STUDENTS' READING HABIT AND THEIR READING COMPREHENSION: A CORRELATION STUDY

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Abstract

Reading is one of the four basic skills (Reading, Listening, Writing, and Speaking). The research is to find out whether there is a significantpositive correlation between students reading habit in English and their reading comprehension. This research is quantitative. The population of this research was the students of the tenth grade of SMKN5 Tanjungpinang, in academic year 2019/2020. The sample of this research was X Teknik from 29 students. The researcher did not give treatment, but collecting the data by seeing the correlation between cause and effect. The instruments were questionnaire and reading test. The researcher analyzed the correlation using Liliefour Formula to determine the correlation between reading habit (variable X) and reading comprehension ability (variable Y).The result of analysis shows that there is a positive significantcorrelation between students reading habit and their reading comprehension. The analysis by using Lilliefour Correlation, From the result of the statistical calculation, it can be synthesized that the alternative hypothesis (Ha) is accepted. The calculation shows that the coefficient of correlation (rxy) between both variables is 0.57237 which is higher than r_{table} (0.572 >0.367). The result of T test is that the T obtained is 3.63 which is higher than T_{table} 1.703. It means that the correlation is significant. The contribution of reading habit toward reading comprehension of the tenth grade students of SMKN 5 Tanjungpinang in the academic year 2019/2020 is 32.76% while the 67.24% factors are influenced by other factors

Keywords: Correlation, Reading Habit , Reading Comprehension

I .Introduction

There are four skills in learning English that they listen, speak, read, and write, all of these skills will be the foundation of communication for students to learn. Such skills are necessary to learn without missing each other, reading from all four aspects above the talent students must learn in this study. It has been proven on students, tests, or examinations.

Zulya (2017) notes that reading is the product of interpreting the interpretation of graphic symbols reflecting language skills, cognitive abilities, and world experience by the learners. Through this process, the reader tries to construct the meanings the writer intends.

Chettri & Rout (2013) notes that reading habit is a recursively performed reading practice. According to Gardner (2012), habit is an abstract theory, no clear, valid concept exists in habit theory. People repeated behavior in routine without consideration as to why this self-concept would

occur. Clark (2014) says. A established understanding emerges from the interaction between the text and the reader's reaction to the text itself.

There are many previous researches which have investigated the reading habit and reading comprehension. In the researcher , evaluated reading habits among students in Ekiti State Secondary Schools affect students ' reading habits Babalola (2020). The students lack interest in reading generally. They settle down to read only when given assignments or exams as they prefer to play rather than read during their leisure/free period. In the researcher. Examining the relationship between the Habit of Reading for Secondary School Students and Their Reading Anxiety Tonka (2020). it was concluded that there was a negative significant relationship between reading habits and reading anxiety of secondary school students. This result also indicates that reading anxiety decreases with the increase in the reading habits of students. In the researcher. A New Measure of Reading Habit: Going beyond Behavioral Frequency Fabian T. C. Schmidt (2016). argues that the diary method makes participants more aware of their behavior and thus—at least for social desirable behavior—may lead to an overestimation of behavioral frequency and in turn to an overestimation of the actual habit. In the researcher .The effects of reading habit towards student's reading comprehension Suhana Asep (2017). This case implied that the students' reading habit gave significant influence on the improvement of students' reading comprehension. In the researcher .The connection between the reading habit of the students and their pronunciation skill From Parmawati (2012). The concluded that there is low correlation between students' reading habit on English text and their pronunciation ability students reading habit plays an important role in pronunciation mastery.

The previous research has been base of this research because the focus is same, correlation between student reading habit and reading comprehension. However, there are some differences between these researches which have made this research unique. First, this research used questionnaire analysis reading habit. Second, this research used narrative text.

On the basis of the above summary, reading habit and reading comprehension can be interpreted, the researcher will examine the correlation between the reading habit of the students and their reading comprehension, to find out whether or not there is any significant correlation between students' reading habit and their reading comprehension at tenth grade of SMKN 5 Tanjungpinang.

