficient	Sig. (2-tailed)	N
Reading Habit	0.361	0.002	72
Linguistic Intelligence			

The result of correlation analysis revealed that the correlation coefficient or the r-value (0.361) was higher than  $r_{table}$  (0.228) (see appendix M). Then the level of probability (p) significance with sig.2-tailed was 0.000. It means that significant value (2-tailed) was lower than alpha value ( $0.002 < 0.05$ ). It is indicated that there was significant correlation between students' reading habit and students' linguistic intelligence. From the hypothesis testing, it

was found that there is moderately strong relationship between students' reading habit (X) and students' linguistic intelligence (Y). It means that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted

#### Regression Analysis

This part showed the second research problem. Based on the result of correlation analysis, there was a moderately strong

relationship between reading habit and linguistic intelligence, it can be inferred that students' reading habit has significant contribution on their linguistic intelligence. However, regression analysis was still used to find out if students' reading habit

contributed their linguistic intelligence. The result of regression analysis of the students' reading habit and linguistic intelligence, as shown in Table 6.

**Table 6.** Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	70.638	6.835		10.334	0.000
	Reading Habit	0.299	0.092	0.361	3.234	0.002

a. Dependent Variable: Linguistic Intelligence

The result indicated that the students' reading habit contributed students' linguistic intelligence significantly with  $t_{\text{value}}$  (3.234) was higher than  $t_{\text{table}}$  (1.667) with sig.value (0.002) was lower than probability (0.05). Therefore, there was a significant contribute of students' reading habit toward students' linguistic intelligence of English Education Study Program

students of Tridianti University of Palembang. It meant that there was a significant contribution of students' reading habit toward their linguistic intelligence. In addition, to know how much the contribution of reading habit toward linguistic intelligence would presented in Table 7.

**Table 7.** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.361 <sup>a</sup>	0.130	0.118	11.47872

a. Predictors: (Constant), Reading Habit

To know the percentage of reading habit contribute on linguistic intelligence, R-Square was obtained. The result of the analysis revealed that R Square (R<sup>2</sup>) was 0.130. It meant that students' reading habit support significant effect in the level of 13 % toward linguistic intelligence and 87 % was unexplained factors value.

#### Discussion

In order to strengthen the value of this study the interpretations were made based on the result of data analyses. According to the findings, there was contribution and moderately strong

relationship of correlation between reading habit and linguistic intelligence.

Based on the result of descriptive analysis of reading habit questionnaire in Tridianti University of Palembang, the data showed that 1 student was in very poor category (1%), 3 students were in poor category (4%), 28 students were in average category (39%), 26 students were in good category (36%) and 14 students were in very good category (19%). It means that there was more than quarter of total students who got good score and there were more than quarter of total students who got average score. Meanwhile in Amalia's study (2017) the results showed that there were 3 students in very good reading habit category

(3.33%). 19 students were in good reading habit category (21.1%). 59 students were in average reading habit category (65.5%). 9 students were in poor reading habit category (10%). There were no students in very poor reading habit category. It revealed that from the reading habit questionnaire, average reading habit level was the most obtained by the students.

Based on the result of descriptive analysis of linguistic intelligence questionnaire, the data showed that 2 students were in significantly below average category (3%), 8 students were in moderately below average category (11%), 15 students were in below average category (21%), 44 students were in average category (61%), 2 students were in above average category (3%), 1 student was in moderately above average category (1%) and there was no student in significantly above average category. It means that there were less than half of total students who got average category and there were a quarter of total students who got moderately and significantly below average category. It meant that the improvement students' reading habit would be followed by improvement of students' linguistic intelligence. Meanwhile in Maysarah's study (2016) that showed there were 18 students in average level. There were 15 students in low – average level. There were 6 students in borderline level. It revealed that from the linguistic intelligence questionnaire, average linguistic intelligence level was the most obtained by the students.

From the hypothesis testing, it was found that there is moderately strong relationship between students' reading habit (X) and students' linguistic intelligence (Y). It meant that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. From the hypothesis testing, it was found that there is moderately strong

relationship between students' reading habit (X) and students' linguistic intelligence (Y). It meant that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. Based on the result of pearson product moment correlation analysis, the correlation coefficient between students' reading habit (X) and students' linguistic intelligence (Y) was that there was positive and significant correlation between reading habit and linguistic intelligence of English Education Study Program students of Tridinanti University of Palembang.

It was line in with Ratna's study (2019). There was positive correlation study between students' linguistic intelligence (X1) and their reading comprehension (Y). It could be showed that students' linguistic intelligence gave positive contribution toward students' reading comprehension. It also meant that the increase of students' reading habit would be followed by enhancement in linguistic intelligence. Nevertheless, not all researchers found a positive correlation between reading habit and linguistic intelligence, it was showed by Maisyarah (2016). The result of the study showed that there was no correlation between students' reading achievement (X) and students' linguistic intelligence (Y). However this research did not analyze the students' cause and effect in doing linguistic intelligence. It meant that students who had poor level of reading habit will always had poor in linguistic intelligence.

The result regression analysis was indicated that the students' reading habit contributed students' linguistic intelligence significantly. It meant that there was a significant contribute of students' reading habit toward their linguistic intelligence of English Education Study Program students of Tridinanti University of Palembang.

At some points in this research, there were less than quarter of students who had poor score in reading habit, there were also more than quarter of students get below average score in linguistic intelligence. There were also more than quarter of students who had average score of reading habit but there were more than half of students had average score in linguistic intelligence. There were more than a half of students had good score in reading habit but also there were less than of quarter of students had above average in linguistic intelligence.

### Conclusions

Some conclusions can be drawn from the result of the study. The first, the English Education Study Program students of Tridinanti University of Palembang had good category in reading habit. The second, the English Education Study Program students of Tridinanti University of Palembang had average category in linguistic intelligence. The third, there was moderately strong relationship correlation between the students' reading habit and linguistic intelligence of the English Education Study Program students at Tridinanti University of Palembang Palembang. The last, students' reading habit support significant effect in the level of 13% toward linguistic intelligence. Thus, there was significant contribution of the students' reading habit toward linguistic intelligence of the English Education Study Program students at Tridinanti University of Palembang.

By knowing these findings, the educators might encourage the students to read a lot at home, class, and everywhere in order to develop their reading habit. The educators might also apply various strategies and techniques in teaching reading to make the class interactive in order to stimulate the students' more motivated to read which is resulted in

improving their linguistic intelligences. The educators should identify and classify the students' linguistic intelligences in order to help the students increase their level of linguistic intelligence by reading a lot of many kinds of books and giving some reading tasks. To practicing the reading habit, the students should have habitual reading in English by online or offline from books, entertainments, news, articles. By reading a lot of books, the students could increase their linguistic intelligence which dealt with the individual's ability to understand both spoken and written language. In other words, the students could speak and write well. However, the students should increase their awareness of their reading attitude by joining the reading clubs in order to increase their interest and motivation. In addition, the students could expose to literary stimuli, such as reading many genres of reading text, visiting the libraries and joining English Communities. By doing these activities, the students could be motivated in reading habit and gain their linguistic intelligences.

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