



A Correlation Study among Reading Habit, Intrapersonal Intelligence and Reading Comprehension Ability

Musdizal¹, Rodi Hartono², Ellen Sepyanti Malana³, Herayati⁴, Okti Wilymafidini⁵

^{1,2,3,4,5} Department of English Education, Faculty of Education and Teacher Training,

Institut Agama Islam Negeri Kerinci, Jambi, Indonesia

Jl. Kapten Muradi, Kota Sungai Penuh, 37172

<p>Submission Track: Received: February 13, 2022 Revised: March 29, 2022 Accepted: May 27, 2022</p>	<p>Abstract: The purposes of this research were to know the correlation between: (1) reading habit (X1) and reading comprehension ability (Y); (2) intrapersonal intelligence (X2) and reading comprehension ability (Y); and reading habit (X1), intrapersonal intelligence (X2) and reading comprehension ability (Y). This research used quantitative method to collect the data with descriptive correlational design. The population of this research was the fourth semester students of the English Department of IAIN Kerinci which consisted of 44 students as the sample were collected through total sampling technique. In analyzing the data, the researcher used Pearson Product Moment and Multiple Linear Regression technique by using SPSS (Statistical Program for Social Science) 20.0 for windows. It showed that: (1) the coefficient correlation between students' reading habit and their reading comprehension ability (X1+Y) was 0,867 with a significance value of 0,000 which smaller than 0,05. It indicates that there was very strong positive significant correlation between students' reading habit and their reading comprehension ability; (2) the coefficient correlation between students' intrapersonal intelligence and their reading comprehension ability (X2+Y) was 0,576 with a significance value of 0,000 which smaller than 0,05. It means that there was enough positive significant correlation between students' intrapersonal intelligence and their reading comprehension ability; and (3) the value of significant correlation between students' reading habit, intrapersonal intelligence and their reading comprehension ability (X1+X2+Y) was 0.000 which smaller than 0.05 (Sig < 0.05). Moreover, the value of stimulant test was $F_{\text{calculate}} = 62,472 > F_{\text{table}} = 2,83$. It implies that H_3 was accepted and H_0 was rejected. In other word, there was significant correlation between students' reading habit, intrapersonal intelligence and their reading comprehension.</p>
<p>Keywords: Correlational study, Reading Habit, Intrapersonal Intelligence, Reading Comprehension Ability</p>	
<p>*Corresponding Author: Musdizal8@gmail.com Copyright@2022 (author/s)</p>	
<p> This is an open access article under the CC BY-SA license</p>	

INTRODUCTION

The four fundamental abilities of reading, listening, speaking, and writing should be learned by pupils as they study English. These abilities are separated into productive and receptive skills. Speaking and writing are productive skills, whereas reading and listening are receptive skills (Movlanzadeh, 2016). All of those abilities are critical, but reading is the most crucial. One of the

most crucial abilities for students to master, particularly for those learning English as a foreign language, is reading. One of the most crucial abilities for students to master, particularly for those learning English as a foreign language, is reading. One of the most crucial abilities for students to master, particularly for those learning English as a foreign language, is reading. Reading is the most important skill for students of English as a foreign language (EFL) or as a second language (ESL), (Chavangklang & ..., 2018)). Reading is as the most significant and helpful talent for people (Alzubi & Singh, 2019). This ability is more crucial than verbal and written communication. In addition to learning a lot, reading helps pupils develop their speaking and writing abilities as well as their vocabulary and thought processes. Therefore, for kids to succeed, having strong reading abilities is essential.

Contrarily, one of the most crucial elements of the reading process is understanding. It is the very foundation of reading. Reading and comprehension go hand in hand and cannot be separated. Both of those are connected. Comprehension is the essence of reading because the purpose of written language is message conveyance (Jordão et al., 2019). We are not reading if we do not comprehend the message. The content is therefore meaningless and worthless if the students can read it but do not understand what it is saying. Even Nevertheless, understanding is the most crucial part of the reading process. It is difficult for students to master. As a result, students learning English as a foreign language find it challenging to grasp understanding due to the disparity between their native language and English as a second language. Reading material written in a foreign language is regarded as being more challenging than reading material written in a first language, claim (Umam, 2015). Reading literature in a second language is not the same as reading writings in your mother tongue (Cuevas, 2012). While readers must take a variety of language proficiency factors into account when reading any English-language material (Cuevas, 2012). Accurately, when reading material in a foreign language, the reader will perhaps encounter different linguistic elements from the first language. In short, reading is difficult for EFL students. They have to comprehend all of the linguistic elements, such as grammatical and new words which are different from their first language (Tomar & Bajpai, 2019).

