

The Cognitive Style Inventory, Reading Habit, and Reading Achievement Among Undergraduate EFL Students

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ABSTRACT

Reading requires the ability to detect and evaluate words inside sentences, as well as extract underlying information. This research focused on finding out whether or not there was any significant correlation among cognitive style inventory, reading habit and reading achievement of undergraduate EFL students at Tridianti University. This study used quantitative design with correlational approach and involved 65 students as the sample through total sampling. The data were collected by using cognitive style inventory questionnaire, a reading habit questionnaire, and a reading achievement test. The data were analyzed by using Rank-Spearman to investigate the correlation among cognitive style inventory, reading habits and reading achievement. After analyzing and calculating the data, it was found that there was significant correlation among cognitive style inventory, reading habits and reading achievement of undergraduate EFL students at Tridianti University, since the p-value (0,301) was higher than r-table (0,244). It means that, Ho (null hypothesis) was rejected and Ha (alternative hypothesis) was accepted. The degree of correlation coefficients was weak category.

Introduction

Reading entails the capacity to identify and assess words within sentences, extracting the underlying information. Lone (2011), Hoover and Tunmer (2020) and Brunfaut et al. (2021), characterizes reading as a cognitive operation encompassing the analysis of written language and the comprehension of its meaning, encompassing characters, phrases, and sentences. Patel and Jain (2008, p. 13), Castles et al. (2018) and Goldenberg (2020) echo the significance of reading, emphasizing its paramount importance over speaking or writing. Palani (2012, p. 92), Chatviriyawong and Chattiwat (2018), Wichanee and Thongrin (2022) and Tiara (2024) further expands on reading, describing it as a dynamic process involving thinking, evaluating, envisioning, reasoning, and problem-solving. In essence, reading is an active endeavour aimed at comprehending and deriving meaning from written or printed words.

According to Pang et al. (2003, p. 6) and Khan (2019), reading involves the comprehension of written materials and is a multifaceted activity intertwining sense and cognition. It consists of two intertwined processes: word recognition and comprehension.

Word recognition pertains to understanding how written symbols correspond to spoken language. The Department of Education and Skills (2005, p. 2), Butterfuss and Kendeou (2018) and Smith et al. (2021), emphasizes the critical role of reading comprehension within the reading process. Additionally, Nunan (2006, p. 71) and Hamedí et al. (2020), characterizes reading comprehension as the pursuit of meaning, understanding, and enjoyment, demanding advanced cognitive abilities beyond mere word decoding. Consequently, as children engage in reading, they must comprehend the text, as comprehension is the ultimate goal of reading. Cultivating reading habits is vital for enhancing readers' ability to comprehend texts effectively.

Additionally, reading habits are influenced by various factors such as the quantity and frequency of materials read, the average time allocated to reading, and the motivation behind reading (Shen, 2006; Satriani, 2019 & Baba & Affendi, 2020). These habits are also evident in the reader's positive disposition towards reading, enjoyment of reading activities, and intrinsic motivation to engage with texts. Moreover, Zwiers (2004, p. 3) and Mwangi (2019) characterizes reading habits as the subconscious processes involved in deriving meaning from text, suggesting that cultivating such habits can bolster readers' proficiency. Establishing a habit of reading serves as the cornerstone for lifelong learning; individuals committed to continuous learning must prioritize regular reading (Odabas et al., 2008; Andrianatos, 2019 & Greenleaf et al., 2023).

Understanding the correlation between reading, academic success, and individual differences is pivotal for researchers and educators. Regardless of a child's intellectual abilities, it is imperative to tailor education to their unique needs. However, possessing strong study habits can significantly enhance academic performance across diverse contexts. Reading habits play a fundamental role in acquiring relevant and beneficial knowledge, serving as a potent tool for students to excel in various facets of life (Bashir & Mattoo, 2012; Bano et al., 2018 & Elder & Paul, 2020). As highlighted by Palani (2012) and Poedjiastutie (2018), cultivating a reading habit is essential for nurturing a literate society worldwide. It not only shapes individuals' characters but also facilitates the development of critical thinking skills and stimulates the generation of innovative ideas.

