



Students' Reading Habit and Their Reading Comprehension Achievement

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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 technique of sampling was used to choose three classes of 104 students. 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 a 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

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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. Students still struggle to grasp English information due to a lack of knowledge about sentence formation, even when reading is emphasized in the learning process (Amalia et al., 2021).

In another study, Sari (2016) mentioned that students' achievement in comprehending English text based on literal level was low. It indicates that there were 23% students obtained good category, 20% obtained moderate category, and 57% students obtained low category, with maximum score was 80 and minimum score 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 with t 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. In addition, research by Erlina et al. (2019) revealed that while some students were able to recall and retell the story based on what they read in written form, the vast majority of students still had difficulty understanding what they read. Those numbers show that Indonesians still have a low level of reading comprehension.

Reading habit is one of the factors that contributes to the achievement of success in reading comprehension. The researchers identified the issues within SMAN 21 Palembang. Requesting the students to read and comprehend English materials proved to be quite challenging. While students may occasionally comprehend the reading material and answer the questions accurately, one of the primary reasons for this is their familiarity with the language used in the text, which poses a challenge when addressing text-related questions. Another contributing reason is the students' limited engagement in reading. The low level of student engagement in reading activities in the school library is evident. Only 49 out of 416 eleventh grade students (11.77%) visited the library between January and June 2023. This indicates a rather poor reading habit among the students.

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 correlation 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.

The prior related studies examined several population samples, including 12th grade students, students from the English department, and students from the health science department. The results of earlier study displayed a range of findings about the relationship between students' reading habits and reading comprehension. Some studies found no connection between them, while others identified varying degrees of correlation, ranging from weak to moderate to strong. Consequently, the researchers aimed to establish a relationship between students' reading habits and their reading comprehension accomplishment in a different group of people. The researchers aimed to determine the impact of students' reading habits on 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.

Materials and Method

The research methodology applied in this study was correlational design. The researchers 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 researchers 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 researchers adopted the instruments of the questionnaire which was ready-made in Bahasa Indonesia by Muawanah (2014) to be used in this research. The questionnaire was 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). The specifications include main idea, detailed information, making inference and meaning in context. The researchers adapted the reading text and made some questions that related to the syllabus of 11th grade students. The reading comprehension texts for 11th grade students consisted of report text, analytical exposition text, and explanation text. The reading test consisted of 53 test items which had been tested for the validity and reliability test. The results of Cronbach Alpha's value was 0.955 which indicated 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 described the frequencies and percentages of students' reading habit data and the data of reading test results, number of the representative of the students, lowest and highest scores, mean scores, and standard deviation scores. The descriptive analyses also described the category and its' interval scores of each data. Moreover, the researchers also conducted statistical analyses which contained correlational analysis, a statistical technique to investigate

whether there was the significant among the variables and regression analysis which applied to find out to what extent reading habit influenced students' reading comprehension achievement.

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 found that 5 students or 4.8% were categorized as very good, 76 students or 73.1% were in the good category and the average category were consisted of 23 students or as much as 22.1%. In conclusion, the students reading habit of eleventh grade students at SMAN 21 Palembang can be categorized as good.

Table 1.

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

Min	Max	Mean	Std. Deviation	Category	Frequencies	%
77	131	99.62	11.471	Poor	-	-
				Average	23	22.1
				Good	76	73.1
				Very good	5	4.8

Descriptive Analysis of Students' Reading Comprehension Achievement

The analyses of students' reading comprehension achievement showed that the lowest score obtained was 9.43, and the highest score achieved was 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 1 student which means 1% of them received the category of good level, 10 students or 9.6% got the average category, and most of the students which were 93 students, or 89.4% students categorized as poor level. In short, students' reading comprehension achievement of eleventh grade students at SMAN 21 Palembang can be categorized as poor level.

Table 2.

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

Min	Max	Mean	Std. Deviation	Category	Frequencies	%
9.43	79.25	32.41	14.81451	Poor	93	89.4
				Average	10	9.6
				Good	1	1
				Excellent	-	-

Statistical Analyses

Normality Test

Before conducting the correlational analysis, the researchers analysed normality of the collected data by conducting the normality test. To find the normality of the data, researchers used 1-Sample Kolmogorov-Smirnov. According to the result of normality test, it was revealed that the significant value of students' reading habit data was 0.2 while the students' reading comprehension data was 0.00. Therefore, the significant value of normality test inferred that the students' reading habit data obtained was classified normal (> 0.05),

however, 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 applied nonparametric test in testing the hypothesis.

Correlational Analysis

The correlational analysis was analysed 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 was 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 of Regression Analysis

	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.

Table 5.
Model Summary of Regression Analysis

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 good category, few students experienced average category of reading habit, and the least students experienced very good category of reading habit. Thus, the eleventh

grade students at SMAN 21 Palembang can be categorized as good level of their reading habit. Moreover, the majority of students' reading comprehension achievement belongs to the poor group, certain learners are in the average category, the least students at good category level of reading comprehension achievement. Therefore, the eleventh grade students at SMAN 21 Palembang can be categorized as having a poor 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 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 results are in accordance with others previous investigations, such as the research from Adrah (2022), Sulaiman and Harpiansi (2018), and Hassan et al (2021) which 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. Therefore, the researchers assumed that the weak correlation between the variables happened because the students as readers do not have enough knowledge or experience related to the text they read because they might rarely read such English texts on their daily activities which make them difficult to comprehend the text well. Besides, the nature of the materials being read might influence the correlation. If students are not finding the content relevant or engaging, it could impact their motivation to develop effective reading habits. Exploring the alignment between the curriculum and students' interests could provide insights into this aspect.

Conclusion

The finding of this study yield several inferences. Initially, the reading habit of eleventh-grade students at SMAN 21 Palembang was admirable. However, their reading comprehension achievement was unsatisfactory. Furthermore, the findings demonstrated that the null hypotheses were rejected, while the alternative hypotheses were approved of. Specifically, the eleventh-grade students at SMAN 21 Palembang exhibited a significant correlation between their reading habits and reading comprehension achievement, as evidenced by a low level of correlation. Furthermore, the reading habit of students had a substantial impact, accounting for as much as 11.8% of the students' reading comprehension score. Research has demonstrated a positive correlation between students' reading habits and their reading comprehension success. Specifically, a higher score in reading habits is associated with a higher score in reading comprehension.

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