In fact, the students' reading comprehension need to developed. Many of them still have difficulties in comprehend the meaning of the texts. So, in order to have good reading comprehension ability, they should have good reading habit and intrapersonal intelligence. Specifically, reading habit is one of the factors affecting reading comprehension ability. According to (Alvarado, 2019), "reading habit not only help the students to get knowledge and wisdom from the cultural heritage, but are also very helpful in passing for leisure time". Additionally, Tomar & Bajpai, (2019) state that habit can identify the reader's ability in reading. If the students have good reading habits, it will be easy for them to comprehend the reading text. It makes them become a good reader. In summary, reading habit is very important in improving the reading comprehension. If the students rarely read, they will get difficulties in comprehend the texts. Otherwise, if reading becomes their habit or pleasure, they will use their leisure time for reading. Thus, they will have a good reading comprehension too. Besides reading habit, intrapersonal intelligence is also one of the factors that affecting reading comprehension ability. Nazer, (2012) state that intrapersonal intelligence is self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one's strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem. It means that the students who have high

intrapersonal intelligence have a deep understanding of their feelings and they know how to motivate themselves in improving their reading comprehension ability.

There were some relevant previous researches done by some researchers. The research dealt with a correlation study among reading habit, intrapersonal intelligence and reading comprehension ability at the fourth semester of the English Department of IAIN Kerinci academic year 2020/2021. In addition, there were some relevant previous researches done by some researchers. The research dealt with a correlation study among reading habit, intrapersonal intelligence and reading comprehension ability at the fourth semester of the English Department of IAIN Kerinci academic year 2020/2021. First, Samrotul Muawanah (2014) conducted research by the title "*The Relationship between Students' Reading Habit and Their Reading Comprehension (A Correlational Study at the Second Grade of SMA Dua Mei Ciputat)*". The result of the research showed that there was a strong relationship between students' reading habit and their reading comprehension at the second grade of SMA Dua Mei Ciputat in academic year 2013/2014. Second, Rahmayuni Wulandari (2016) also conducted similar research by the title "*The Correlation between Students' Reading Habit and Students' Reading Comprehension Ability in the First Grade of SMP PGRI 1 Gunung Pelindung, East Lampung*". The result of analysis showed that there was a positive significant correlation between students' reading habit in English and their reading comprehension ability. It can be seen from the analysis by using *Pearson Product Moment Correlation*, the result showed that the t-observed was 0.642 and t-table was 0.349. It means that t-value was higher than t-table that H1 was accepted and H0 was rejected. Third, the research about "*The Correlation Between Interpersonal and Intrapersonal Intelligence and the Reading Comprehension of the Eight Grade Students of SMP Negeri 13 Palembang*" by Tia Rizki Anggraini (2019). The result of the research showed that the students' intelligences was interpersonal and intrapersonal to reading comprehension of the students was low. The coefficient correlation between interpersonal intelligence and reading comprehension was 0.106. Since the significant value is higher than 0.05. It was also found that the coefficient correlation between intrapersonal intelligence and reading comprehension was 0.833. As the significant value is higher than 0.05. It means there was no significant correlation between interpersonal and intrapersonal intelligence to reading comprehension.

Meanwhile, the researchers conducted research about "*A Correlation Study among Reading Habit, Intrapersonal Intelligence and Reading Comprehension Ability at the Third Semester of the English Department of IAIN Kerinci Academic Year 2020/2021*". The similarities of this research with previous research are the research design and the dependent and independent variables. Where in this research also is used a correlation research design. Besides, this research with previous research also has a similarity on the dependent variable, namely reading comprehension. However, there are also similarity in several of the independent variables that are reading habit and intrapersonal intelligence. Besides, the differences of this research with previous research are where in this research, the researcher do not only involve two variables, such as the relationship between students' reading habit and their reading comprehension or the correlation between students' intrapersonal intelligence and their reading comprehension. But, in this research, the researcher correlated these three variables, namely reading habit (X1), intrapersonal intelligence (X2) and reading comprehension ability (Y). This research focused on finding out the correlation between reading habit and reading comprehension ability, the correlation between intrapersonal intelligence and reading comprehension ability, and the correlation between reading habit, intrapersonal intelligence and reading comprehension ability.

