



## A STUDY: CORRELATION AMONG ENGLISH READING HABIT, INTERPERSONAL INTELLIGENCE AND READING COMPREHENSION ABILITY

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### ABSTRACT

The purpose of this study was to examine the relationships between English reading habits, intrapersonal intelligence, and students' reading comprehension ability. A quantitative approach with a descriptive correlational design was employed. The participants consisted of 44 fourth-semester students of the English Department at IAIN Kerinci selected through total sampling. Data on English reading habits and intrapersonal intelligence were gathered using questionnaires, while a reading comprehension test measured students' reading performance. The data were analyzed using Pearson Product Moment correlation and multiple linear regression. The findings revealed a very strong and significant correlation between English reading habits and reading comprehension ( $r = 0.867$ ,  $p < 0.05$ ). Intrapersonal intelligence also showed a fair and significant correlation with reading comprehension ( $r = 0.576$ ,  $p < 0.05$ ). Simultaneously, English reading habits and intrapersonal intelligence demonstrated a very strong and significant combined relationship with reading comprehension ( $R = 0.868$ ). The adjusted  $R^2$  of 0.741 indicates that both predictors contributed 74.1% to the variance in reading comprehension. Regression analysis further showed that English reading habits significantly predicted reading comprehension, whereas intrapersonal intelligence did not.

*Keywords:* English Reading Habit; Intrapersonal Intelligence; Reading Comprehension; EFL Learners.

### A. INTRODUCTION

Reading is one of the most essential receptive skills in English as a Foreign Language (EFL) learning. It serves as a foundation for academic success, access to information, and the development of other language skills such as writing, vocabulary mastery, and critical thinking (Grabe & Stoller, 2019). In the EFL context, reading often becomes a primary pathway for learners to engage with the target language, especially in environments where English exposure is limited. Consequently, students' ability to comprehend reading texts becomes a major determinant of their academic performance in higher education (Abdullah et al., 2020). Despite



its importance, reading comprehension remains a persistent challenge for many EFL learners, particularly those who struggle with vocabulary, grammatical structures, and cognitive engagement during the reading process.

Existing scholarship highlights that reading comprehension is not shaped by linguistic competence alone but is also influenced by learners' habits and personal attributes (Kim, 2020; Al-Nafia & Al-Malki, 2021). One cognitive-behavioral factor associated with reading success is reading habit, which involves repeated reading behaviors, frequency of exposure to texts, and willingness to read for both academic and personal purposes. Strong reading habits are known to significantly contribute to better comprehension outcomes as they enhance exposure, knowledge accumulation, and reading fluency (Gaona & González, 2011; Chettri & Rout, 2018). However, empirical observations in many EFL programs, including those in Indonesian Islamic higher education institutions, show that students still tend to read only when required, lack consistent reading schedules, and struggle to cultivate voluntary reading routines.

Another internal factor that may influence reading comprehension is intrapersonal intelligence, which refers to the ability to understand oneself, regulate emotions, and maintain self-motivation (Gardner, 2011). Learners with high intrapersonal intelligence tend to manage their learning more effectively, demonstrate higher persistence when reading challenging texts, and show better self-regulation factors that are crucial for achieving deeper comprehension (Armstrong, 2018). Previous studies have shown varying results regarding the role of intrapersonal intelligence in reading comprehension, with some reporting a positive influence (Anggraini, 2020), while others indicate a weak or insignificant relationship (Rizki, 2019), suggesting the need for further investigation.

Preliminary observations at the fourth semester of the English Education Department of IAIN Kerinci revealed several issues: many students reported difficulty comprehending English texts, lacked consistent reading routines, and did not actively evaluate or address their weaknesses in reading comprehension. Furthermore, several students indicated low levels of self-motivation and self-awareness related to their learning behaviors. These conditions highlight a critical gap between expected reading competence and the actual performance of



learners indicating the necessity to examine the internal factors that may contribute to such discrepancies.

Although previous research has examined reading habit or intelligence separately, limited studies have simultaneously explored English reading habit, intrapersonal intelligence, and reading comprehension ability within one correlational framework, particularly in the context of Islamic higher education in Indonesia. Therefore, this study aims to fill this gap by analyzing whether these two internal factors reading habit and intrapersonal intelligence correlate significantly with students' reading comprehension ability, both independently and simultaneously.