Furthermore, Palani (2012, p. 92) and Poedjiastutie (2018) characterizes reading as a cognitive process involving thinking, assessing, judging, envisioning, reasoning, and problem-solving. Practically, reading engages the human brain in various modes of cognition. Patel and Jain (2008, p. 6) and Asif and Yang (2021), assert that reading habits not only aid students in acquiring information and wisdom from their cultural heritage but also serve as a valuable pastime during leisure. According to research conducted by the National Endowment for the Arts of the United States (2007, pp. 3-4), Le et al. (2019), Muhamad et al. (2020) and Vuong et al. (2021) regular reading is significantly linked to improved reading proficiency and heightened academic performance. Consequently, fostering a reading habit among children enables them to expand their vocabulary,

knowledge, and information base. Moreover, individuals can enhance their reading skills by establishing a consistent reading routine.

The Organization for Economic Cooperation and Development (OECD) initiated the Programmed for International Student Assessment (PISA), which is a research to evaluate the education system in more than 70 nations around the world. is a study in which more than 70 countries from around the world participate to evaluate their educational systems. This test is diagnostic in nature and is intended to provide important information for improving the educational system.

Indeed, there are issues in Indonesia where there is a lack of enthusiasm for reading. The Ministry of Education, Culture, Research, and Technology announced the findings of the PISA 2022 study. According to the results of PISA 2022, Indonesia's literacy learning outcomes ranking has risen by 5 to 6 positions from PISA 2018. This gain represents Indonesia's highest-ranking achievement since PISA. Indonesia's PISA reading literacy ranking in 2018 was 74, and it is expected to climb to 71 in 2022 (Kemendikbudristek, 2022).

Furthermore, the Cognitive Style Inventory (CSI) is an approach for evaluating cognitive style based on an individual's introduction to himself (Martin, 1998). Martin developed the Cognitive Style Inventory (CSI), a psychometric exam used to group pupils based on systematic and intuitive cognitive styles. The Cognitive Style Inventory is conceived as a one-dimensional psychological state of a person.

Despite the fact that the systematic and intuitive styles serve as the foundations of the cognitive style model, these two styles have yet to be shown to reflect the whole range of an individual's behaviour, including thinking, learning, and, notably, problem solving and decision-making. As a result, a multidimensional model was developed to capture the entire spectrum (Martin 1998). This model is composed of two continua: (1) high systematic to low systematic, and (2) high intuitive to low intuitive.

There are several methods for determining a person's cognitive style, including a person's dialogue style (verbal and nonverbal), the cognitive style testing inventory (CSI) (Martin, 1998), the cognitive reflection test (CRT) (Frederick, 2005), and others. The cognitive style inventory (CSI) and cognitive reflection test (CRT) both divide distinct thinking styles into two categories: intuitive and analytical thinking styles (Martin, 1998; Frederick, 2005). Cognitive style inventory (CSI) is a tool for determining cognitive style based on a person's introduction to himself (Martin, 1998), whereas CRT focuses on measuring a person's actual performance (Toplak et al., 2011).

Previous research conducted by Indriani (2019), discovered a link between reading habits and reading comprehension achievement among English department students at IAIN Palangka Raya. The findings revealed that there was a substantial relationship between students' reading habits and reading comprehension achievement. The findings of this study revealed that: 1) the student has a very strong reading habit, with a score of 88 based on questionnaire data calculations. 2) The kids' reading comprehension achievement was fair, with a score of 60 based on test data. 3) The link between students' reading habits and reading

comprehension achievement was found to be fair. Product moment correlation analysis indicates a greater correlation coefficient (0.400) between students' reading habits and reading comprehension achievement compared to the r -table (0.361). It indicated that the alternative hypothesis (H_a) was accepted whereas the null hypothesis (H_o) was rejected. So, there is a positive and strong correlation between the two variables.

Second, Sakina (2017) investigated the relationship between cognitive styles and student reading comprehension in the eleventh grade at SMAN 3 Batam during the academic year 2015/2016. The results revealed that Z counted is 5.157 and Z table is 1.96. It signifies Z counted is greater than Z table, hence H_o is rejected while H_a is approved. The researcher discovered a substantial association between cognitive style and student reading comprehension.

Based on the findings of the previous research, the researchers performed an unstructured interview with undergraduate EFL students in the English Department at Tridinanti University to learn about their reading habits, cognitive style inventory, and reading achievements. According to undergraduate EFL students at Tridinanti University's English Department, reading is a tedious activity, especially if the book is overly long. It makes students lethargic to read; a lack of vocabulary can also impact students, resulting in a poor understanding of the meaning of a reading passage. They read extensive books and answer questions carelessly, resulting in low reading scores.

