

ABSTRACT

Sudrajat, Isnaeni Habibah. 2026. College Students' Digital Reading Habits and Their Academic Reading Comprehension on Digital Texts: A Correlational Study at Komunitas Griya Aksara. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

The increasing use of digital technology has changed the way students access and read English texts. Students increasingly use digital devices to access English texts, search for information, and interact with various online reading materials. This study aims to identify students' Digital Reading Habits, measure their Academic Reading Comprehension Test scores, and examine the correlation between the two variables.

A quantitative correlational research design was used, involving 41 members of the Griya Aksara Community. Data were collected using a Digital Reading Habits Questionnaire and an Academic Reading Comprehension Test. The questionnaire consisted of 20 items covering four indicators: frequency, strategies, navigation, and engagement. Meanwhile, the Academic Reading Comprehension Test consisted of 20 multiple-choice questions covering main idea, detail information, inference making, and vocabulary in context. The data were analyzed using descriptive statistics and Spearman Rank Correlation with IBM SPSS Statistics Version 27.

The research results show that most participants demonstrate a high level of Digital Reading Habits and achieve relatively good scores on the Academic Reading Comprehension test. The participants generally reported frequent use of digital devices and online resources for reading English texts. The Academic Reading Comprehension results also indicate that most participants achieved relatively good performance, although differences were found among participants. Correlation analysis shows a moderately positive and statistically significant relationship between Digital Reading Habits and Academic Reading Comprehension ($\rho = 0.491$, $p < 0.001$). These findings suggest that students with higher levels of Digital Reading Habits tend to get higher Academic Reading Comprehension scores. However, the moderate correlation also indicates that Digital Reading Habits is not the only factor associated with students' academic reading comprehension.

In conclusion, Digital Reading Habits has a significant positive relationship with Academic Reading Comprehension. However, the correlational nature of this study does not indicate a causal relationship between the two variables. Therefore, students are encouraged to develop effective digital reading habits and strategies, while teachers can provide meaningful digital reading habits to support students' academic reading practices. Future researchers may examine other factors related to academic reading comprehension using larger and more diverse samples.

Keywords: Digital Reading Habits; Academic Reading Comprehension; Digital Reading; Reading Comprehension; Correlational Study.