Thus, the present study seeks to answer the following questions:

1. Does English reading habit significantly correlate with students' reading comprehension ability?
2. Does intrapersonal intelligence significantly correlate with students' reading comprehension ability?
3. Do English reading habit and intrapersonal intelligence jointly correlate and contribute to reading comprehension ability?

This study is expected to contribute theoretically by enriching the understanding of internal factors influencing reading comprehension in EFL contexts, and practically by providing insights for educators in developing strategies that foster reading habits and self-regulated learning among students.

## **B. METHOD**

This study employed a quantitative approach using a descriptive correlational design to examine the relationships among English reading habit, intrapersonal intelligence, and reading comprehension ability. A correlational design is appropriate when the objective is to measure the degree of association among variables without manipulating them (Creswell, 2018). This design enabled the researcher to identify both individual and simultaneous correlations between the independent variables (reading habit and intrapersonal intelligence) and the dependent variable (reading comprehension ability). The population consisted of fourth-semester students of the English Education Department at IAIN Kerinci in the academic year 2020/2021. A total of 44 students participated in the study, selected through a total sampling technique. Total



sampling was suitable because the population contained fewer than 100 members and all individuals met the criteria for inclusion in the study. Three instruments were used to obtain the data. Reading comprehension ability was measured using a 20-item multiple-choice test based on Harmer's reading indicators, covering topic identification, prediction, general comprehension, specific information, detailed information, and text interpretation. Each correct response scored one point. English reading habit was measured through a 35-item Likert-scale questionnaire adapted from Gaona and González (2011), representing seven dimensions: reading attitude, reading frequency, number of books read, time spent on academic and non-academic reading, family motivation, and academic motivation. Intrapersonal intelligence was assessed using a 40-item Likert-scale questionnaire developed from Hamzah's framework, which includes aspects of self-awareness, assertiveness, independence, self-esteem, and self-actualization. Higher scores reflected stronger intrapersonal intelligence.

All instruments were tested through item–total correlation and Cronbach's Alpha, confirming that all items were valid and reliable. The reading comprehension test also met acceptable criteria for item difficulty and discrimination. Data were collected in three stages: administering the reading comprehension test, followed by the reading habit questionnaire and intrapersonal intelligence questionnaire. Participation was voluntary and confidential. Data were analyzed using SPSS 20.0. Pearson Product Moment correlation was employed to determine the relationships between each independent variable and the dependent variable, while Multiple Linear Regression assessed the combined influence of reading habit and intrapersonal intelligence. Classical assumption tests including normality, linearity, multicollinearity, and heteroscedasticity were performed to ensure the validity of the regression model.

## C. FINDINGS AND DISCUSSION

### *Findings*

This section elaborates the empirical results generated through a rigorous statistical examination of the data collected from the reading comprehension test, the English reading habit questionnaire, and the intrapersonal intelligence questionnaire. The analysis integrates descriptive statistics, classical assumption testing, correlation analysis, and multiple regression modeling to establish both the reliability of the dataset and the validity of the inferential



conclusions drawn from it. Descriptive statistics provide an overview of the distributional patterns and central tendencies of the variables, offering an initial portrait of learners' reading performance and related internal attributes. The subsequent assumption testing covering normality, linearity, multicollinearity, and heteroscedasticity ensures that the analytical conditions required for parametric procedures are satisfactorily met, thereby reinforcing the robustness of the findings. Following this, Pearson correlation analysis is employed to determine the magnitude and direction of the relationships among reading habit, intrapersonal intelligence, and reading comprehension ability. To further extend the analysis, multiple regression modeling is utilized to assess the predictive power and combined influence of the independent variables on reading comprehension outcomes. Collectively, these analytical components construct a comprehensive statistical framework that underpins the interpretation and theoretical implications of the study's findings.

## 1. Descriptive Statistic

The descriptive statistics show that students' reading comprehension ability varied within the sample. The mean score of reading comprehension was 71.63, indicating that the overall reading performance fell within the good category. The mean score for English reading habit was 79.68, suggesting that most students demonstrated a moderately strong reading habit. Meanwhile, the mean score for intrapersonal intelligence was 83.02, which reflects a generally high level of self-awareness, motivation, and independence.

