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The Correlation between Students' Reading Habit and Their Reading Comprehension Achievement

Abstract. This study has objectives to discover the significant correlation and influence between reading habits and their reading comprehension successes of students. This study took a quantitative approach, implementing a correlational research method. The research population came from a total of 416 eleventh grade students at SMAN 21 Palembang. The cluster random selection technique was used to choose three classes of 104 students each. The data were gathered through the use of a questionnaire designed to assess reading habits, as well as a test aimed at assessing reading comprehension achievement. The results demonstrated that there was an important relationship between students' reading habits and their reading comprehension achievement, with the r obtained (.321) was being greater than the r -table (.192) and the significant value achieved .001, which was less than .05. Furthermore, the regression analysis result displayed that reading habit significantly contributed to reading comprehension achievement, with the R-square value .118, which stating that students' reading habit contribute 11.8% to their reading comprehension achievement.

Keywords: *Correlate, Reading Comprehension Achievement, Reading Habit.*

Introduction

Reading skill is something that can help students to enrich their insight in English. Patel and Jain (2008) express that the important thing of reading itself was to widen the knowledge and gain the understanding about a language itself. Reading is the process of delivering meaning and sending the information. According to Hossain (2015), reading is an activity that takes considerable time, because we use our eyes to get the written symbols, then our brain to convert those written form which communicate the things to us, in addition it can stay in our head, or we can read it aloud so others can hear and communicate to the written things. Thus, reading is a skill among others which are essential for teaching and learning process in English.

Reading activity gives the students the chance for choosing the topic which motivates students in learning, especially in English. Prabhakaran (2018) states that reading will enhance our memory, boost our analytical thinking, and expand our vocabulary. Through reading, foreign language learners who study English can invest and get full of important things about something that has not known before. In addition, Iftanti (2012) mentions that reading is one of the signs of literacy. Hence, teachers are expected to be able to guide and motivate students to choose the written form, which is good, informative, and accessible to read so that students are interested in reading.

Moreover, the process of understanding text that has been read is called reading comprehension. As stated in Israel et al. (2009), arguably, the most significant result of reform initiatives intended to enhance reading curriculum and instruction is the advancement of reading comprehension, both for purposes of instruction and assessment. In addition, reading comprehension in a country reflects the quality of human resources in a country. Rusmiati et al. (2021) state that reading is the foundation for people to be successful. Therefore, we all know that Indonesia is a developing country that will always be developed if the human resource of the country has a good improvement of their quality. In consequence, it can be starting from our reading activities especially for students.

However, study conducted in the literacy of reading, the main topic of PISA (2018), Indonesian students which 15-years-old got the score 371 points in distinct to the average of 487 points in the OECD countries. PISA 2018 achievements indicate that Indonesia places among the lowest 10 out of the 79 countries that participated. It shows that the literacy of reading in Indonesia is relatively low. Moreover, the achievements in reading comprehension are not as well as the essence of the reading activity itself. According to Amalia et al. (2021),

despite having reading as the students' focus in the process of learning learners are still lacking to understand the content of English because they also do not know how the sentence can be formed.

In another study, Sari (2016), students' achievement in comprehending English text based on literal level was low. It indicates that 23% who got good category, 20% who got moderate category, and 57% students who got low category, which the score maximum was 80 and the minimum was 40. Meanwhile, the level of students' reading comprehension in English text based on the critical level was in failure category. It shows 27% students were at the moderate category, 30% at the low category, and 43% at the category of very failure and the minimum score was 20 and the highest was 60, thus no one got the very good or good category. Then, as reported by Nurhidayah (2021), students had trouble in understanding the reading text, particularly in terms of locating the main idea, vocabulary, and reference. Furthermore, as conducted by Erlina et al. (2019), the least number of learners was found that they could remember what the written form talked about and could retelling the story, which means most of them still struggling in comprehending the text they have read. Those data signify that the level of reading comprehension in Indonesia is still relatively low.

