L2 WILLINGNESS TO READ AND READING ACHIEVEMENTS: A CORRELATIONAL STUDY INVOLVING UNIVERSITY STUDENTS IN INDONESIA

SKRIPSI

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FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

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SKRIPSI

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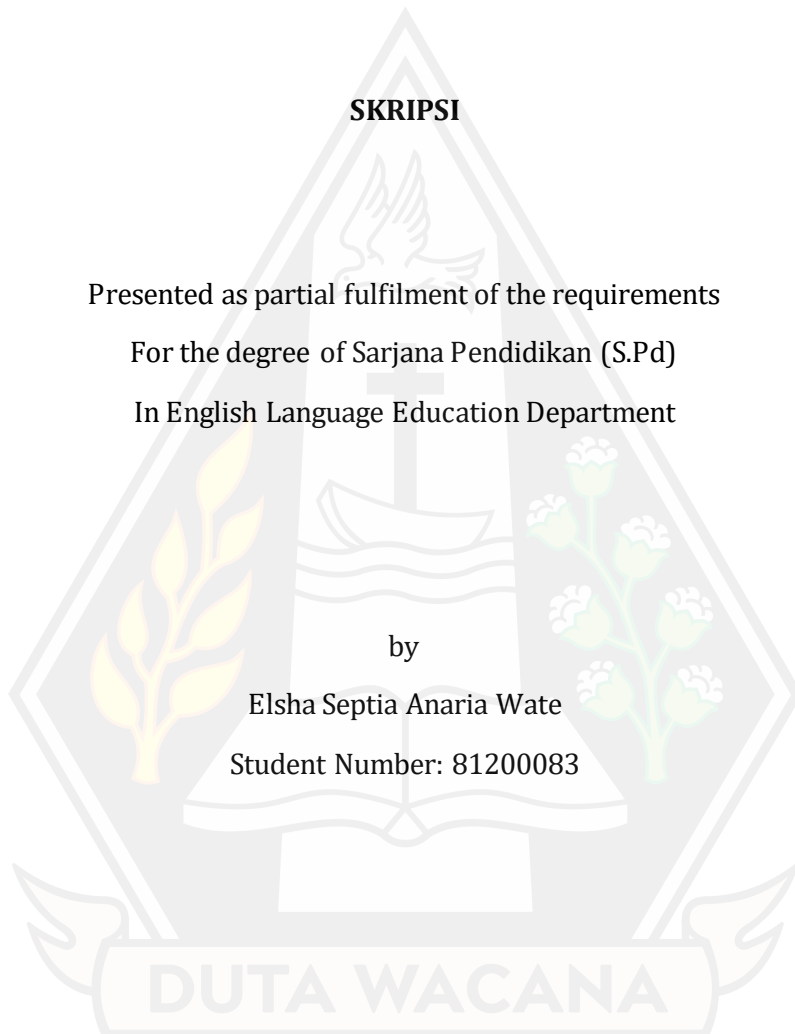
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by

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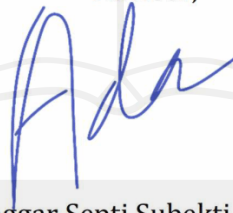 Name   :   Elsha Septia Anaria Wate

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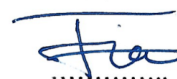
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Defended before the Board of Examiners

