THE RELATIONSHIP BETWEEN STUDENTS' READING HABIT AND THEIR READING COMPREHENSION

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Abstract

The goal of this study was to look at the association between students' reading habits and first-grade reading comprehension at SMA Jamiyatul Abror Al-GAZA. The authors employed questionnaires and tests to obtain data for this quantitative investigation with a correlational study. The questionnaire assesses students' reading habits, while the test assesses their reading comprehension. The population of this study included all first graders of Jamiyatul Abror Al-GAZA High School, with a sample size of 25 pupils drawn via purposive sampling. With a correlation coefficient of -0.017, the author concludes that there is no meaningful association between students' reading habits and their reading comprehension. This means that the alternative hypothesis (Hi) is rejected and the null hypothesis (Ho) is accepted, implying that in a modest correlation, there is no meaningful association between students' reading habits and their reading comprehension. To summarize, reading habits are not the only elements that influence students' reading comprehension; many other factors influence reading comprehension as well, including internal (intellectual, linguistic skills, psychological, contextual, and experience) and external (facilities, learning time). semantic abilities and cognitive comprehension are examples of ctic abilities.

Keywords: Correlation, Reading Habit, Reading Comprehension.

INTRODUCTION

In Indonesia, education governments make English a mandatory subject beginning in junior high school and continuing through university. Furthermore, English is one of the disciplines assessed on the national final exam. English has four skills: reading, listening, speaking, and writing, as well as two language components: vocabulary and structure. Reading becomes the primary focus in language development among these abilities and components. Students can learn speaking, listening, writing, structure, pronunciation, and vocabulary by reading. According to alani (2012), reading is a process of thinking, assessing, judging, envisioning, reasoning, and problem solving. In practice, reading is a cognitive process that involves the human brain in

comprehending different ways of thinking. Collins & Collins (2002), like other experts, consider reading as a vital talent, probably the most important skill taught in schools. Reading is viewed as a subject that should be taught in schools in this scenario since it can help kids improve their other language skills.

According to the findings of a survey of international educational institutions conducted by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the population of Indonesia has significantly less interest in reading than other Asian countries. Indonesia appears to have a lot to learn from developed countries with a strong reading heritage.Japan, America, Germany, and other industrialized countries with a heritage of reading books have advanced swiftly in their civilisation. This practice has not been observed in Indonesia.On buses, individuals take advantage of productive activities, particularly reading books, as a habit of people who made books as friends.

There are numerous benefits that students might gain from developing a reading habit. Reading is a significant and long-lasting tool in the development of student academic performance. The result of making reading a habit is that students can broaden their knowledge while also improving their focus and concentration. According to Jack (2008), the benefits of reading habit are as follows: 1) reading habit helps the mind perform efficiently. 2) Reading helps us create an excellent vocabulary.   3) A reading habit stimulates intellectual curiosity. 4) Reading habit denotes psychological activity 5) Reading helps the reader maintain a cheerful attitude.

Reading comprehension is a very complex process that comprises components, procedures, and solutions to difficulties encountered in order to increase learners' comprehension. When reading, one attempts to comprehend the contents of the author's message contained in the reading. Reading is said to be impossible if the reader does not comprehend what he or she is reading. Reading, at a higher level, is not just interpreting written symbols, but also understanding, accepting, rejecting, comparing, and believing in the opinions in the reading. As a result, if a reader is unable to retrieve a message requested by the author after reading, the operation is deemed unsuccessful.

According to the data, the School Final Examination questions (UAS) mostly need students' understanding in locating and determining the major concepts, primary sentences, reading graphs, plot / plot, mandate, settings, and so on. Students will be unable to answer these questions unless

they have the capacity to read comprehension. This is when reading comprehension comes into play to discover the proper answer. The importance of reading in human life has long been recognized. Reading provides people with fresh knowledge and insights that can help them increase their intelligence and be better prepared to face life's problems in the future.   As a result, reading is still required as a tool for studying numerous branches of science. Success   in reading is very important for students in orderto   develop   academic   abilities, expertise,   and intelligence;it   does   not doubt that reading is the key to the success of a student. So, the goal of this study was to discover a link between students' reading habits and their reading comprehension. In accordance with the framing of the problem, the research sought to determine whether or not there   was   a   substantial   relationship   between   students'   reading   habits   and   their   reading comprehension.

METHOD

This study was conducted through quantitative method and the design is correlational study. A correlation research design is utilized to evaluate the link between the two concepts, according to Walliman (2011, p.23).

The study methodologies are as follows: (1) obtaining authorization from one of the lecturers to serve as an expert judgment or validator of a reading habit questionnaire. (2) subjecting a questionnaire to expert judgment to analyze its contents, re-examining the population and sample size, and (3) obtaining authorization from the school principal to conduct research.