METHOD

This research was used quantitative research in form of descriptive correlational. The respondents of this research were all students at the fourth semester of the English Education Program of IAIN Kerinci. It was taken through total sampling technique. Besides, data collection was conducted by using a test and questionnaire. To measure students' reading comprehension ability, the researcher was used a test. While the questionnaire was used to measure students' reading habit and intrapersonal intelligence. Before giving the test and questionnaires to the respondents, the researcher brings the test and questionnaire to the validator to get validation of the items. Then, the researcher was conducted trying out to some students as the respondent. In analyzing the data, the researcher was used *Pearson Product Moment* to made correlation between two variables and *Multiple Linear Regression* to made correlation between three variables by using *SPSS (Statistical Program for Social Science) 20.0 for windows*. Before the data was analyzed by using *Multiple Linear Regression*, the researcher was done classical assumption test.

RESULT AND DISCUSSION

1. Findings

a. Analysis of Data

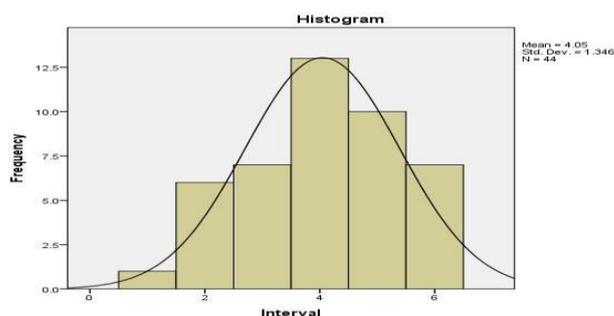
(1) Students' Reading Comprehension Ability Score

In this research, the students' reading comprehension ability was as the dependent variable (Y). For more details, distribution frequency of Reading Comprehension Ability variable can be seen in the table below:

Table 1. Descriptive Statistics of Students' Reading Comprehension Ability (Y)

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60 - 64	1	2.3	2.3	2.3
	65 - 69	6	13.6	13.6	15.9
	70 - 74	7	15.9	15.9	31.8
	75 - 79	13	29.5	29.5	61.4
	80 - 84	10	22.7	22.7	84.1
	85 - 89	7	15.9	15.9	100.0
	Total	44	100.0	100.0	

Based on the table 1 above, it can be described in the following histogram:



The table 1 and histogram above showed that the most frequency of Reading Comprehension Ability variable was on interval **75-79** with the total 13 students (**29,5%**) and at least was on interval **60-64** with the total 1 student (**2,3%**). It can be concluded that Students' Reading Comprehension Ability were on the **good category** with the total 13 students who got the score **75-79** of 44 students.

(2) Students' Reading Habit and Intrapersonal Intelligence Score

In this case, students' reading habit and intrapersonal intelligence in learning English were the independent variable (X1 and X2). To measure the students' reading habit and intrapersonal intelligence in learning English, the researcher was used a technique by distributing questionnaire.

(a) Questionnaire of Reading Habit

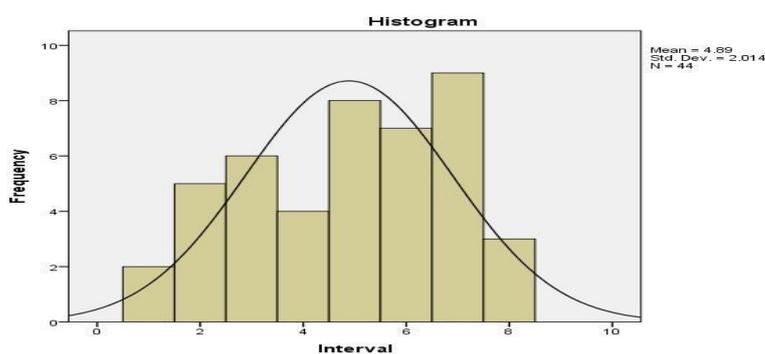
The students' reading habit was as the independent variable (X1). To know students' reading habit score, the researcher given the questionnaire which consisted 35 items via online to the 44 students.