On May 16, 2024

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 26 April 2024

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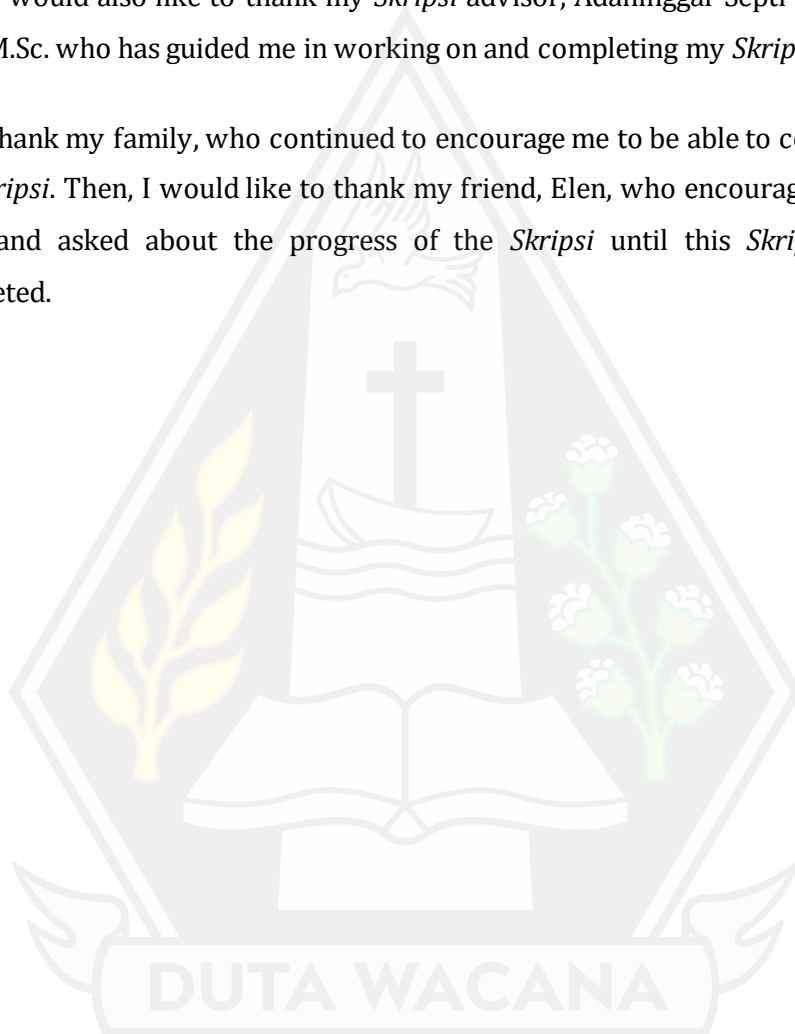Elsha Septia Anaria Wate

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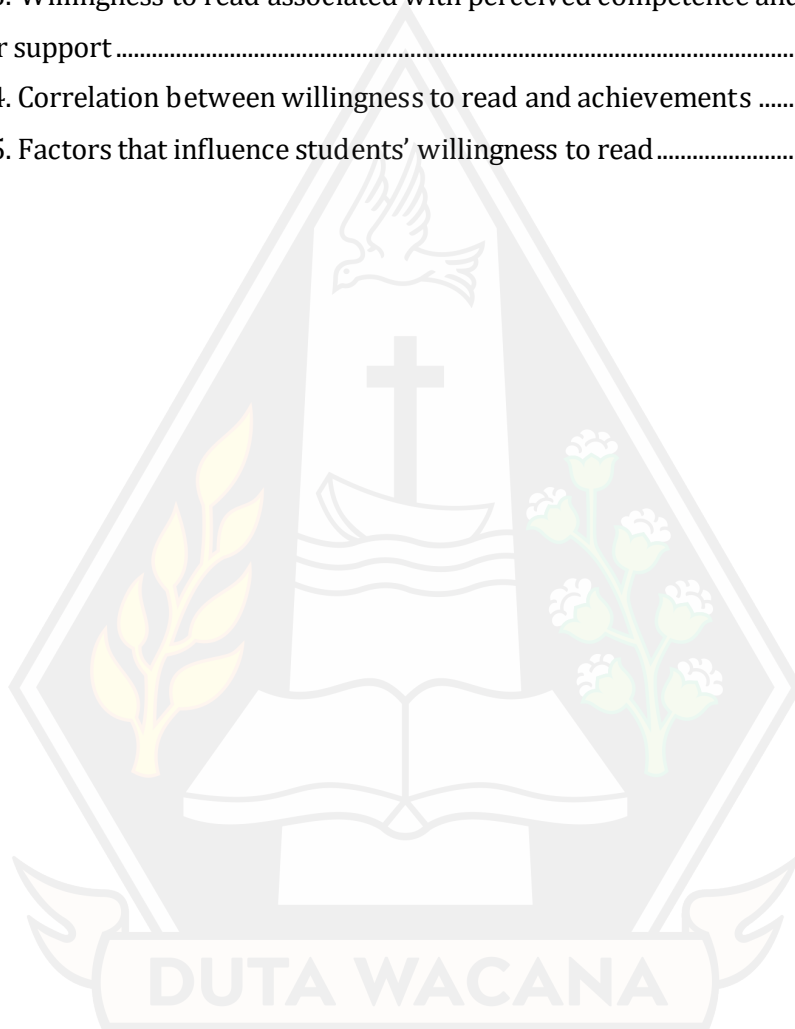
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ABSTRACT