Second, conduct research by (1) administering a questionnaire to the sample and (2) administering a reading comprehension exam to the pupils. The third and last phase is to (1) examine the results of questionnaires and tests. (2) Describe the data analysis and provide findings as research questions are answered. (3) Write research papers.

The population was taken from The first-grade students of *SMA Jamiyatul Abror Al-GAZA*. In conducting this research the authors used all students of class X IPA as a sample based on several considerations, including: 1. The target sample in this study were The first-grade students. 2. Suggestions obtained by the author from the proposal supervisor. Based on the considerations above, the authors used a purposive sampling technique to select the sample. According to Sudijono (2009) purposive sampling is a technique for determining research samples based on a

number of certain considerations that aim to obtain data that will later be more representative. Samples are presented in table 1:

Table *The Sample of the Study*

No.	Class	Number of population
1	X IPA	25
	TOTAL	25

(Source data: SMA JAMIYATUL ABROR AL-GAZA Islamic

Boarding School for the 2022/2023 Academic Year)

Technique for Collecting Data

According to Arikunto (2010, p. 164), there are five approaches for gathering data. They were questionnaires, interviews, observations, tests, and documentation. The writer employed two of the five procedures in this study: a questionnaire and a test.

a) Questionnaire

The data on reading habits were acquired in this study utilizing a questionnaire.   According to Sudijono (2009, p.164), a questionnaire is a series of questions designed to elicit statistically useful or personal information from individuals. The questionnaire employed in this study contains closed-ended questions.   It allows respondents to answer the question from the available answers in the questionnaire, and the surveys were designed to assess the reading habits of eleventh grade pupils.

The questionnaire is based on the theory of experts and modified by the author. The number of statements in this questionnaire is 30 statements and the authors use expert judgment to assess the validity of the questionnaire and according to experts 13 questions are appropriate for research. Prior to administering the reading habit questionnaire, the authors validated the test items with trials as the final step to validate the questionnaire statements and questionnaires from the 13 author's statement items using 13 valid statement items.

b) Reading comprehension test

The writer employed a test to determine the student's reading comprehension. A test, according to Arikunto (2010: 53), is a tool or technique used to know or measure something using predetermined means and rules.A test is used to obtain information about pupils' reading

comprehension.   The reading comprehension test is an objective test consisting of 30 items in the form of multiple choice questions. Before administering reading comprehension test items to students, the writer validated the items by testing them in class, and the writer chose 8 valid items as a test.

Questionnaire Validity

In this study, the author used a test instrument for the questionnaire. The reading habit questionnaire consists of 13 items. The author tries the instrument which consists of 30 non-sample students at SMA Jamiyatul Abror Al-GAZA. . The validity of the reading test was analyzed using the SPSS 25.00 program. To analyze the validity of the instrument based on SPSS, the authors determine the significance level of (a) test is 0.05% or 5% of the 95% confidence interval, and the Rtable of the test is 0.4227 with (df=N-2=20). To find out whether the test items are valid or not, the authors conclude two hypotheses.

a. Ho : if the value of Rhitung is greater than RTable it meant the item was valid.

b. Hi: if Rhitung is less than Rtable then the statement it meant the item was invalid.

Table *The validity of the results of the reading habit statement*

variable	Rtable	Rhitung	Validity
V1	0,4227	683	Valid
V2	0,4227	668	Valid
V3	0,4227	749	Valid
V4	0,4227	688	Valid
V5	0,4227	682	Valid
V6	0,4227	678	Valid
V7	0,4227	642	Valid
V8	0,4227	459	Valid
V9	0,4227	779	Valid
V10	0,4227	7670	Valid
V11	0,4227	688	Valid
V12	0,4227	801	Valid
V13	0,4227	596	Valid

Based on the distribution of the table above, the authors found that there were 13 valid items. So, the authors use these 13 items as research instruments

Table *The validity of the results of the reading Comprehension statement*

Question	Rtable	Rhitung	Validity
Q1	0,4227	732	Valid
Q2	0,4227	489	Valid
Q3	0,4227	766	Valid
Q4	0,4227	821	Valid
Q5	0,4227	826	Valid
Q6	0,4227	630	Valid
Q7	0,4227	630	Valid
Q8	0,4227	603	Valid

Based on the distribution of the table above, the authors found that there were 8 valid items. So, the authors use these 13 items as research instruments.

1) Analyzing Students' Reading Habits Questionnaire Scores

The questionnaire employs a ranking scale question or a Liker scale (adapted from Sugiyono (2014, p. 94), in which participants' responses to the participant survey are permitted to select one of the pre-existing dichotomous answers. The questionnaire is designed to assess first-grade pupils' reading habits. The questionnaire contains 13 questions. Students are asked to fill out a five-point scale on the questionnaire. Table 3.4. shows how the scores are classified.

Table *The Score Range of Questionnaire*

Score Range	Value
SS= Selalu	5
SR= sering	4
KD=kadang-kadang	3
JR= jarang	2
TP=tidak pernah	1

2) Analyzing the Students' Reading Comprehension

The writer administers a test to determine the value of students' reading comprehension. A test is a methodical approach for observing a person's behavior using a number system or categories.