In fact, a factor among others that related to the achievement of success in reading comprehension is reading habit. As reported by Erlina et al. (2019), when reading turns into a habit, it will be more beneficial since the more learners read, the more information will be retained by them. Moreover, according to Andriyani et al. (2019), students will be good readers if their reading habits are good; nevertheless, if their reading habits are poor, students will not be good readers, which is they will be a weak reader. In conclusion, students have to expand their reading habits to gain a better performance in comprehending the text.

The researchers found the problems in SMAN 21 Palembang which was very difficult to ask the students to read and understand English texts, it is caused of sometimes the vocabulary is not familiar to students, and it makes them difficult to address the questions related to the text. However, there are times when students can understand the reading text and answer questions correctly. It can be seen from the very minimal activity of students in reading activity in the school library which can be considered that the level of reading habit is relatively weak.

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Previous research has been carried out to investigate the relationship between students' reading habits and their achievement in reading comprehension. First, research conducted by Wahyudi (2016), revealed that the correlation of variables, which are reading habit and reading comprehension of learners was not significant. Second, a study accomplished by Sulaiman and Harpiansi (2018) provided the finding of the study that students' reading habit had low correlation to students' reading comprehension. Third, study conducted by Sartika et al. (2020) which indicated that the relationship between students' reading habit and their reading comprehension existed, and the corelation was medium. Next, a study conducted by Rahayu et al. (2021) showed that high and strong correlation as the result of this research. Then, study carried out by Darajat, et al. (2020) which resulted that were found a very high and strong correlation between the variables.

There were the differences of the population used on the previous related studies, such as 12th grade students, English department students, and health science students. And it showed various results of the previous research, which said that the research between reading habit and reading comprehension of the students included no correlation, some were correlated, which showed that the correlation was low, medium and strong. Therefore, the researchers interested in finding out the correlation between students' reading habit and reading comprehension achievement in the other population then determine how students' reading habit influenced and their reading comprehension achievement.

Theoretical Framework

Reading is an eternally developing skill. The processing of finding the written text and how the brain works to understand of it is such the flow of words and concept itself (Johnson, 2008). Same as any other skills, reading skills will be improving better if people like to practice. Additionally, Frankel (2016) states that reading is strategic, as a reader especially within skilled, good readers can evaluate their prior knowledge about a text's topic and adjust the reading strategies to better their reading comprehension, employing kinds of strategies for different purposes, texts, and problems. Accordingly, practicing in reading assist people to be a good and even a better reader every single day.

The activity to find out what the written form talks about and the process of comprehending the text's content can be settled by reading. In accordance with Pang et al. (2003), The act of reading is a multifaceted process that necessitates the use of sensory perception and cognitive faculties to fully grasp the meaning conveyed by written text. Further explanation said that reading is made up two interconnected processes, they are word recognition and comprehension. The action of the sight on how texts or discourse accord to one's spoken language named word recognition, while the process of understanding some words, sentences and connected text called comprehension. Text experience, prior information, vocabulary, grammatical knowledge, and other strategies can all be used to support readers in understanding the written text or symbols. Based on the criteria, it can be inferred that reading is a skill that is always evolving and requires the use of comprehension techniques to decipher complicated written material or symbolism.

Reading Comprehension

Comprehension is the capacity of individuals to digest the acquired information, match the knowledge, and understand the meaning obtained. Zwiars (2010) explains that the greatly process of someone, assessing the quality, speed, and durability of a reader accurately with so many interrelationships is more than many key things are commonly believed and progresses which happen during the interaction with text being impossible is called comprehension. Then, as stated in Pang et al. (2003) the process of extracting meaning from related text called comprehension. Along with thinking and reasoning, it requires for language proficiency. Therefore, comprehension is an active rather than a passive process, and to construct meaning, the readers should engage actively with the text.

Measurement and meaning building through the use of written language are the processes involved in reading comprehension. According to Brassell and Rasinski (2008), It enables readers to extract important information from written form and apply it in a way which displays awareness or knowledge of its' information. In addition, Johnson (2008) states that comprehension skills are the strategies which used by readers to recover the information and develop the meaning from text explanation. Those are the processes of thinking, steps which divided to some parts, that are used to comprehend.