Wate, E.S.A. (2024). *L2 willingness to read and reading achievements: A correlational study involving University Students in Indonesia.* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana. Yogyakarta, Indonesia.

This research aims to determine the level of willingness to read of theology students at a private university in Indonesia, to find a correlation between willingness to read and reading achievement, and to find out what factors influence willingness to read. This research was conducted using a mixture of quantitative and qualitative methods. Quantitative data was collected by distributing questionnaires to 41 theology students and qualitative data was collected by interviewing 4 of the research participants. This research used descriptive, correlational, and thematic data analysis to answer three research questions. This study found that the level of willingness to read from theology students was medium-high. The correlation between willingness to read and reading achievement is moderately significant and statistically positive, and reading goals, supporting teaching practices, and reading preferences influence students' willingness to read. So, this research can be useful for teachers and students to be able to adjust the factors that influence the availability of reading to increase reading achievement. This research suggests further research to investigate the correlation between willingness to read and reading achievement along with the factors that influence it using other methods or larger contexts.

Keywords: Willingness to Read, Reading Achievements, Theology Students

INTISARI

Wate, E.S.A. (2024). *L2 willingness to read and reading achievements: A correlational study involving University Students in Indonesia.* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana. Yogyakarta, Indonesia.

Penelitian ini bertujuan untuk mengetahui tingkat kesediaan untuk membaca dari mahasiswa teologi di salah satu universitas swasta di Indonesia, menemukan korelasi antara kesediaan untuk membaca dengan pencapaian membaca, dan bertujuan untuk menemukan faktor-faktor apa saja yang mempengaruhi kesediaan untuk membaca. Penelitian ini dilakukan dengan menggunakan metode campuran antara kuantitatif dan kualitatif. Data kuantitatif dikumpulkan dengan menyebarkan lembar kuesioner kepada 41 mahasiswa teologi dan data kualitatif dikumpulkan dengan cara mewawancarai 4 dari peserta penelitian. Dengan menggunakan menggunakan analisis data deskriptif, korelasi, dan tematik untuk menjawab 3 pertanyaan penelitian. Studi ini menemukan bahwa tingkat kesediaan untuk membaca dari para mahasiswa teologi tergolong sedang-tinggi. korelasi antara kesediaan untuk membaca dan pencapaian membaca bersifat moderate signifikan dan positif secara statistik, serta tujuan membaca, dukungan praktik pengajaran, dan preferensi membaca mempengaruhi kesediaan murid dalam membaca. Sehingga, penelitian ini dapat berguna bagi guru dan murid untuk dapat menyesuaikan hal-hal yang menjadi faktor pemengaruh ketersediaan dalam membaca untuk meningkatkan pencapaian membaca. Penelitian ini menyarankan penelitian selanjutnya untuk menyelidiki korelasi kesediaan membaca dan pencapaian membaca beserta faktor yang mempengaruhinya menggunakan metode atau konteks lainnya yang lebih besar.