II. Method
Research Design

The research design in this student was descriptive quantitative which uses correlation design. It was employed to find out and measure the relationship between two variables covering an independent variable (reading habit) and a dependent variable (reading comprehension) and to see the influence of each other by using correlation analysis. In this case, this design was employed to seek the correlation between students' reading habit (X) and their reading comprehension (Y) at the tenth grade of SMKN 5 Tanjungpinang.

The research was conducted at Senior high school SMKN 5 Tanjungpinang, Jl. Madung, Kec. Tanjungpinang kota. This research was conducted in June 2020. The population is the subject of research individuals. A community is a group of individuals that have the same characteristics according to Creswell (2012). This research population was 10th grade of SMKN 5 Tanjungpinang academic year 2019/2020.

Research Subject

The sample is part of the population which was analyzed. Selecting the sample was a very important step in conducting research. The study is using cluster random sampling to assess the sample of this study, since the sample was in the community in both groups. The sample of this research was X Teknik from 29 students. According to Kothari (2004), cluster random sampling involves grouping the population and then selecting the groups or clusters for inclusion in the sample rather than individual elements.

Research Instrument

There were two kinds of techniques used for collecting data, they were In collecting data of this research, the researcher used the following tests:

Reading Habit

The questionnaire is a text containing questions that have been used in survey studies, experiments or observation modes. It refers to a collection of written instruments for extracting knowledge from objects of research. To know the reading habits of students the questionnaire is given to the student. The number of questionnaires given will be 15 items, the reading habits of the students are split into several styles contained in the questionnaire. Theory about the facets of reading habits, they read the amount of books, read frequency and motivation.

Reading Comprehension Test

A test is used to collect the reading comprehension data for students. The reading comprehension test will be analytical in the form of essay tests consisting of 10 items, in this study the researcher will use five ways of understanding the reading.

Technique of Collecting Data

In collecting data, the researcher directly collected data from tenth grade students at SMKN 5 Tanjungpinang. The first instrument being distributed was reading habit questionnaire and reading comprehension with essay tests.

Technique of Analyzing Data

The researcher used questionnaire to assess the students ' reading habit and used the individual competence to find the answer. To find the complete score questionnaire type below, Sugiono (2012) notes

$$p = \frac{f}{n} \times 100\%$$

Where:
p: Percentage
f: Frequency
n: Ideal number of values

This reading test will be used to assess student outcome in reading. The formula reads: According to Jihad and Haris (2013) the researcher should use the formula below to calculate the total score of the finding test

$$\text{final score} = \frac{true\ answer}{total\ sore} \times 100$$

III. Findings and Discussion

To see how the correlation between students' reading habit and their reading comprehension of,it is calculated.To find the extent of students' reading habit, the researcher uses these steps: Determine the mean, median, mininum, maximum, and range.

Variable	Mean	Median	Min	Max	Range
Reading Habit	56.965	57	43	73	30

By looking at the mean of the above scores, it shows that in the academic years of 2019/2020 the tenth grade students at SMKN 5 Tanjungpinang have a fair level in reading habit with a mean score of 57. The read habit of the students is presented below for the individual level of:

Table 4.1. Level of Reading Habit

No	Class Interval	Qualification	Frequency	Percentage
1	76 – 100	Excellent	1	3.45%
2	60 – 75	Good	9	31.03%
3	36 – 59	Fair	19	65.52%
4	20 – 35	Bad	0	0%
	Total		29	100%

Based on the table above, it can be seen that 0% (0 students) of the students' reading habit is on a bad level, 65.52% (19 students) is on a fair level, 31.03% (9 students) is on a good level, and 3.45% (1 student) is on a excellent level.

To find the extent of students' reading comprehension, the researcher uses these steps: Determine the mean, median, mininum, maximum, and range.

