CORRELATION BETWEEN STUDENTS’ READING HABIT AND READING COMPREHENSION IN ENGLISH AT SMP NEGERI 4 KOTABUMI

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Abstract: Reading comprehension is a process understanding of the written text and can acquire the messages. However, when the researcher had done observation, the researcher found that some of the students have low ability in comprehending an English text. Therefore, the purpose of this research is to investigate whether there is significant correlation between students’ reading habit and reading comprehension in English, and the population in this research is all students at the eighth grade of SMP Negeri 4 Kotabumi Academic Year 2020/2021. The instruments that used in this research are multiple choice test and questionnaire. Data analysis used was Product Moment Correlation formula, and the results of statistical data analysis of this research was $r_{	ext{hitung}} > r_{	ext{table}} (36)(0.05) = 0.392 > 0.329$. Furthermore, the results of t test was $t_{	ext{hitung}} > t_{	ext{table}} (36)(0.05) = 2.484 > 1.688$, this indicate that there is a significant correlation between students’ reading habit and reading comprehension in English at the eighth grade of SMP Negeri 4 Kotabumi academic year 2020/2021.

Key Words: reading habit, reading comprehension, correlation

Based on the curriculum 2013, ideally in learning reading students are expected to be able to comprehend, observe, and identify reading texts, while,

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students must have sufficient vocabulary to comprehend the text in general, beside that students should also have a good understanding of grammar so they can understand the text a long with the features contained in the text. For that, students must read a lot, so that knowledge about vocabulary and grammar can develop, and can make it easier for them to comprehend the text. In addition, if there are some students who are still low in reading habit and comprehension in learning the material that has been conveyed by the previous teacher, consequently may have an impact on student learning outcomes that have not been in accordance with the expected.

However, in the learning process, low of students’ reading habit and reading comprehension in English cannot be said to be as cause of the teacher indifference. This returned to reading habit when students are still small, na-mely the more dominant role of parents in setting examples and shaping children’s reading habit. A child will be more interested and motivated to do something, if accompanied with exam-ples and not just theory or telling, so that when the children’s enters school age then teachers must also play a role in fostering and developing a desire to read which can then improve students’ reading habit. Moreover, parents and teachers both have a very important role in shaping and improving child-ren’s reading habit. Therefore, this re-search only focused on the research of students’ reading habit and reading comprehension, because the important of reading habit in students’ reading comprehension.

The importance of reading ability in learning, it is necessary to have good reading habit to achieve good reading ability. It is supported by Nurgiyantoro in Nurcahyanti (2018:2) who state that the success of students in learning can be influenced by their reading ability. Meanwhile, according to Masduki and Warsah (2020:185) habit is the process of shrinking the response tendency by using repetitive stimulation. Likewise ismail (2016:64) states that reading ha-bit need to be familiarized from an ear-ly age, starting from the child recogniz-ing letters, so that it can be made that reading habit is a necessity and become fun for them. Therefore, reading can be done provided there is a desire, enthusiasm, motivation from students and the surrounding environment, such as teachers and parents. However, reading just reading is not difficult as long as students can recognize letters, but reading to obtain a useful outcome is a skill that needs to be worked on. In this case, what need to be done are students accustomed to reading, because by ac-customed to reading students will gain extensive knowledge and comprehend from reading. Reading habit cannot be formed in a short time, but slowly
and in a relatively long time or with the frequency of reading is very supportive of the formation of reading habit, so if the reading activity is done more often, the higher the comprehension the contents from the reading text.

Rubin in Somadoyo (2011:7) defines reading comprehension is an intellectual process that includes two main abilities, namely mastery of the meaning of words, and the ability to think about verbal concepts. This opinion views that in reading comprehension there is two-way concentration of the reader’s mind in reading activities. Readers actively respond by expressing the written sounds and language used by the writer. For this reason, readers are required to be able to express the meaning contained in the text, the meaning that the writer wants to convey.