Kata kunci: *Kesediaan untuk Membaca, Pencapaian Membaca, Mahasiswa Teologi*

CHAPTER I

INTRODUCTION

This chapter consists of four parts. Those are the research background, research questions, research objective, and research benefits.

A. Research Background

One of the important components of language learning, especially when learning English, is being willing to read. The complex relationship between reading and willingness is highlighted by Fauzi et al. (2022) who confirm how several elements may either encourage reading. In fact, Male et al. (2021) found that reading ability is one of the things that influences reading achievement. Furthermore, Kirby et al. (2011) demonstrated a positive relationship between reading comprehension levels and the willingness to participate in reading activities. This highlights the need for more study about this topic, which will benefit academics, teachers, and students similarly if more in-depth research is carried out regarding the factors that influence it. So, research about the correlation between students' willingness to read and their achievements is worth doing. Also, there is still little research on the relationship between willingness to read and reading achievements. Thus, the importance of further research on the relationship between willingness to read and reading achievement becomes clear, given its potential benefits for students, teachers, and pupils in improving the quality of language learning.

Taking into account that English comprehension plays a crucial part in students' academic success, this study aims to explore the many aspects that affect students' willingness to read. Examining the internal and environmental factors that influence students' attitudes about reading is crucial. As mature learners, college students frequently require self-motivation and intrinsic willingness to interact with reading materials (Rodzalan & Saat, 2015). Thariq et al. (2020) validate the global insights that may be obtained from English-language resources and underline the need for students to have a strong willingness to read English to successfully assist knowledge acquisition. Thus,

it is crucial to comprehend the many elements that influence students' willingness to read in English to improve their academic performance and enable efficient information acquisition.

By emphasizing the diverse context and populations in which willingness to read has been studied, previous studies contribute significantly to the rationale for this research. Khajavy and Ghonsooly (2017) conducted a research on willingness to read in Iran, involving 180 students from management, economics, and accounting departments. Then, Charzynska (2015) conducted research on willingness to read involving 1549 people with an age range of 18-87 years. Furthermore, Kartal et al. (2012) conducted a study on willingness to read by making 42 elementary school students from different schools become participants in their research.

Then, Alfatihah and Tyas (2022) have conducted research involving 41 students from the English language education department in Indonesia. Additionally, Fitria (2019) researched by involving 47 junior high school students as participants in her research. Whereas, Pierson and Bankston (2013); Yulia et al. (2020) confirm that theology students are people who cannot be separated from reading because they need it both in their education and their future. With a focus on Indonesian theological students specifically, this study aims to close the information gap in the literature concerning the nuanced link between students' reading achievement and their propensity to read. Thus, this research involved theology students from a private university in Indonesia. This was done with the consideration that there has been no research involving theology students as participants in research on willingness to read.

Several studies that examined students' willingness to read were conducted research using surveys via questionnaires (Alfatihah and Tyas, 2022; Fitria, 2019; Hassanpour et al., 2017; Huang, 2006; Kartal et al., 2012; Khajavy and Ghonsooly, 2017). As noted by Dawson (2009) quantitative and qualitative data combined will produce more in-depth findings. Therefore, based on the aforementioned this study used a mixed-methods approach to combine quantitative and qualitative. The quantitative data from surveys on

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willingness to read and qualitative data with factors that influence willingness to read from interviews to obtain deeper information. The combination investigated the variables affecting students' willingness to read. It is important to find subtleties that may not be shown by quantitative data alone, which is why blended approaches are being used.