Variable	Mean	Median	Min	Max	Range
Reading Comprehension	71.41	72	60	87	27

Table 4.2. Level of the reading comprehension

No	Class Interval	Qualification	frequency	Percentage
1	76 – 100	Excellent	10	31.03%
2	51 – 75	Good	19	68.97%
3	26 – 50	Fair	0	0%
4	0 – 25	Bad	0	0%
	Total		29	100%

Based on the table above, it can be seen that none of the students who are on a bad or fair level, 68.97% (19 students) are on a good level, and 31.03% (10 students) are on an excellent level.

a. Normality testing

Distribution checking for normality is aimed at determining whether the data variable distribution is normal or not. For normal distribution, the reading habit and reading comprehension data are considered if Lobtained is lower than Ltable. Liliefors was used by the Researcher. Further clarification of instrument normality is given at the table.

Table 4.3. Normality of The Instrument

No	Variable	Liliefors Obtained	Significance	Conclusion
1	Reading Habit	0. 121	0.161	Normal
2	Reading Comprehension	0.115	0.161	Normal

The consequence of reading habit shows that for N=29 the value of the obtained liliefors is 0.121. Although Ltable is α significant at the level = 0.05, that is 0.161. This means read habit (X) data comes from a typical distributed population. The reading comprehension tests indicate that for N=29, liliefors is 0.115. While at the meaningful α = 0.05 level Ltable is 0.161. It means that the data reading comprehension (y) comes from normal distributed population.

b. Linearity testing

Linearity testing is aimed at understanding whether or not there is a linear relationship between variables involved in a study that will be determined by statistical analysis correlation. When Fobtained 's result is lower than Ftable, two variables are consindered as linear. The researcher used an F-test to learn the test's linearity. Further explanation is given regarding the linearity of the variables at the table below:

Table 4.4. Linearity of The Instrument

Variable	Fobtained	Ftable (0.05)	Conclusion
X*Y	-1.138	2.62	Linear

It can be understood from the above table that the variables are linear. The linearity checking estimation of reading habit (X) and reading comprehension (Y) shows that the value Fobtained is (-1.138). The Ftable value at the relevant level of α = (0.05) is 2.62. It can be shown that Fobtained is lower than Ftable, indicating that the regression between reading habit and perception of reading is linear

c.Significant testing.

Significance checking is aimed at understanding whether or not the significance relationship is seen between two variables involved in a study which would be determined by the correlation of statistical analysis. Where Fobtained is higher than Ftable, two variable is consindered meaning. Further clarification of the instrument 's significance will be presented as follows:

Table 4.5. Significant of The Instrument

Variable	Fobtained	Ftable	Conclusion
X*Y	13.16	4.21	Significant

It shows from the table above all the variables are relevant. The consequence of sense testing of reading habit (x) and reading comprehension (y) shows that the Fobtained value is 13.12, which is higher than the Ftable value for (df1= k-1 = 2 − 1 = 1; df2 = n-k = 29 − 2 = 27) is (4.21). It can be assumed that the regression between the variables concerned is significant. As the estimation of normality and linearity testing shows that the data is normal distribution and the regression is linear and meaningful, the researcher continues to test the previous chapter mentioned research hypothesis.

d.Hypothesis testing

The researcher uses Pearson Product Moment Formula in testing hypothesis to find out the correlation between reading habit and their reading comprehension. The result of the above calculation shows that the correlation (rxy) coefficient between reading habit (X) and reading comprehension (Y) is 0.572365 which is higher than rtable at meaning level 0.05 for N= 29, where the value of N=29. rtable is 0.367 (0.572 > 0.367). The reading habitude contribution. (X) for reading understanding (Y) y = R2 x 100% = 0.572365 x 100% = 32.76%. It means that the reading habit influences 32.76 percent of reading comprehension, while the other 67.24 percent contributes other factors. Than table T, or table 3.63 > 1.703. Based on the study, the Ho is rejected and thus there is a strong positive significant correlation between reading habit (X) and reading comprehension (Y). The researcher used T-received to measure the data 's importance, the result is 3.63. If this value is contrasted with the df = N-nr = 29 − 2 = 30, the T-table is 1.703 at the point significance 0.05. The reseacher concludes T-received is higher.