The questionnaire was assessed by Likert scale rating which has five options that were Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

Precisely, distribution frequency of Reading Habit variable can be seen in the table below:

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	83 - 90	2	4.5	4.5	4.5
	91 - 98	5	11.4	11.4	15.9
	99 - 106	6	13.6	13.6	29.5
	107 - 114	4	9.1	9.1	38.6
	115 - 122	8	18.2	18.2	56.8
	123 - 130	7	15.9	15.9	72.7
	131 - 138	9	20.5	20.5	93.2
	139 - 146	3	6.8	6.8	100.0
	Total	44	100.0	100.0	

Table 2. Descriptive Statistics of Students' Reading Habit (X1)



Based on the table 2 above, it can be described in the following histogram:

The table and histogram above showed that the most frequency of Reading Habit variable was on interval **131-138** with the total 9 students (**20,5%**) and at least was on interval **83-90** with the total 2 students (**4,5%**).

(b) Questionnaire of Intrapersonal Intelligence

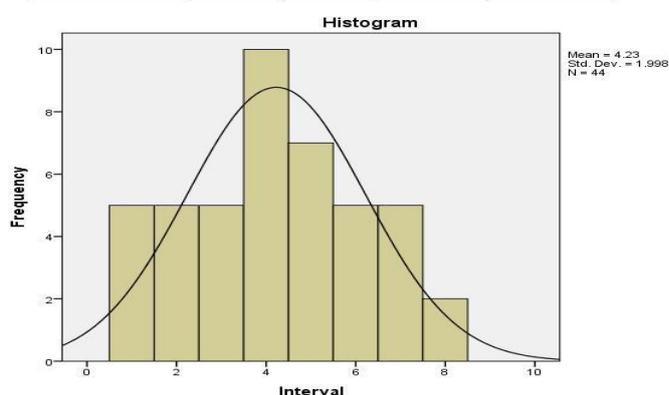
The students' intrapersonal intelligence was as the independent variable (X2). To know students' intrapersonal intelligence score, the researcher given the questionnaire which consisted 40 items to the 44 students.

The questionnaire was assessed by Likert scale rating which has five options that were Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

More closely, distribution frequency of Intrapersonal Intelligence variable can be seen in the following table:

Table 3. Descriptive Statistics of Students' Intrapersonal Intelligence (X2)

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	117 - 125	5	11.4	11.4	11.4
	126 - 134	5	11.4	11.4	22.7
	135 - 143	5	11.4	11.4	34.1
	144 - 152	10	22.7	22.7	56.8
	153 - 161	7	15.9	15.9	72.7
	162 - 170	5	11.4	11.4	84.1
	171 - 179	5	11.4	11.4	95.5
	180 - 188	2	4.5	4.5	100.0
	Total	44	100.0	100.0	



The table and histogram above showed that the most frequency of Intrapersonal Intelligence variable was on interval **144-152** with the total 10 students (**22,7%**) and at least was on interval **180-188** with the total 2 students (**4,5%**).

Table 4. Summary of Students' Reading Habit (X1), Intrapersonal Intelligence (X2) and Reading Comprehension Ability (Y)

Number	Parameter	X1	X2	Y
1	Minimum	83	117	60
2	Maximum	142	181	85
3	Range (R)	59	64	25
4	Class Multiple (K)	7	7	7
5	Class Interval (I)	8	9	5
6	Mean	4,89	4,23	4,05

Based on the table above, it can be seen that the *minimum* score of **Students' Reading Habit (X1)** was **83** and the *maximum* score was **142**, *range* score was **59**, *class multiple* was **7**, *class interval* was **8**, *mean* score was **4,89**.

While the *minimum* score of **Students' Intrapersonal Intelligence (X2)** was **117** and the *maximum* score was **181**, *range* score was **64**, *class multiple* was **7**, *class interval* was **9**, *mean* score was **4,23**. Then, the *minimum* score of **Students' Reading Comprehension Ability (Y)** was **60** and the *maximum* score was **85**, *range* score was **25**, *class multiple* score was **7**, *class interval* was **5** and *mean* score was **4,05**.

b. *Test of Hypothesis*

(1) *The Correlation between Two Variables Students' Reading Habit and Reading Comprehension Ability (X1 + Y), Students' Intrapersonal Intelligence and Reading Comprehension Ability (X2 + Y)*

In this case, the researcher was used Pearson Correlation Bivariate by using SPSS (*Statistical Program for Social Science*) 20.0 for windows to analyze the data for correlation of 2 variables. The result of the data can be described as follow:

(a) *Hypothesis 1 (Students' Reading Habit and Reading Comprehension Ability (X1 + Y))*