Reading Habit

Habit is the routine things or activities which usually do by someone, and sometimes people do it for reaching their own goals. As mentioned by Iftanti (2012), by regularly doing reading exercises over time, EFL students can develop the habit of reading such that it becomes second nature to their daily activities. Palani (2012) says that an important aspect to create literature of society in the world and it enhanced individuals' knowledge and extended information is reading habit. In addition, to recognize the situations in where people are probably to take the action on habit and people in which they are likely to reach the goals, in this case is students' comprehending the written text of their reading habit.

Reading habit is one of the capable and enduring tools for the academic achievement of learners. Patel and Jain (2008) mention that reading habits assist students on passing for their spare time, as we know reading is the important thing, while reading in the spare time, people also can get new information or make sense on the written form they read. Then,

students should cultivate their reading habit to get many words, new vocabulary, knowledge, and information while reading. In accordance with preceding definition, reading is the action of doing which settled routinely to get the information such new knowledge, vocabulary, words in the written form or even enjoying the spare time by reading the written form.

Material and Method

The research methodology applied in this study was correlational design. The researcher conducted a correlation research design aimed to investigate the relationship between students' reading habits and their reading comprehension achievement. Moreover, the researchers employed a questionnaire for investigating the first variable, which is the reading habits of the learners. Additionally, a reading assessment was carried out in assessing the students' achievement in comprehending written text. Second, a reading test was used to assess the students' achievement in reading comprehension. Then, the researcher used Statistic Package for the Social Sciences which known as SPSS, Version 22 was utilized to determine the correlation between two variables in accordance with the findings of the questionnaire and comprehension test.

The research instrument included a questionnaire to measure students' reading habit with 30 items, the researcher adopted the instruments of the questionnaire which was ready-made in Bahasa Indonesia by Muawanah (2014) to use in this research. It divided into 6 indicators of reading habit based on Gaona & Gonzalez (2011) which involved the frequencies of reading, number of books read, both academic and non-academic reading, the environment of parental and academic motivation. Moreover, reading test was used to evaluate the reading comprehension performance of students by following the specifications of reading comprehension test which explained by Brown and Abeywickrama (2019), those are main idea, detailed information, making inference and meaning in context. The researcher adapted the reading text and made some questions that related to the syllabus of 11th grade students, which reading comprehension at 11th grade students consisted of report text, analytical exposition text, and explanation text. The reading test consisted of 53 test items which has been tested the validity and reliability test, it has the results of Cronbach Alpha's value was .955 that means the reading test was reliable. The representative of eleventh grade students took part in the study as much as 104 students which have been selected by using cluster random sampling technique.

After gathering the data, descriptive analysis was conducted, it shown the frequencies and percentages of students' reading habit data and the data of reading test results, number of the representative students, lowest and highest scores, mean scores, standard deviation scores, then the category and its' interval scores of each data. Moreover, statistical analyses which contained correlational analysis, a statistical technique to investigate whether there is the significant among the variables and regression analysis which applied to find out whether students' reading habit significantly influenced their reading comprehension achievement also applied in this study to answer the objectives of the study.

Results and Discussion

Results

Descriptive Analysis of Students' Reading Habit

Three classes of eleventh grade students at SMAN 21 Palembang was chosen to be the sample of this research. They were XI E, XI F, and XI H which consisted of 104 students. Students' reading habit data was revealed by descriptive analysis, the lowest score of the questionnaire was 77 and the highest was 131. Then, it was shown that 99.62 was the mean of the score and 11.431 which was the standard deviation value.

The data obtained was found that 9 students were in the interval score more than 116.82, which means 8.7% of the representative's students categorized as very good. Next 21 students were in the interval 105.35 – 116.82 and the others 21 students were in the interval

of 82.41 - 93.88 which indicated that there were 20.2% students in each poor and good level category. In addition, the least was 8 students which were in the interval lower than 82.41, it means 7.7% were categorized as very poor. Moreover, most of students which consisted of 45 students were shown in the interval of 93.88 - 105.35 which categorized as average level as much as 43.3% students. In conclusion, the students reading habit of eleventh grade students at SMAN 21 Palembang can be categorized as average level.