To address this complex relationship, this study employs mixed-methods research that combines quantitative analysis of the participant's reading comprehension with qualitative data from the interview. This results in a more in-depth understanding of the factors that affect reading comprehension among the theologians. This ties in with the pragmatism research paradigm, which states that qualitative research will be conducted to fully investigate the data following the completion of quantitative research (Mulatu & Negash, 2024). So the deeper data collection from research field participants was facilitated by the application of pragmatic paradigms and mixed methodologies. In conclusion, this introduction lays the groundwork for an investigation of Indonesian theology students' willingness to read, utilizing a mixed-methods approach to disentangle the variables affecting willingness to read and reading achievements.

B. Research Question

1) What are the levels of students' willingness to read?
2) Is there any correlation between the student's willingness to read and their reading achievements?
3) What are the factors that influence students' willingness to read?

C. Research Objectives

This study intends to:

1) Find out the levels of students' willingness to read.
2) Investigate the correlation between the students' willingness to read and their reading achievements.
3) Analyze the factors that affect students' willingness to read.

D. Research Benefits

The research had some benefits.

1) For Educators

This research informs teachers what level students' willingness to read is, the correlation with students' reading achievements, and what factors influence it. With this, the teacher will look for ways to help through the external factors of his students. In this way, the teacher may also consider what method is appropriate to help the students increase their reading achievements.

2) For students

This research produced findings about the factors that influence students' willingness to read so that students get knowledge about what are the influencing factors so that they can avoid or eliminate factors that exacerbate and imitate or increase factors that have a positive effect on their willingness to read and their reading achievements. In this way, they will come to realize the importance of understanding reading comprehension in supporting their knowledge in their field.

3) For Researchers

The research gains additional knowledge about the correlation between students' willingness to read and students' reading achievements and may conduct the same topic with the bigger participants to be the better representation and find out the more factor that impacts the willingness to read.

CHAPTER V

CONCLUSION

A. Summary

The study focused on three research questions about the levels of students' willingness to read, the relationship between reading willingness and achievements, and the factors influencing students' willingness to read. Descriptive analysis showed that participants had a high level of willingness to read, with an average mean score of 55.65 (SD = 5.60). The questionnaire items were divided into three themes: willingness to read associated with readability and content presentation of texts, willingness to read associated with academic demands, and willingness to read associated with perceived competence and teacher support. The study discovered a moderately significant positive correlation (r = .36*) between students' willingness to read and their achievements using Pearson correlation analysis. This implies that the higher willingness to read, the higher reading achievement. Finally, this study discover that reading goals, supporting practices by teachers, and reading preference were the factors that influence the students willingness to read.

B. Implications and Contributions

Based on the results of this research, there are some implications. First, by knowing the factors that influence the students' willingness to read, students can set initial goals or motivations and identify their reading preferences. So, the students can increase their willingness to read. Moreover, the students can make good use of the positive support that they receive from lecturers. Second, educators might consider the factors that influence the willingness to read from this study to increase students' willingness to read. For example, the educators can providing content that is interesting and in line with student preferences, providing clear instructions in giving assignments, and providing positive encouragement to students. Moreover the educators can consider conveying positive things that can support their students' self-confidence so that they will be encouraged to become even better. Next, because this research found that

students' willingness to read is influenced their reading achievement, further research can be done on the factors that influence students' willingness to read to enrich information.

Apart from that, this research also has contributions. The first is to contribute to the theoretical understanding of willingness to read by presenting factors that influence students' willingness to read, such as the purpose of reading, the role of the teacher, and reading preferences. Next, by considering the factors found in this research, educator can accommodate factors related to this to increase student reading achievement to a higher level.

C. Limitations

This study has several limitations. The first limitation from this study was the number of participants. The number of the participants was relatively small, consisting of 41 theology students. This may limit the ability to generalize research findings to a wider population, such as theology students from different universities or different major backgrounds. The second limitation was the instrument that used on this research. It is still possible that there are aspects of the willingness to read that have not been covered in detail in the questionnaire used. Lastly, this research also has limitations in time and scope. This study only collected data once to find the level of students' willingness to read along with the values to be correlated. Therefore, if data collection for this study was carried out at different times and also used more values from different tasks, it is possible that the results of the research would show different findings.