Before the researcher calculate the correlation between variable X1 + Y, the researcher made two hypotheses of significance as follow:

H1 : There is positive correlation between students' reading habit and their reading comprehension ability (X1 + Y)

H0 : There is no positive correlation between students' reading habit and their reading comprehension ability (X1 + Y)

Based on the output of Pearson Correlation Bivariate by using SPSS, it can be seen that the value of Pearson Correlation between variable X1 and Y was **0,867**. It indicated that the level of correlation between reading habit and reading comprehension ability was **0,867** or **very strong**. Additionally, the value of Pearson Correlation between variable X1 and Y was **positive (0,867)**. It means that better of students' reading habit, the better their reading comprehension ability. Moreover, on the output can also be seen that the significant value between variable X1 and Y was **0,000**. It was smaller than **0,05**. So, there was **significant** correlation between variable X1 and Y. Hence, it can be concluded that there was **very strong positive significant correlation** between reading habit (X1) and reading comprehension ability (Y).

(b) *Hypothesis 2 (Students' Intrapersonal Intelligence and Reading Comprehension Ability (X2 + Y))*

In this case, the researcher made two hypotheses of significance before the researcher calculate the correlation between variable X1 + Y, as follow:

H1 : There is positive correlation between students' intrapersonal intelligence and their reading comprehension ability (X2 + Y)

H0 : There is no positive correlation between students' intrapersonal intelligence and their reading comprehension ability (X2 + Y)

From the output of Pearson Correlation Bivariate by using SPSS, it showed that the value of Pearson Correlation between variable X2 and Y was **0,576**. It means that the level of correlation between intrapersonal intelligence and reading comprehension ability was **0,576** or **fair**. Besides, the value of Pearson Correlation between variable X2 and Y was **positive (0,567)**. It indicated that higher of

students' intrapersonal intelligence, the better their reading comprehension ability. Meanwhile, on the output can also be seen that the significant value between variable X2 and Y was **0,000**. It was smaller than **0,05**. So there was *significant* correlation between variable X1 and Y. Consequently, it can be concluded that there was *enough positive significant correlation* between intrapersonal intelligence (X2) and reading comprehension ability (Y).

(2) *The Correlation between Three Variables Students' Reading Habit, Intrapersonal Intelligence and Their Reading Comprehension Ability*

a. *Classical Assumption*

Before the researcher analyze the correlation between students' reading habit, intrapersonal intelligence and reading comprehension ability used Multiple Linear Regression, the researcher conducted the classical assumption test. If it was filled, then the analysis model was feasible to use. The classical assumption consisted as follows:

1. *Normality Test*

From the output of normality test by using SPSS, it found that the significant value was **0,980**. It was bigger than **0,05**. Therefore, based on the criteria of normality test, it can be concluded that the data of this research was distributed *normal*.

2. *Linearity Test*

The researcher conducted a linearity test to determine whether between students' reading habit, intrapersonal intelligence and their reading comprehension ability have a significant linear relationship or not.

In this case, based on the output of linearity test by using SPSS, it found that the significant value between reading habit and reading comprehension ability was **0,106**, whilst the significant value between intrapersonal intelligence and reading comprehension was **0,534**. It can be assumed that *there was significant linear correlation* between students' reading habit, intrapersonal intelligence and their reading comprehension ability.

3. *Multicollinearity Test*

To know whether the regression model found a strong correlation between reading habit (X1) and intrapersonal intelligence (X2), the researcher conducted multicollinearity test.

In this research, based on the output of multicollinearity test by using SPSS, it showed that the tolerance value between independent and dependent variable was **0,606**. So, it can be concluded that *there was not multicollinearity* in the regression model.

4. *Heteroscedasticity Test*

To know whether in the regression model there was an inequality of variance (variation) from the residual value of one observation to another observation, the researcher conducted a heteroscedasticity test.