The test is meant to gather information about pupils' reading comprehension. The reading comprehension test is an objective test that consists of eight multiple-choice questions. The writer attempts to check the exam questions before presenting them to pupils for reading comprehension. Each item has four possibilities (A, B, C, and D). The author adapted some passages from students' English textbooks. The author assigns a score of 1 to the correct answer and a score of 0 to the incorrect response.

3) The Correlation Analysis

Correlation is used to calculate the correlation coefficient between variables X and Y. Pearson's Product Moment Correlation Coefficient was employed by the authors in this investigation. The author employs the SPSS software. According to Sudijono (2009, p.180), the amount of association can be detected.

FINDINGS AND DISCUSSION

Finding

Statistical data analysis

Coefficient of Correlation The correlation coefficient of the independent variable (students' reading habits) and the independent variable (their reading comprehension) is determined using SPSS 25 Pearson Product Moment correlation coefficient analysis. The authors of this study employed SPSS 25 to calculate the relationship between students' reading habits and reading comprehension. Table 3.5 displays the computation results.

Table *The results of the comparison of the average value of the 2 variables*

One-Sample Kolmogorov-Smirnov Test

		ratarataQ	ratarataV
N		20	20
Normal Parameters[a,b]	Mean	,7313	2,6423
	Std. Deviation	,29878	,68542
Most Extreme Differences	Absolute	,225	,227
	Positive	,184	,227
	Negative	-,225	-,105
Test Statistic		,225	,227

Asymp. Sig. (2-tailed)	,009^c	,008^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

as evidenced by the results of the table below. This is the outcome of a comparison between the average reading comprehension value of 225 and the reading habit value of 227. According to the SPSS statistics, there is no difference between these averages.

Table *result the calcution*

ANOVA

ratarataV

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,835	5	,367	,725	,616
Within Groups	7,091	14	,506		
Total	8,926	19			

Table *result the calcution*

ratarataV

Tukey HSD^{a,b}

		Subset for alpha = 0.05
ratarataQ	N	1
,63	2	2,1154
,88	3	2,1795
,00	2	2,6154

1,00	6	2,7308
,75	5	2,8769
,50	2	3,0385
Sig.		,661

Means for groups in homogeneous
subsets are displayed.

a. Uses Harmonic Mean Sample
Size = 2,727.

b. The group sizes are unequal. The
harmonic mean of the group sizes
is used. Type I error levels are not
guaranteed.

Table Correlations

Correlations

		Q	V
Q	Pearson Correlation	1	-,017
	Sig. (2-tailed)		,943
	N	20	20
V	Pearson Correlation	-,017	1
	Sig. (2-tailed)	,943	
	N	20	20

The authors concluded from previous estimates that there was no significant relationship between students' reading habits and their reading comprehension. With a correlation coefficient of -0.017 and a correlation significance level of 0.000 <0.05, the correlation is considered very

low. Thus the research hypothesis (HI) is rejected, while the null hypothesis (HO) is accepted. As a result, there was no relationship between students' reading habits and their reading.

Interpretation Based on the outcom es of this study, the authors concluded that students' reading habits fell into the low group, with an average point value of 225. Based on the results of students' reading comprehension, the authors achieved an average student score of 227, indicating that SMA Jamiyatul Abror Al-GAZA's first graders have adequate reading comprehension. The writer discovers a moderate association between students' reading habits and reading comprehension in the first grade at SMA Jamiyatul Abror Al-GAZA. This suggests that, in addition to reading habits, there are other elements that influence students' knowledge of reading comprehension, which can be altered by a variety of factors. According to Sumadayo (2011), the following factors influence students' reading comprehension skills: intellectual (intelligence), language skills (vocabulary, how much understanding of vocabulary one has), psychological (attitudes, interests, and emotions), environment (social, economic, and cultural background), and experience (knowledge and reading habits).

CONCLUSION

Based on the findings of the data analysis, the authors found that there was no significant association between students' reading habits and reading comprehension in SMA Jamiyatul Abror Al-GAZA's first grade. Not all pupils with good reading habits have good reading comprehension, and vice versa, because there are internal and environmental elements that influence reading comprehension. Internal factors include intellectual, language skills, psychological, environmental, and experience factors, while external factors include school facilities that do not support students learning English well and limited time to study English twice per week. The correlation coefficient (r) between reading habits and reading comprehension is -0.017, with a level of significance of 0.000. The association is moderate, and the threshold of significance is 0.0000.05. This signifies that the null hypothesis (HO) is accepted and the alternative research hypothesis (Hi) is rejected. As a result, the authors argue that there is no positive and significant relationship between students' reading habits and reading comprehension of SMA Jamiyatul Abror Al-GAZA first graders.

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