Regarding to reading comprehension, a good reader is a reader who can truly comprehend what has been read. However, this requires attention or concentration in ability that is very closely related to the knowledge of words and responsiveness to reading, so that reading habit show that students have good vocabulary, adequate vocabulary, and skills in summarizing vulnerable will encounter difficulties in reading comprehension. Correspondingly, reading without comprehend what is read is only in vain, while reading comprehension is important for students to add their knowledge. If students have good ability to comprehend the reading texts, students can get much knowledge from the text such as new vocabulary, and other knowledge.

Therefore, this article attempts to find out whether there is correlation between students’ reading habit and reading comprehension at SMP Negeri 4 Kotabumi.

**Formulation of the Problem**

Based on the explanation above, the formulation of the problem in this research is there any significant correlation between students’ reading habit and reading comprehension in English at the eighth grade of SMP Negeri 4 Kotabumi academic year 2020/2021?

**Research Objective**

The objective of this research is to investigate whether there is significant correlation between students’ reading habit and reading comprehension in English at the eighth grade of SMP Negeri 4 Kotabumi academic year 2020/2021.

**Research Usages**

The usages obtained from this research as follows.

1. Theoretically, to support existing theories related to the correlation
between students’ reading habit and reading comprehension in English.

2. Practically, 

Teachers, especially to English learning teacher can be used as the additional information in learning reading class, and Next Researchers, this research can be used as a refe-rence material for those who want to do a research on the same subject in the future.

RESEARCH METHOD

This research is descriptive quantitative correlation research. Descrip-tive research is a non-experimental re-search, because it is not intended to de-termine the effects of a treatment. Descriptive research is also research that is intended to investigate circumstances, conditions or other matters whose re-sults are presented in the form of a research report, while correlation re-search is research conducted by resear-cher to determine the level of correla-tion between two or more variables, without making changes, additions or manipulation of data that already exists (Arikunto, 2010:3—4). This research described the correlation between independent variable, namely the reading habit, while the dependent variable, na-mely reading comprehension.

Population

Population in this research was all of eighth grade in SMP Negeri 4 Kotabumi academic year 2020/2021 which consisted of six grades with 176 students.

Sample

There were 36 students’ consist-ing 27 females and 9 males, involves as the sample in this research.

Instrument

The instruments used in this re-search are questionnaire for reading ha-bit and multiple choices for reading compre-hension. Both of the instru-ments were validated through expert judgments, and the result of validation revealed that both instruments were va-lid and can be used to collect the data.

Data Collecting Technique

Data collecting technique used in this research are using questionnaire and multiple choices test. Furthermore, from questionnaire was used to obtain the data about students’ reading habit, while from 34 statements used to ob-tain data on students’ reading habit in English, the researcher used 25 state-ments, answer
Correlation Between Students’ Reading Habit and Reading Comprehension in English at SMP Negeri 4 Kotabumi

scores are arranged based on a Likert scale with 4 alternative answers, namely always (SL/selalu), often (SR/sering), sometimes (KK/kadang-kadang), and never (TP/tidak pernah). In addition, 40 multiple choices test questions used to obtain students’ reading comprehension data in English, the researcher used 20 multiple choice test questions, with 4 alternative answers A, B, C, and D.

Data Analysis Technique

The technique of analyzing the data is begun by conducting normality test and homogeneity test as the pre-requisite test must be done before testing the hypothesis using parametric analysis.

a. Normality Test

The Normality test used in this research is Liliefs test from Sudjana (2005:466) with the following procedure.