Meanwhile, based on the output of heteroscedasticity test by using SPSS, it found that the significant value of reading habit was **0,976**. While the significant value of intrapersonal intelligence was **0,225**. Because the significant value of those variables above were bigger than **0,05**. It can be concluded that **there was not heteroscedasticity** in regression model.

b. *Multiple Linear Regression*

Based on previous explanation, if the classical assumption filled, the researcher was used Multiple Linear Regression by using *SPSS (Statistical Program for Social Science) 20.0 for windows* to know the correlation between students' reading habit, intrapersonal intelligence and their reading comprehension ability. Before the researcher calculated between variable $X_1 + X_2 + Y$, the researcher made two hypotheses as follow:

- H1 : There is significant correlation between students' reading habit, intrapersonal intelligence and their reading comprehension ability ($X_1 + X_2 + Y$)
- H0 : There is no significant correlation between students' reading habit, intrapersonal intelligence and their reading comprehension ability ($X_1 + X_2 + Y$)

After the researcher calculated the data for correlation Multiple Linear Regression by using *SPSS (Statistical Program for Social Science) 20.0 for windows* and finding the result of regression coefficient correlation. The next step was analyzing Stimulant Test (F).

From the analyzing data of students' reading habit, intrapersonal intelligence and their reading comprehension ability ($X_1 + X_2 + Y$) by using Multiple Linear Regression, the researcher find out that there was significant correlation between students' reading habit, intrapersonal intelligence and their reading comprehension ability with the value of significant was 0,000 which was smaller than **0,05**. It means that **H₃ was accepted** and **H₀ was rejected**.

(3) *Simultant Test (F-test)*

Based on the result of Simultant Test (F-test), the researcher got $F_{\text{calculate}} = 62,472 > F_{\text{table}} = 2,83$. It means that **H₁ was accepted** and **H₀ was rejected**. It can be concluded that correlation between students' reading habit, intrapersonal intelligence and their reading comprehension was **significant**.

2. *Discussion*

In this research, the researcher found that the coefficient correlation (r) between reading habit and reading comprehension ability was 0,867 with the level significance 0,000. It implies that there was very strong positive correlation between reading habit and reading comprehension ability. Meanwhile, in the previous research conducted by Samrotul Muawanah (2020), it also found that there was a strong relationship between students' reading habit and their reading comprehension. Besides, Samrotul Muawanah also stated that reading habit will be very helpful in developing students' comprehension skill. It supported by theory of Septiarini, Rahmat and Darmahusni (2018, p.189) who stated that if students' reading habit improved, there will be an increase in reading comprehension. Likewise on the contrary, if students' reading habit decrease, then reading comprehension will also decrease. Besides, according to Yusnaeni, Masyhur and Syarfi (2019, p.3), getting used to reading might trains the brain in

understanding a language. The more students train themselves in reading means the more proficient they are in understanding the contents of the text. Therefore, to get more understanding about what students read, they need to read a lot. In other word, the better of students' reading habit, the better their reading comprehension ability.

Furthermore, contrast with the result of the previous research that conducted by Tia Rizki Anggraini (2019) about the correlation between interpersonal and intrapersonal intelligence and the reading comprehension which stated that there was no significant correlation between interpersonal and intrapersonal intelligence to reading comprehension. In this research, the researcher found that the coefficient correlation (r) between intrapersonal intelligence and reading comprehension ability was 0,567 with the level significance 0,000. It points to there was enough positive significant correlation between intrapersonal intelligence and reading comprehension ability. It supported by Armstrong (2009, p.7) theory who stated that intrapersonal intelligence is self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one's strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem. In short, the students who have high intrapersonal intelligence have a deep understanding of their feelings and they know how to motivate themselves in improving their reading comprehension ability. So, the higher of students' intrapersonal intelligence, the better their reading comprehension ability.

Moreover, the researchers also found that the significant value between reading habit, intrapersonal intelligence and reading comprehension ability was 0,000. It was smaller than 0,05. It means that there was significant correlation between students' reading habit, intrapersonal intelligence and their reading comprehension ability. In summary, the better the students' reading habit and the higher their intrapersonal intelligence, so their reading comprehension will also get better.

CONCLUSION

Based on the result of the research, the researcher found that the coefficient correlation (r) between reading habit (X1) and reading comprehension ability (Y) was 0,867 with the level significance 0,000. So, H_1 was accepted and H_0 was rejected. It indicated that there was *very strong positive significant correlation* between students' reading habit and their reading comprehension ability. Then, the researcher also found that the coefficient correlation (r) between intrapersonal intelligence (X2) and reading comprehension ability (Y) was 0,576 with the level significance 0,000. So, H_2 was accepted and H_0 was rejected. It implies that there was *enough positive significant correlation* between students' intrapersonal intelligence and their reading comprehension ability. Besides, the significant value between reading habit (X1), intrapersonal intelligence (X2) and reading comprehension ability (Y) was 0,000. So, H_3 was accepted and H_0 was rejected. It points to that there was *significant correlation* between students' reading habit, intrapersonal intelligence and their reading comprehension ability.