## 2. Assumption testing

Before conducting the regression analysis, a series of classical assumption tests were performed. The Shapiro–Wilk test confirmed that all variables were normally distributed, as indicated by significance values above 0.05. Linearity tests also demonstrated that the relationships between English reading habit and reading comprehension, as well as between intrapersonal intelligence and reading comprehension, met the linearity assumption with significance values greater than 0.05. Furthermore, the tolerance values exceeding 0.10 and VIF values below 10 indicated the absence of multicollinearity among the predictors. Finally, the scatterplot distribution and significance results showed no signs of heteroscedasticity, confirming that the data fulfilled all required regression assumptions.

These results confirm that the data met the assumptions required for correlational and regression analysis. Pearson Product Moment correlation was used to determine the relationship between each independent variable and reading comprehension ability.

**Table 1. Recommended length of each section in the manuscript**

Variables	r-value	Sig. (p)	Interpretation
English Reading Habit – Reading Comprehension	0.867	0.000	Very strong, significant
Intrapersonal Intelligence – Reading Comprehension	0.576	0.000	Fair, significant

The results show that English reading habit has a very strong and significant correlation with reading comprehension ability ( $r = 0.867$ ,  $p < 0.05$ ). Intrapersonal intelligence also demonstrates a fair and significant correlation with reading comprehension ability ( $r = 0.576$ ,  $p < 0.05$ ).

Multiple linear regression was conducted to determine the combined contribution of English reading habit and intrapersonal intelligence to reading comprehension ability.

**Table 2. Model Summary**

R	R Square	Adjusted R Square	Sig.
0.868	0.754	0.741	0.000

The model yielded an R value of 0.868, indicating a very strong combined relationship among the variables. The Adjusted R Square value of 0.741 means that 74.1% of students' reading comprehension ability is explained by English reading habit and intrapersonal intelligence.

**Table 3. Regression Coefficients**

Variable	B	Sig.	Interpretation
English Reading Habit	0.354	0.000	Significant predictor
Intrapersonal Intelligence	0.020	0.600	Not significant



The regression coefficients show that English reading habit significantly predicts reading comprehension ability, while intrapersonal intelligence does not significantly contribute when analyzed simultaneously

### ***Discussion***

The findings of this study demonstrate that English reading habit and intrapersonal intelligence play important roles in shaping students' reading comprehension ability. The very strong correlation between reading habit and reading comprehension indicates that students who frequently engage in reading activities tend to achieve better comprehension outcomes. This result aligns with Gaona and González (2011), who argue that consistent exposure to reading materials strengthens vocabulary, text processing skills, and comprehension strategies. Moreover, students who develop reading as a habitual activity are more likely to approach texts with familiarity and confidence, resulting in more efficient meaning construction. Similar findings were reported by Chettri and Rout (2018), who highlight that strong reading habits significantly predict academic reading proficiency among EFL learners.

The fair yet significant correlation between intrapersonal intelligence and reading comprehension suggests that psychological and affective dimensions also influence reading performance. Intrapersonal intelligence, which encompasses self-awareness, emotional regulation, and motivation, helps learners maintain focus, manage difficulties, and persist through complex reading tasks. This is consistent with Gardner's (2011) view that intrapersonal intelligence supports effective self-regulation in learning settings. Armstrong (2018) also notes that students who understand their cognitive strengths and weaknesses tend to apply more appropriate strategies during reading, which enhances comprehension. Although the correlation in this study is weaker compared to reading habit, the significance level confirms that intrapersonal attributes remain relevant in EFL reading development.

However, multiple regression results reveal that intrapersonal intelligence does not significantly predict reading comprehension ability when analyzed together with reading habit. This finding indicates that intrapersonal intelligence alone may not sufficiently influence comprehension unless supported by consistent reading engagement. One possible explanation is that reading comprehension is primarily a skill developed through repeated exposure to texts;



thus, behavioral factors such as reading habit may overshadow internal psychological traits when both variables are examined simultaneously. This aligns with previous studies, such as Anggraini (2020), who found that intrapersonal intelligence contributes positively to comprehension but becomes less influential when combined with stronger behavioral variables. Meanwhile, Rizki (2019) also found that intrapersonal intelligence alone was not a strong predictor of reading performance, particularly in contexts where students lacked established reading routines.

