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

[1]Rasema Oktapia
rasemaoktapia24@gmail.com

Universitas Muhammadiyah Kotabumi

Abstract: Reading comprehension is a process understanding of the written text and can acquire the messages. However, when the resear-cher had done observation, the researcher found that some of the stu-dents 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 for-mula, and the results of statistical data analysis of this research was rob-served > rtable $(36)(0.05) = 0.392 > 0.329$. Furthermore, the results of t test was tobserved > ttable $(36)(0.05) = 2.484 > 1.688$, this indicate that there is a sig-nificant correlation between students' reading habit and reading com-prehension in English at the eighth grade of SMP Negeri 4 Kotabumi academic year 2020/2021.

Key Words: reading habit, reading comprehension, correlation

Abstrak: *Pemahaman membaca merupakan proses memahami sebuah tulisan dan dapat menguasai pesan yang dimaksud. Namun, ketika pe-neliti melakukan observasi pada kelas delapan di SMP Negeri 4 Kota-bumi, peneliti menemukan bahwa terdapat beberapa siswa yang memi-liki kemampuan yang masih rendah dalam memahami sebuah teks ber-bahasa Inggris. Oleh karena itu, tujuan penelitian ini adalah untuk me-neliti apakah terdapat korelasi signifikan antara kebiasaan membaca siswa dan pemahaman membaca dalam bahasa Inggris. Populasi da-lam penelitian ini adalah semua siswa kelas delapan di SMP Negeri 4 Kotabumi tahun ajaran 2020/2021. Instrumen penelitian ini adalah tes pilihan ganda dan angket. Data yang didapat dianalisis menggunakan rumus Product Moment Correlation, dan hasil data statistik analisis penelitian ini adalah rhitung > rtabel (36)(0.05) = 0.392 > 0.329. Selanjutnya, hasil dari uji t adalah thitung > ttabel (36)(0.05) = 2.484 > 1.688, ini menun-jukkan bahwa terdapat korelasi yang signifikan antara kebiasaan mem-baca siswa dan pemahaman membaca dalam bahasa Inggris pada sis-wa kelas delapan di SMP Negeri 4 Kotabumi tahun ajaran 2020/2021.*

Kata Kunci: kebiasaan membaca, pemahaman membaca, korelasi

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

[1)]Mahasiswa Universitas Muhammadiyah Kotabumi

students must have sufficient vocabu-lary 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 read-ing 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 chil-dren'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 read-ing 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 opi-nion views that in reading compre-hension there is two-way concentration of the reader's mind in reading acti-vities. Readers actively respond by ex-pressing the written sounds and langu-age used by the writer. For this reason, readers are required to be able to ex-press the meaning contained in the text, the meaning that the writer wants to convey.

Regarding to reading comprehen-sion, a good reader is a reader who can truly comprehend what has been read. However, this requires attention or con-centration in ability that is very closely related to the knowledge of words and responsiveness to reading, so that read-ing 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 comprehen-sion 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 corre-lation 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 signi-ficant correlation between students' reading habit and reading comprehen-sion in English at the eighth grade of SMP Negeri 4 Kotabumi academic year 2020/2021.

Research Usages

The usages obtained from this re-search 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 quan-titative correlation research. Descrip-tive research is a non-experimental re-search, because it is not intended to de-termine the effects of a treatment. Des-criptive 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 inde-pendent 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

scores are arranged ba-sed on a *Likert* scale with 4 alternative answers, namely always (SL/*selalu*), often (SR/*sering*), sometimes (KK/ *kadang-kadang*), and never (TP/*tidak perah*). 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 an-swers 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 test-ing the hypothesis using parametric analysis.

a. *Normality Test*

The Normality test used in this research is *Liliefors* test from Sudja-na (2005:466) with the following procedure.

1. Determine the raw number by using the formula:

$$z_i = \frac{X_I - \overline{X}}{s}$$

2. Determine the opportunity of each standard number using the formula:

F (z_i) = P (z ≤ z_i)

3. Determine the proportion using the formula:

Numbers z_1, z_2, z_3 …. z_n that ≤

z_i

$$S(z_i) = \frac{\overline{}}{n}$$

4. Calculate the absolute number using the formula:

F (z_i) − S (z_i)

5. Determine the largest absolute value which is called $L_{observed}$, then compared the $L_{observed}$ with L_{table}. The normal criteria is; H_0 is accepted if $L_{observed} < L_{table}$ (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 sam-ple,

2. Making table for *Barlett* test,

3. Calculating joining variances from all sample by using formu-la:

$$S^2 = \frac{\sum (n_i - 1)S_i^2}{\sum (n_i - 1)}$$

Descriptions:

n_i : The total of students

s_i^2 : Variance of every students

4. Calculating price of B unit by us-ing formula:

$$S^2 = (LogS^2)\sum (n_i - 1)$$

5. *Barlett* test using statistic of Chi-quadrate by using formula:

$$\chi^2_{observed} = (\ln 10)\left[B - \sum(n-1)\log S_i^2\right]$$

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 $\chi^2_{observed}$ 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 bet-ween two variables using the *Pro-duct Moment* correlation formula from Arikunto (2010:213).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{ N \sum X^2 - (\sum X)^2 \right\}\left\{ N \sum Y^2 - (\sum Y)^2 \right\}}}$$

Descriptions:

r_{xy} : Coefficient of correlation

N : Total sample

xy : 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 signi-ficance 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 follow-ing formula:

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

Descriptions:

t : $t_{observed}$

r : the result of correlation bet-ween two variable

n : the total of sample

The criteria are as follow.