D. Future Studies

For future research, several recommendation can be explored to gain a deeper understanding of the phenomenon of willingness to read in educational contexts. First, comparative research between various theological institutions or study programs can be conducted to understand differences in willingness to read and the factors that influence it among theology students from different cultural backgrounds, curricula, or teaching approaches. This can help in

identifying best practices or effective strategies to increase willingness to read in various educational contexts. Also, experimental research can be conducted to test the effectiveness of strategies or programs specifically designed to increase students' willingness to read. This may involve curriculum development, the use of innovative learning technology, or supportive teaching programs to create a stimulating learning environment and support a strong willingness to read among students. Thus, this future research can make a significant contribution to enriching the understanding of the importance of the willingness to read in education and how to increase it effectively.

Furthermore, based on the limitations mentioned previously, future research is expected to conduct research with a larger number of participants, and perhaps with participants coming from various departments. Furthermore, the contents of the questionnaire used can be further enriched to find out situations and other factors that can influence students' willingness to read as well as things that influence their level of willingness to read.
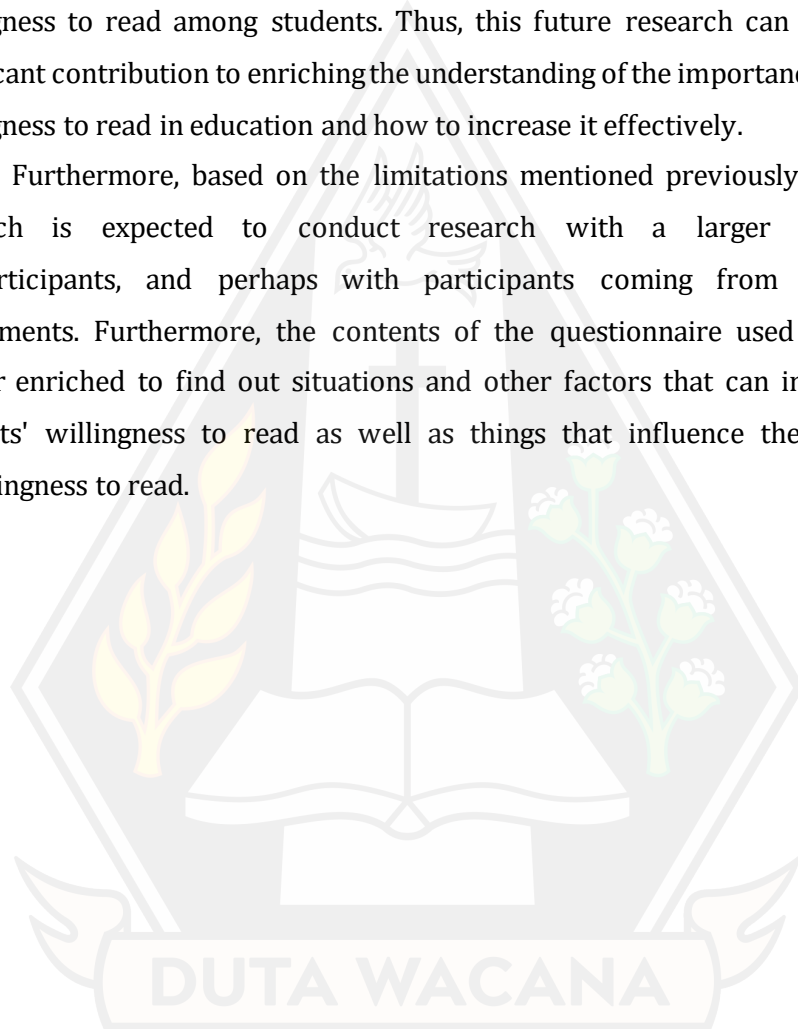
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