So, that's why the researchers would like to do the research of undergraduate EFL students at Tridinanti University, and the problems of this study were formulated as follows:

1. Was there a significant correlation between cognitive style inventory, and reading achievement of undergraduate EFL students at Tridinanti University?
2. Was there a significant correlation between students' reading habit and reading achievement of undergraduate EFL students at Tridinanti University?
3. Was there a significant correlation between cognitive style inventory and reading habit of undergraduate EFL students at Tridinanti University?
4. Was there a significant correlation among cognitive style inventory, reading habit and reading achievement of undergraduate EFL students at Tridinanti University?

Method

This is a quantitative study that concentrates on correlational research. Correlational research is also known as descriptive research because it describes an already-existing link between variables (Fraenkel et al., 2012, p. 331). Furthermore, Creswell (2019) states that to interpret correlations, researchers examined the positive or negative direction of the correlation scores, a plot of the distribution of the scores to determine whether they are normally or non-normally distributed, the degree of association between scores, and the strength of the association of the scores.

This research included undergraduate EFL students from Tridinanti University. Creswell (2019), defines a sample as a subset of the target population observed by the

researcher. Because the number of populations in this research is minimal, the researcher employed the total sampling method. A comprehensive sample treatment was used to analyse the entire population. The research sample consisted of 65 undergraduate EFL students from Tridianti University's second, fourth, sixth, and eighth semesters.

The researchers collected data using the Cognitive Style Inventory questionnaire, which comprises 40 questions and was adapted from Lorna P Martin (1998). The Reading Habit questionnaire, which comprises 20 questions, was adapted from Janthong and Sripetpun (2010), and validated by previous researchers. The Reading Achievement test was adapted from Phillips' book, Longman Preparation Course for the TOEFL Test (2001), and it has been approved by an expert.

Within data analysis, the researcher used descriptive statistics to provide information that allows a researchers to explain the essential properties of the data in research (Creswell, 2019). The researchers utilized descriptive statistics to determine questionnaire and reading test scores. The results of the descriptive analysis were then obtained using the SPSS statistical application.

The purpose of normalcy is to establish if the acquired data is representative of a normal distribution. According to Syamsuar (2020), Spearman correlation is a non-parametric statistical data analysis technique that seeks to estimate the correlation coefficient of two variables when the data is organized in pairs. Spearman's correlation coefficient is a measure that describes the theoretically supported correlation or relationship between variables, and its size is statistically quantified using this coefficient.

The variables in this research were used to partially analyse the relationship between brand image and product quality in purchase decisions. According to Sudjana (2017, p.382), multiple correlations occur when more than one variable X (X1, X2, X3, etc.) finds a link with Y. Based on the third difficulty of the study, the researchers used multiple correlations to determine whether there was a significant association between cognitive style inventory, reading habit, and reading accomplishment.

Results and Discussion

Results

Descriptive Statistics

Descriptive statistics are summaries of broad information regarding students' reading habits, cognitive style inventories, and reading success scores. As a result, these analyses consist of the following components: (1) descriptive statistics on reading habits, (2) cognitive style inventory, and (3) reading achievement. The findings of descriptive statistics are presented in Table 1.

Table 1
The Result of Descriptive Statistics

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Cognitive Style Inventory	65	102	182	143.91	16.554
Reading Habits	65	33	98	72.26	12.460
Reading Achievement	65	20	76	36.77	16.385

The descriptive statistics revealed that the mean score for students' cognitive style inventory was 143.91, the minimum score was 102, the maximum score was 182, and the standard deviation was 16.554, while the mean score for students' reading habits was 72.26, the minimum score was 33, the maximum score was 98, and the standard deviation was 12.460. The students' reading achievement scores ranged from 20 to 78. The mean was 36.77, and the standard deviation was 16.385.

Normality Test

The test examines if the data is regularly distributed. In this research, the researcher used SPSS 24 to calculate the normalcy test. The normality test determines if the data is regularly distributed if the significance value is larger than 0.05. If the significance level falls below 0.05, the data is not regularly distributed. The researcher employed the Unstandardized Residual normality test to assess the outcomes of the One-Sample Kolmogorov-Smirnov test. The results of the normalcy test are presented in Table 2.