REFERENCES

- Alvarado, L. D. A. (2019). *Influence of interactive reading techniques to develop reading comprehension*. repositorio.ug.edu.ec. <http://repositorio.ug.edu.ec/handle/redug/44760>
- Alzubi, A. A. F., & Singh, M. K. A. (2019). Investigating Reading Learning Strategies through

- Smartphones on Saudi Learners' Psychological Autonomy in Reading Context. *International Journal of Instruction*. <https://eric.ed.gov/?id=EJ1211053>
- Anggraini, Tia Rizki. (2019). *The Correlation between Interpersonal and Intrapersonal Intelligence and the Reading Comprehension of the Eight Grade Students of SMPN Negeri 13 Palembang*. Palembang: Sriwijaya University. Retrieved from <http://repository.unsri.ac.id>.
- Armstrong, Thomas. (2009). *Multiple Intelligence in the Classroom (3rd edition)*. USA: Alexandra ASDC.
- Chavangklang, T., & ... (2018). Enhancing Thai EFL university students' reading comprehension through a flipped cooperative classroom. In ... *International Journal of ...* pdfs.semanticscholar.org.
<https://pdfs.semanticscholar.org/1032/9b84fd76295ed2df21e2ad248881327a1e60.pdf>
- Cuevas, J. A. (2012). *Improving Secondary Students' Reading Comprehension Through the Use of Advance Organizers*. digitalcommons.northgeorgia.edu. <https://digitalcommons.northgeorgia.edu/ungauthors/2019/program/18/>
- Debat, Elba Villanueva de. (2006). Applying Current Approaches to the Teaching of Reading. *English Teaching Forum Journal*, (1), p.8.
- Duffy, Gerald G. (2009). *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies (2nd edition)*. New York: The Guildford Press.
- Johnson, Andrew P. (2008). *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. New York: R&L Education.
- Jordão, N., Kida, A. S. B., Aquino, D. D., Costa, M. O., & Avila, C. R. B. (2019). Reading comprehension assessment: effect of order of task application. In *CoDAS*. SciELO Brasil. <https://www.scielo.br/j/codas/a/m3LJdXJCYD6pJx9gFLZHdRS/?lang=en&format=html>
- Kasim, Usman and Siti Raisha. (2017). EFL Students' Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities. *English Education Journal (EEJ)*, 8 (3), p.310.
- Movlanzadeh, F. (2016). *A Better Way to English Reading Comprehension*. academia.edu. https://www.academia.edu/download/48603634/Paper_11112.pdf
- Muawanah, Samrotul. (2014). *The Relationship between Students' Reading Habit and Their Reading Comprehension*. Jakarta: 'Syarif Hidayatullah' State Islamic University. Retrieved from <http://uinjkt.ac.id>.
- Nazer, S. M. (2012). *A Proposed Integrated Program Based on the Theories of Multiple Intelligences, Brain-Based Learning on the Achievement and Motivation of 1st Intermediate ...* search.shamaa.org. http://search.shamaa.org/PDF/Articles/EGAsep/AsepNo29P1Y2012/asep_2012_n29-p1_001-032_eng.pdf
- Patel and Jain. (2008). *English Language Teaching: Methods, Tools & Techniques*. Jaipur: Sunrise Publishers and Distributors.
- Sari, Harha and Septy. (2016). The Correlation Between Students' Interests and Their Reading Habit Toward Their Reading Comprehension of Narrative Text of the Third Year Students of English Department of Bung Hatta University. *E-Journal Bung Hatta*, p.2.
- Septiarini, Rahmat and Darmahusni. (2018). The Relationship between Reading Habits and Reading Comprehension of English Department in UNTIRTA. *Journal of English Language Studies*, 3(2), p.189.
- Tomar, A., & Bajpai, A. (2019). Is reading making you wiser? An exploration of the reading habits and their relationship with wisdom among Indian young adults. *LAHRW International Journal of Social ...* <https://search.proquest.com/openview/5ac982622bc1cc6e806c6c89b880739d/1?pq-origsite=gscholar&cbl=5347679>
- Umam, C. (2015). Using Informal Articles in Extensive Reading (ER) Program: A Personal Experience. *Al Ta Lim Journal*. <http://www.journal.tarbiyahainib.ac.id/index.php/attalim/article/view/142>