Table 1:
The Descriptive Analysis of Students' Reading Habit (N=104)

Min	Max	Mean	Std. Deviation	Category	Frequencies	%
				Very poor ($X \leq 82.41$)	8	7.7
				Poor ($82.41 < X \leq 93.88$)	21	20.2
77	131	99.62	11.471	Average ($93.88 < X \leq 105.35$)	45	43.3
				Good ($105.35 < X \leq 116.82$)	21	20.2
				Very good ($116.82 < X$)	9	8.7

Descriptive Analysis of Students' Reading Comprehension Achievement

In the finding of reading comprehension achievement data, it has the lowest score obtained from the learners reading comprehension test was 9.43, and the highest achieved 79.25. The average score of learners reading comprehension achievement was 32.41, with a value of standard deviation was 14.814. Furthermore, the results of students' reading comprehension revealed that 11 students received scores greater than 54.64, which indicated that 10.6% students were on the category of very good level. 16 students who got the score in the interval 39.82 - 54.64 were categorized as good level as much as 15.4%. There were each 38 students who got scores in the interval 10.19-25.01 and 25.01-39.82, it has 36% students in each fair and poor level. Then, in the interval less than 10.19, there was 1 student which was only 1% students who got the very poor category level. In short, students reading comprehension achievement of eleventh grade students at SMAN 21 Palembang can be categorized in fair level.

Table 2:
The Descriptive Analysis of Students' Reading Comprehension (N=104)

Min	Max	Mean	Std. Deviation	Category	Frequencies	%
				Very poor ($X \leq 10.19$)	1	1
				Poor ($10.19 < X \leq 25.01$)	38	36.5
9.43	79.25	32.41	14.81451	Fair ($25.01 < X \leq 39.82$)	38	36.5
				Good ($39.82 < X \leq 54.64$)	16	15.4
				Very good ($54.64 < X$)	11	10.6

Statistical Analyses

Normality Test

Before conducting the correlational analysis, this research should analyze normality of the collected data by conducting the normality test. In normality test, researcher used 1-Sample Kolmogorov-Smirnov in checking the normality of the data. According to the result of normality test, it was revealed that the significance value of students' reading habit data was 0.2 while the students' reading comprehension data was 0.00. Therefore, the significance value of normality test inferred that the students' reading habit data obtained was classified normal (> 0.05) and students' reading comprehension score data was not classified normal because it was less than 0.05. In accordance with the results of normality test, the researchers could use nonparametric test in testing the hypothesis.

Correlational Analysis

The correlational analysis was analyzed by nonparametric correlation test by using Spearman Correlation Coefficient.

Table 3:
Correlation Analysis

		Reading Habit	Reading Comprehension
Reading Habit	r	1.000	.321
	Sig.		.001
Reading Comprehension	r	.321	1.000
	Sig.	.001	

The result of correlation test was found on the table above, correlation coefficient was obtained .321, it is higher than the r-table .192 (df = 102). In other hand, it was pointed the significance was .001 which means that the value is less than 0.05. Thus, students' reading habit and their reading comprehension achievement were significantly correlated. Moreover, the result revealed that the variables had positive correlation. It means that the greater score of reading habit, the better their score of achieving reading comprehension.

Regression Analysis

Since the significant correlation between the variables were existed in this study, the regression analysis was applied in determining whether students' reading habit significantly influenced reading comprehension achievement of the students.

Table 4:
Coefficients

	Model	T	Sig.
1	(Constant)	-.976	.331
	Reading Habit	3.692	.000

Based on the table of coefficients, it was revealed the results of students' reading habit significantly influenced reading comprehension achievement, the *t*-value 3.692 was greater than *t*-table 1.983 and the value of significance was 0.00 which less than the probability 0.05. Moreover, the habit of students in reading could contribute to the achievement in comprehending the reading test of eleventh grade students at SMAN 21 Palembang. Moreover, R-Square was revealed to know how much the contribution percentages of reading habit in influencing reading comprehension. And then, the result showed that the R-Square was .118. It can be inferred that students' reading habit contributed 11.8% to reading comprehension achievement.