Table 2
Normality Test

		Unstandardized Residual
N		65
Normal Parameters ^{a b}	Mean	.0000000
	Std. Deviation	1.562.274.096
Most Extreme Differences	Absolute	.239
	Positive	.239
	Negative	-.098
Test Statistic		.239
Asymp. Sig. (2-tailed)		.000 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

As shown in the table above, the normality test for unstandardized residual was 0.000, which is less than 0.05. Since the data were not normally distributed, the researchers employed Spearman's Rank correlation for correlation analysis.

Correlation Analysis

A. The Correlation Analysis between Cognitive Style Inventory and Reading Achievement

In this section, the researcher responds to hypothesis the first to determine whether there is a significant correlation between cognitive style inventory and reading achievement. The researcher calculated the Spearman's Rank correlation using SPSS 24. The correlation analysis is shown in Table 3 below.

Table 3
Correlation Analysis between Cognitive Style Inventory and Reading Achievement

			Cognitive Style Inventory	Reading Achievement
Spearman's rho	Cognitive Style Inventory	Correlation Coefficient	1.000	.056
		Sig. (2-tailed)	.	.660
		N	65	65
	Reading Achievement	Correlation Coefficient	.056	1.000
		Sig. (2-tailed)	.660	.
		N	65	65

As seen in Table 3, the correlation coefficient between cognitive style inventory and reading achievement was 0,056, with a significant level of 0,660. The degree of correlation coefficients was in the very weak group. The p-value (0,056) was lower than the r-table (0,244), indicating a correlation between the cognitive style questionnaire and reading achievement. It signifies that the null hypothesis (Ho1) was rejected while the alternative hypothesis (Ha1) was accepted. It can be inferred that there was a substantial relationship between the cognitive style questionnaire and reading achievement.

B. The Correlation Analysis between Reading Habits and Reading Achievement

The researcher used Spearman's Rank correlation to test hypothesis number two. The correlation analysis is provided in Table 4 below.

Table 4
Correlation Analysis between Reading Habits and Reading Achievement

			Reading Habits	Reading Achievement
Spearman's rho	Reading Habits	Correlation Coefficient	1.000	.331**
		Sig. (2-tailed)	.	.007
		N	65	65
	Reading Achievement	Correlation Coefficient	.331**	1.000
		Sig. (2-tailed)	.007	.
		N	65	65

** . Correlation is significant at the 0.01 level (2-tailed).

Following Table 4, it was shown that the correlation coefficient between reading habits and reading achievement was 0,331 at the significant level of 0,007. As the table above, the degree of correlation coefficients was weak, indicating that reading habits and reading achievement were correlated because the p-value (0,331) was greater than the r-table (0,244). It signifies that the null hypothesis (Ho2) was rejected while the alternative hypothesis (Ha2) was accepted. It can be stated that there was a substantial relationship between reading habits and reading achievement.

C. Correlation Analysis between Cognitive Style Inventory and Reading Habits

To test hypothesis 3, the researchers used Spearman's Rank correlation to analyse the correlation between the Cognitive Style Inventory and Reading Habits. The correlation analysis is presented in Table 5 below.

Table 5
Correlation Analysis between Cognitive Style Inventory and Reading Habits

		Cognitive Style Inventory	Reading Habits
Spearman's rho	Cognitive Style Inventory	1.000	.456**
		Correlation Coefficient	
		Sig. (2-tailed)	.000
		N	65
Reading Habits	Reading Habits	.456**	1.000
		Correlation Coefficient	
		Sig. (2-tailed)	.000
		N	65

** . Correlation is significant at the 0.01 level (2-tailed).

The results shown in Table 5, the correlation coefficient between the Cognitive Style Inventory and reading habits was 0,456 at the significant level of 0,000. Depending on the table, the degree of correlation coefficients was weak, indicating that reading habits and reading achievement were correlated because the p-value (0,456) was greater than the r-table (0,244). It signifies that the null hypothesis (Ho3) was rejected while the alternative hypothesis (Ha3) was accepted. It can be inferred that there was a substantial relationship between the Cognitive Style Inventory and reading habits.

D. The Correlation Analysis among Cognitive Style Inventory, Reading Habits and Reading Achievement

In response to the fourth hypothesis, the researchers used multiple correlations to calculate the correlation analysis of cognitive style inventory, reading habits, and reading achievement. The correlation analysis is presented in Table 6 below.