1. Determine the raw number by using the formula:
   \[ z_i = \frac{X_i - \bar{X}}{S} \]

2. Determine the opportunity of each standard number using the formula:
   \[ F(z_i) = P(z \leq z) \]

3. Determine the proportion using the formula:
   \[ S(z_i) = \frac{S(z_i)}{n} \]

4. Calculate the absolute number using the formula:
   \[ F(z_i) - S(z_i) \]

5. Determine the largest absolute value which is called \( L_{\text{observed}} \), then compared the \( L_{\text{observed}} \) with \( L_{\text{table}} \). The normal criteria is; \( H_0 \) is accepted if \( L_{\text{observed}} < L_{\text{table}} \) (the data have normal distribution).

b. Homogeneity Test

The Homogeneity test used in this research is Barlett test from Sudjana (2005:261—263). The steps of Barlett test as follow.

1. Counting variance for every sample,
2. Making table for Barlett test,
3. Calculating joining variances from all sample by using formula:
   \[ S^2 = \frac{\sum(n_i - 1)s_i^2}{\sum(n_i - 1)} \]

Descriptions:
- \( n_i \): The total of students
- \( s_i^2 \): Variance of every students

4. Calculating price of B unit by using formula:
   \[ S^2 = (\ln 10)\sum(n_i - 1) \]

5. Barlett test using statistic of Chi-square by using formula:
   \[ \chi^2_{\text{observed}} = (\ln 10)[B - \sum(n - 1)\log S_i^2] \]
With \( \ln 10 = 2.3026 \), called the original logarithm of the number 10.

6. In this test, the criterion to accept \( H_0 \) is if \( \chi^2_{\text{observed}} \) is smaller than \( \chi^2_{(1-\alpha)(k-1)} \), where \( \chi^2_{(1-\alpha)(k-1)} \) get-ting from Chi-square distribution list with opportunities \( (1-\alpha) \) and \( df = (k-1) \).

c. Hypothesis Test

To find out the correlation between two variables using the Pro-duct Moment correlation formula from Arikunto (2010:213).

\[
 r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}
\]

Descriptions:

- \( r_{xy} \): Coefficient of correlation
- \( N \): Total sample
- \( x_y \): Total x and y
- \( X \): Independent variable
- \( Y \): Dependent variable
- \( X^2 \): The sum square of x variable
- \( Y^2 \): The sum square of y variable

Then proceed to test the significance correlation coefficients by looking at the price of critiques at a significant level of 5%. \( r_{xy} \) results were tested by \( t \) test with the following formula:

\[
t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}} \quad \text{(Sugiyono, 2010:230)}
\]

Descriptions:

- \( t \): \( t_{\text{observed}} \)
- \( r \): the result of correlation between two variable
- \( n \): the total of sample

The criteria are as follow.

If \( t_{\text{observed}} \) is greater than the \( t_{\text{table}} \) at the significant level of \( > 0.05 \), the correlation is significant. From on the formula of the hypothesis test, the hypothesis in this research as follows:

a. \( H_0 \): There is no significant correlation between students’ reading habit and reading comprehension in English at the eighth grade of SMP Negeri 4 Kotabumi academic year 2020/2021.

b. \( H_a \): There is significant correlation between students’ reading habit and reading comprehension in English at the eighth grade of SMP Negeri 4 Kotabumi academic year 2020/2021.

RESULT AND DISCUSSION

The results of normality, homogeneity, and hypothesis test to find out the correlation from the two variables, namely correlation between students’ reading habit and reading comprehension as follows:

1. Normality Test

The results of normality test can be seen in the table below:

<table>
<thead>
<tr>
<th>Table 1. The Summary of Normality Test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Correlation Between Students’ Reading Habit and Reading Comprehension in English at SMP Negeri 4 Kotabumi

Based on the table above, it can be concluded that the result normality test of students’ reading habit (X) was $L_{observed} = 0.1058$ with $L_{table} = 0.4177$ while students’ reading comprehension (Y) was $L_{observed} = 0.1699$ with $L_{table} = 0.4177$. It means that $L_{observed} < L_{table}$, and the data of X and Y is normally distributed.