Discussion

Based on the whole computation above, here is the whole result of the validity, reliability, normality, linearity and significant testing validity , reliability, normality, linearity and substantial testing. The result of reading habit questionnaire validity and reliability testing is that here are 30 valid items and 5 invalid and Alpa Cronbach's score = 0.95205 for the questionnaire reliability. The consequence of normality testing was that Liliefors score has shown normal distribution of the component data of reading habit and reading comprehension. The consequence of reading habit indicates that the liliefors value is 0.121 while the Ltable value is 0.161 for = 29 at the relevant α = 0.05. So, Lo's score is lower than Ltabel's (0.121<0.161) This means read habit data (X) comes from normally distributed population.

The result of reading comprehension indicates that liliefors is 0.115 while the Ltabel for N=29 is 0.161 at the relevant α = 0.05 point. So Lo 's score is less than Ltabel's (0.115 < 0.161). This implies that data 0f read understanding (y) is extracted from normal distributed population. In addition, it was obtained from the linearity test that the regression showed by the Fobtained is lower than the Ftable (-1.1377 < 2.62). Since the normality and linearity testing calculation shows that data is in normal distribution, and regression is linear, the researcher continues to test the hypothesis.

The result of the hypothesis testing shows that the correlation (rxy) coefficient between the reading habit (X) and reading comprehension (Y) is 0.57237 with the significance level = 0.05 for N = 29, where the rtable value is = 0.367. Robtained can be seen as higher than rtable (0.572 > 0.367). The result is also shown by the validity of the obtained correlation (Tobtained)which is

higher than Table with substantial amount of 0.05 (3.63>1.703). It means the connection is strong, and the Ha is acknowledged. Based on the above quantitative analysis, it can be concluded that at the tenth grade of SMKN 5 Tanjungpinang, the academic year 2019/2020, there is a strong substantial association between students ' reading habits and their reading comprehension.

The student's reading habit on English text leads to a 32.76% reading comprehension. This shows that reading habit can affect students ' reading comprehension, while other factors influence the 67.24% factors. The assumption is that their reading comprehension would accompany the development of student's reading habits. The increase of reading habit activity correlates with the increase of the students' reading comprehension. The assertion is derived from the average score for each individual determined for the students. It can be inferred that the students have a high habit of reading English. In this study, Pearson 's calculation of the Correlation Coefficient Formula found that the reading behavior of students has a very high correlation to the reading comprehension of students.

In relation to the relationship between the students ' reading habit and their comprehension of reading; ifshand (2011), has already clarified about it. They said the reading habit a direct impact on the academic performance of the students. Gilbert (2010) also noted that healthy reading practices greatly increase student academic results. Students with a strong reading habit showed positive impact in their academic performance. Creemers (2012) reiterated similarly that the students would only have a strong confidence in learning English through reading habits. Based on the theory above, reading habits can be said to have a beneficial impact on the academic performance of students , particularly in their understanding of reading.

In relation to the relationship between the students ' reading habit and their comprehension of reading; Burn (2010) reported that there are reading habits that have a major impact on the academic achievement of students. Galicia (2011) reported that good reading habits dramatically increase the students ' academic results. Richeck (2012) claimed that there are students in their academic performance who face a good reading habit showed a positive impact.

IV. Conclusion

Based on the result of the research, it can be concluded that there is good correlation between students' reading habit and their reading comprehension of the tenth grade students SMKN 5 Tanjungpinang academic year of 2019/2020. The teacher should give the best motivation and more creative in teaching by providing activities that can increase students' interest in reading, so the reading habit will run more effectively.

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