If $t_{observed}$ is greater than the t_{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 corre-lation between students' reading habit and reading comprehension in English at the eighth grade of SMP Negeri 4 Kotabumi acade-mic year 2020/2021.

b. H_a : There is significant correla-tion between students' reading habit and reading comprehension in English at the eighth grade of SMP Negeri 4 Kotabumi acade-mic year 2020/2021.

RESULT AND DISCUSSION

The results of normality, homo-geneity, and hypothesis test to find out the correlation from the two variables, namely correlation between students' reading habit and reading comprehen-sion as follows:

1. Normality Test

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

Table 1. The Summary of Normality Test

	$L_{observed}$	L_{table}	**Distribution**
X	0.1058	0.4177	Normal
Y	0.1699	0.4177	Normal

Based on the table above, it can be concluded that the result normality test of students' reading habit (X) was $L_{ob\text{-}served}$ = 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

|	$X^2_{observed}$	X^2_{table}	**Criteria**
X	3.077	11.07	Homogeneous
Y	3.451	11.07	Homogeneous

Based on the table above, it can be concluded that the result homogeneity of students' reading habit (X) was $X^2_{ob\text{-}served}$ = 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
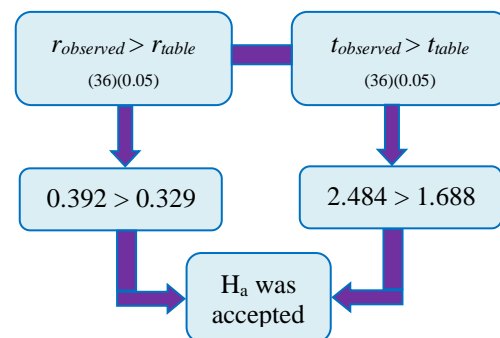
Based on the table above, it is concluded that H_0 was rejected and H_a was accepted, that means there is correla-tion between students' reading compre-hension and reading habit. Further-more, the results of $r_{observed} > r_{table\,(36)\,(0.05)} = 0.392 > 0.329$, and significant test (t test) was found that $t_{observed} = 2.484$, while $t_{table} = 1.688$. The criterion of sig-nificant is if $t_{observed} > t_{table}$, it means that the correlation is significant.

This shows that the correlation bet-ween the two variables has a posi-tive effect, which means that the higher the reading habit of the students, the higher also the reading comprehension in Eng-lish of the students. The results of this research is in accordance with the hy-pothesis proposed by the researcher, namely that

there is correlation bet-ween students' reading habit and read-ing comprehension in English at the eighth grade of SMP Negeri 4 Kota-bumi academic year 2020/2021.

Regarding from explanation abo-ve, it can be concluded that reading ha-bit give positive role in reading com-prehension. 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 ma-ny things, because more students read means more the knowledge or compre-hension they will get, so it can be said that habit in reading will have consi-derable influence on students' reading comprehension, so it can concluded that there is correlation between stu-dents' reading habit and reading com-prehension in English.

Furthermore, the reading compre-hension can be affected by reading ha-bit that formed from some indicators, namely desire (willingness to read), frequency (reading times), environ-ment, and motivation in reading. Read-ing 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 ef-fect, especially in reading class, so the high or low students' reading habit can affect the students' reading comprehen-sion. Thereby, reading habit give the important role for reading comprehen-sion activity. In this discussion, reading comprehension as an ability that stu-dents must have, if they want to suc-cess in learning so they must have this ability. In summary, reading habit can give the positive effect in learning pro-cess especially students' reading com-prehension.

CLOSING

From the results and discussion above it can be concluded that there is significant correlation between stu-dents' reading habit and reading com-prehension in English at the eighth gra-de of SMP Negeri 4 Kotabumi acade-mic 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 be-gin, in order to obtain a more opti-mal reading comprehension of students;

2. Students

   Students are expected to increase reading habit both in school an out-side

school concerning of reading especially in English, so when stu-dents work questions or tasks of school and other, the comprehension of reading students about the read-ing 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 deve-lop 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 con-duct similar research with more at-tention to the instrument, the formu-la to be used, and the results of re-search calculation with more detail, and the implementation of research time needs to be tailored to the acti-vities implemented by the school.

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