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Table 5:
Model Summary

Model	R Square	Std. Error of the Estimate
1	.118	13.98189

Discussion

According to the results obtained, it could be indicated that most of the students experienced average category, few students experienced poor and good category of reading habit, and the least students experienced very poor and very good category of reading habit. Thus, the eleventh grade students at SMAN 21 Palembang can be categorized as an average level of their reading habit. Moreover, majority students' reading comprehension achievement belongs to the poor and fair group, certain learners are in the good and excellent category, the least students at very poor category level of reading comprehension achievement. Therefore, the eleventh grade students at SMAN 21 Palembang can be categorized as having a fair level of their reading comprehension achievement.

Furthermore, the data demonstrated that reading habit has an important correlation towards reading comprehension achievement of the students, which this result appropriate to various studies. First, Muawanah (2014) discovered the significant relationship between reading habits and students' reading comprehension achievements in eleventh grade. Second, Erlina et al. (2019) discovered in a research of English education undergraduate students that their reading habits correlated to their academic accomplishment. Then, Rahayu et al. (2021) discovered that there was a significant relationship between their reading habit and reading comprehension in tenth grade learners. In contrast, Wahyudi (2016) discovered that reading habit and its relationship to reading comprehension were not significant.

This study had a positive correlation between the variables. This implied that the greater the score of reading habit, the better the score of students' reading comprehension achievement. Aini et al. (2021) mention that the frequency of learners' activities in reading the text tends to have influence on the lack of their achievement in comprehending the text, it means that the existence of the achievement also has the influenced from the frequency of students' activities in reading the text. In addition, the research from Muawanah (2014), it had positive correlation between the variables, the researcher mentioned that the students who develop the habit material will show more positive result on their reading comprehension. In addition, Andriyani et al. (2019) states that students will be good readers if their reading habits are good, and the students will be weak readers if their reading habits are poor.

In this study, the r -value was 0.321, it indicated that the correlation was considered weak or low correlation. In addition, students' reading habit contributed 11.8% to students' achievement in comprehending the reading. Therefore, this result accord others previous investigations, such as the research from Adrah (2022), Sulaiman and Harpiansi (2018), and Hassan et al (2021), those studies found that the low correlation happened on the research towards reading habit of students and their reading achievement in comprehending the text, the researchers also revealed that the low correlation between the variables happened because the students' reading time appeared was not enough so they took long time to read the text and it couldn't be done and comprehended well. However, different findings were also found in several studies. First, there was the research arranged by Sartika et al. (2020) which found the medium correlation and study conducted by Darajat et al. (2020) that a very high correlation was revealed between the variables.

Conclusion

Several inferences can be taken from the previous chapter's findings and interpretations. First, students' reading habit on eleventh grade students at SMAN 21 Palembang was on the average level, then the reading comprehension achievement of students was on the fair level. Second, eleventh grade students' at SMAN 21 Palembang

indicated that their reading habit was significantly correlated with the reading comprehension achievement which was reflected in the low correlation level with the r-value of Spearman Correlation was 0.321 and the significance value was 0.001. Third, students' reading habit had significantly influenced as much as 11.8% to the achievement of students' reading comprehension. It is proved that the higher the score of students' reading habit, the higher the score for their reading comprehension achievement.

This study, in the future, may be a relevant study that may be implemented in other investigations, particularly for fellow researchers who are interested in pursuing the research regarding the reading habits in the field of foreign language. This study examined eleventh grade students at SMAN 21 Palembang to see if their reading habits were significantly connected with and influenced their reading comprehension achievement. Therefore, some suggestions were mentioned here for the future researcher to use greater sample, the upcoming studies can add another variable which considered in contributing to students' reading comprehension achievement. In addition, another method can be applied to obtain the data such as the reason or problems of the students' reading activities so that will get more accurate results than the previous study obtained.

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