Table 6
Multiple Correlation Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.301 ^a	.091	.062	15.873	.091	3.098	2	62	.052

a. Predictors: (Constant), Reading Habits, Cognitive Style Inventory

The results of Table 6, showed that the multiple correlation among cognitive style inventory, reading habits, and reading achievement was 0,301 at the significant level of 0,052. According to the table, the degree of correlation coefficients was weak, indicating that cognitive style inventory, reading habits, and reading achievement were correlated because the p-value (0,301) was greater than the r-table. It signifies that the null hypothesis (Ho4) was rejected while the alternative hypothesis (Ha4) was accepted. It may be inferred that there was a substantial relationship among reading habits, cognitive style inventory, and reading achievement.

Discussions

The research findings, various discussions could be presented. First, there was a significant connection between cognitive style inventory and reading achievement, with a p-value of 0,056, which was lower than the r-table of 0,244. It signifies that the null hypothesis (Ho1) was rejected while the alternative hypothesis (Ha1) was accepted. Correlation coefficients were quite modest in this area. It was supported by Sakina's (2017) research, which revealed that the Z count is 5.157 and the Z table is 1.96. It signifies Z counted is greater than the Z table, hence Ho is rejected while Ha has been accepted.

Second, there was a significant correlation between reading habits and reading achievement, as indicated by a p-value of 0.331, which was more than the r-table of 0.244. It signifies that the null hypothesis (Ho2) was rejected while the alternative hypothesis (Ha2) was accepted. The correlation coefficients were categorized as weak. This finding was similar to a prior study, which indicated a substantial relationship between reading habits and reading comprehension achievement. According to Indriani's (2019), product-moment correlation study, there is a greater correlation coefficient (0.400 > 0.361) between students' reading habits and their reading comprehension achievement. It indicated that the alternative hypothesis (Ha) was accepted whereas the null hypothesis (Ho) was rejected. So, there is a positive and strong correlation between the two variables.

Third, there was a strong connection between the cognitive style assessment and the reading habits of undergraduate EFL students at Tridinanti University, as indicated by a p-value of 0.456, which was greater than the r-table value of 0.244. It signifies that the null hypothesis (Ho3) was rejected while the alternative hypothesis (Ha3) was accepted. It can

be inferred that there was a significant correlation between the Cognitive Style Inventory and reading habits.

Fourth, there was a significant correlation between the cognitive style assessment, reading habits, and reading achievement of undergraduate EFL students at Tridinanti University, as indicated by a p-value of 0.301, which was more than the r-table of 0.244. It signifies that the null hypothesis (Ho4) was rejected while the alternative hypothesis (Ha4) was accepted. The correlation coefficients were categorized as weak, it in line with the result of research by (Sakina, 2017).

Conclusion

The research successfully addressed and resolved all research challenges based on the findings and discussions. The conclusions derived from the research are as follows:

1. Cognitive Style Inventory and Reading Achievement:

There is a statistically significant association between cognitive style inventory and reading achievement. This conclusion is supported by a p-value of 0.056, which is less than the r-table value of 0.244, leading to the rejection of the null hypothesis (Ho1) and acceptance of the alternative hypothesis (Ha1). Despite the significance, the correlation coefficients indicate that the relationship is very weak.

2. Reading Habits and Reading Achievement:

A significant correlation exists between reading habits and reading achievement. This is evidenced by a p-value of 0.331, which is greater than the r-table value of 0.244, resulting in the rejection of the null hypothesis (Ho2) and acceptance of the alternative hypothesis (Ha2). Similar to the first conclusion, the correlation coefficients are categorized as weak, indicating a weak relationship.

3. Cognitive Style Assessment and Reading Habits:

There is a strong connection between cognitive style assessment and the reading habits of undergraduate EFL students at Tridinanti University. This is demonstrated by a p-value of 0.456, which is greater than the r-table value, leading to the rejection of the null hypothesis (Ho3) and acceptance of the alternative hypothesis (Ha3). Although the relationship is significant, the correlation coefficients indicate that it is weak.

4. Cognitive Style Assessment, Reading Habits, and Reading Achievement:

There is a substantial relationship among cognitive style assessment, reading habits, and reading achievement of undergraduate EFL students at Tridinanti University. This is supported by a p-value of 0.301, which is greater than the r-table value of 0.244, resulting in the rejection of the null hypothesis (Ho4) and acceptance of the alternative hypothesis (Ha3). The correlation coefficients, however, are weak, indicating that the relationship, while statistically significant, is not strong.

Each of these relationships has been statistically validated, although the strength of these correlations suggests that other factors may also play a significant role in influencing reading achievement.

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