The strong predictive power of reading habit in this study reinforces the idea that reading comprehension relies heavily on practice, exposure, and familiarity with textual structures, as emphasized by Grabe and Stoller (2019). Students who read more frequently tend to develop broader schemata, better vocabulary mastery, and improved metacognitive awareness skills fundamental to successful comprehension. In contrast, students with limited reading exposure may struggle despite having strong intrapersonal characteristics, since comprehension cannot be achieved without regular contact with texts.

These results also reflect the local context of IAIN Kerinci. Preliminary observations showed that many students lacked consistent reading schedules and primarily read only when required academically. Such irregular patterns may limit the development of reading-related skills, leading to lower comprehension performance regardless of their intrapersonal capacities. Therefore, the findings highlight the need for learning environments that actively cultivate reading engagement, such as structured reading programs, academic reading clubs, or integrated reading tasks across courses.

Overall, the study confirms that both English reading habit and intrapersonal intelligence are correlated with reading comprehension, but reading habit emerges as the stronger and more consistent predictor. These findings underscore the importance of designing pedagogical interventions that simultaneously encourage regular reading and foster learners' self-regulation skills. Instructors should provide diverse reading materials, promote reading for pleasure, and incorporate reflective activities that help students become more aware of their learning processes. Strengthening both behavioral and psychological dimensions may result in more comprehensive improvements in students' reading proficiency.



#### D. CONCLUSION

This study examined the correlation among English reading habit, intrapersonal intelligence, and reading comprehension ability among fourth-semester EFL students at IAIN Kerinci. The findings indicate that English reading habit has a very strong and significant relationship with reading comprehension, demonstrating that frequent and consistent engagement with reading materials is a key factor in enhancing comprehension performance. Intrapersonal intelligence also shows a fair and significant correlation with reading comprehension, suggesting that self-awareness, emotional regulation, and motivation contribute to reading success, although their influence becomes less prominent when examined alongside reading habit.

The regression analysis further confirms that reading habit is a significant predictor of reading comprehension, whereas intrapersonal intelligence does not significantly predict comprehension when included in the same model. This implies that comprehension ability is more strongly shaped by behavioral engagement with texts than by internal psychological characteristics alone. The combined contribution of both variables explains 74.1% of the variance in students' reading comprehension ability, emphasizing the importance of fostering both reading habits and self-regulatory capacities in EFL learning.

In light of these findings, educators should develop classroom strategies that promote regular reading, encourage meaningful exposure to texts, and integrate reflective learning activities to strengthen self-awareness and motivation. Future research may explore additional internal and external factors influencing reading comprehension, such as digital literacy, reading strategies, learning anxiety, or the role of instructional methods, to provide a more comprehensive understanding of the determinants of reading ability in EFL contexts.

The findings of this study have several important implications for EFL teaching and learning. First, educators should prioritize the development of students' reading habits by creating structured and sustained reading opportunities, such as extensive reading programs, guided reading tasks, and exposure to diverse and level-appropriate reading materials. Regular reading engagement should be embedded across courses rather than treated as an isolated activity, as



habitual reading has been shown to exert the strongest influence on comprehension ability (Grabe & Stoller, 2019; Gaona & González, 2011).

Second, although intrapersonal intelligence was not a significant predictor in the regression model, its significant correlation with reading comprehension suggests that affective and self-regulatory dimensions should not be neglected. Lecturers are encouraged to incorporate reflective activities, such as reading journals, self-assessment tasks, and goal-setting exercises, to help students develop greater self-awareness and motivation during the reading process (Gardner, 2011; Armstrong, 2018). These strategies may enable learners to translate their intrapersonal strengths into more consistent reading behavior.

Finally, at the institutional level, particularly in Islamic higher education contexts such as IAIN Kerinci, curriculum designers and program managers should consider integrating reading habit development into academic policies and learning support systems. Initiatives such as reading communities, academic literacy programs, and library-based reading campaigns may foster a more supportive reading culture. By addressing both behavioral engagement and internal learner characteristics, institutions can create more effective learning environments that promote sustainable improvement in EFL students' reading comprehension ability.

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