2. Homogeneity Test

The results homogeneity test can be shown in the following table:

**Table 2. The Summary of Homogeneity Test**

<table>
<thead>
<tr>
<th></th>
<th>$X^2_{observed}$</th>
<th>$X^2_{table}$</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>3.077</td>
<td>11.07</td>
<td>Homogeneous</td>
</tr>
<tr>
<td>Y</td>
<td>3.451</td>
<td>11.07</td>
<td>Homogeneous</td>
</tr>
</tbody>
</table>

Based on the table above, it can be concluded that the result homogeneity of students’ reading habit (X) was $X^2_{observed} = 3.077$ with $X^2_{table} = 11.07$, while students’ reading comprehension (Y) was $X^2_{observed} = 3.451$ with $X^2_{table} = 11.07$. It means that $X^2_{observed} < X^2_{table}$, and the data of X and Y is homogeneity distributed.

3. Hypothesis Test

The results of correlation between students’ reading habit and reading comprehension as follows:

**Table 3. The Summary of Correlation between Students’ Reading Habit and Reading Comprehension**

Based on the table above, it is concluded that $H_0$ was rejected and $H_a$ was accepted, that means there is correlation between students’ reading comprehension and reading habit. Furthermore, the results of $r_{observed} > r_{table} (36) (0.05) = 0.392 > 0.329$, and significant test (t test) was found that $t_{observed} = 2.484$, while $t_{table} = 1.688$. The criterion of significant is if $t_{observed} > t_{table}$, it means that the correlation is significant.

This shows that the correlation between the two variables has a positive effect, which means that the higher the reading habit of the students, the higher also the reading comprehension in English of the students. The results of this research is in accordance with the hypothesis proposed by the researcher, namely that
there is correlation between students’ reading habit and reading comprehension in English at the eighth grade of SMP Negeri 4 Kota-bumi academic year 2020/2021.

Regarding from explanation above, it can be concluded that reading habit gives positive role in reading comprehension. This research finding also relevant with theory from Erlina et al (2019:50) states that reading habit can be a positive activity for students, so that with reading habit, students’ brains will be stimulate to remember and comprehend many things because they read a lot. Therefore, reading habit can increase the brain’s ability to save many things, because more students read means more the knowledge or comprehension they will get, so it can be said that habit in reading will have considerable influence on students’ reading comprehension, so it can concluded that there is correlation between students’ reading habit and reading comprehension in English.

Furthermore, the reading comprehension can be affected by reading habit that formed from some indicators, namely desire (willingness to read), frequency (reading times), environment, and motivation in reading. Reading habit in SMP Negeri 4 Kotabumi is in form of multiple choices test (re-count text). Students that have low reading habit can create a negative effect, especially in reading class, so the high or low students’ reading habit can affect the students’ reading comprehension. Thereby, reading habit give the important role for reading comprehension activity. In this discussion, reading comprehension as an ability that students must have, if they want to success in learning so they must have this ability. In summary, reading habit can give the positive effect in learning process especially students’ reading comprehension.

CLOSING

From the results and discussion above it can be concluded that there is significant correlation between students’ reading habit and reading comprehension in English at the eighth grade of SMP Negeri 4 Kotabumi academic year 2020/2021. For the next project, it is suggested to:

1. Teachers
   Teachers are expected to always in-still reading habit in students, for example implementing students reading activities before lessons begin, in order to obtain a more optimal reading comprehension of students;

2. Students
   Students are expected to increase reading habit both in school and out-side
school concerning of reading especially in English, so when students work questions or tasks of school and other, the comprehension of reading students about the reading will be easier, because with the increasing student reading habit then increasing also the comprehension of his reading; and

3. Next researchers
Next researchers can further develop research on reading habit and students reading comprehension at other schools to be compared to the results of this research. In addition, researchers are also expected to conduct similar research with more attention to the instrument, the formula to be used, and the results of research calculation with more detail, and the implementation of research time needs to be tailored to the activities implemented by the school.

REFERENCES


