

**THE CORRELATION BETWEEN STUDENTS' READING HABIT  
AND READING COMPREHENSION OF THE TWELFTH  
GRADE IN SMA N 01 KOTABUMI NORTH LAMPUNG  
ACADEMIC YEAR 2021/2022**

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**Abstract:** This research intends to investigate the phenomenon of students' reading habit that can be related to their reading comprehension. The purpose of this study is to find out whether there is a significant correlation between students' reading habit and reading comprehension of the Twelfth grade in SMA N 01 Kotabumi North Lampung Academic year 2021/2022. This type of research is quantitative research and uses a correlational research design. The population consists of 142 students. Sample were taken from 15% of the population from each class so that the number of samples was 34 students. The instrument used in this study was a questionnaire and multiple choice test. Then, to fulfill the hypothesis, the researcher analyzed the data using the Pearson product moment correlation formula and obtained the observed 0.532, so the value of  $t_{\text{observed}} > t_{\text{table}}$  was  $3.556 > 2.037$ . Based on the results of data analysis, it is concluded that  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is a significant correlation between reading habit and reading comprehension.

**Keywords:** Reading, Reading Habit, Reading Comprehension

**Abstrak:** Penelitian ini bermaksud untuk menyelidiki fenomena kebiasaan membaca siswa yang dapat dikaitkan dengan pemahaman membaca mereka. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara kebiasaan membaca dengan pemahaman membaca siswa kelas XII SMA N 01 Kotabumi Lampung Utara tahun ajaran 2021/2022. Jenis penelitian ini adalah penelitian kuantitatif dan menggunakan desain penelitian korelasional. Populasi terdiri dari 142 siswa. Sampel diambil 15% dari populasi dari setiap kelas sehingga jumlah sampelnya menjadi 34 siswa. Instrumen yang digunakan dalam penelitian ini adalah angket dan test dengan bentuk pilihan ganda. Kemudian untuk memenuhi hipotesis peneliti menganalisis data menggunakan rumus korelasi product moment pearson dan diperoleh  $r_{\text{observed}} = 0,532$  maka diperoleh nilai  $t_{\text{observed}} > T_{\text{table}}$  yaitu  $3.556 > 2.037$ . Berdasarkan hasil analisis data disimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima, artinya terdapat hubungan yang signifikan antara kebiasaan membaca dengan pemahaman membaca.

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**Kata Kunci:** Membaca, Kebiasaan Membaca, Pemahaman Membaca

## **I. INTRODUCTION**

Reading as communication tools that connect the words into sentence that have meaning then understood by the readers. Tarigan (2008, p. 8) defined that reading is a process to get message from writer in form of written language. For the students, it is important to have skill in reading. By mastering reading comprehension, the students will be able to understand material in written form. Furthermore, reading comprehension for the students have benefit to support the students' comprehension about information. In other words, reading made the students expand the new knowledge, so to improve reading comprehension, students need to improve their reading habit as well. Because unconsciously reading comprehension and reading habit is interrelated, by practicing reading habit will make students smart and fast connected in

learning. Beside, in teaching learning process there would some exam that must be faced by the students one of them is reading test. If the students have good reading comprehension, the students would pass the exam easily. Then Reading Habit will help students gain meaningful knowledge and also good academic achievement in school.

Furthermore, when the researchers conducted interviews with English teachers at SMA N 01 Kotabumi on Wednesday, September 22<sup>nd</sup>, 2021. From these interviews the researchers concluded that students still had low reading habit and reading comprehension skills at school. In addition, according to the English teacher of SMA N 01 Kotabumi. Most of the twelfth grader have not passed the passing grade.

The researchers interested in this topic because reading comprehension supports students to provide new knowledge. Reading comprehension also makes it easier for

students to understand word identification, the meaning of words in written form. Then the researcher chose the habit of reading because by using reading as a habit, the researcher believed that it would train students to expand their vocabulary and thinking ways to be more creative and perspective so that they could improve their reading comprehension skills. Based on the description above, the researcher wants to conduct a research entitled "The Correlation Between Students' Reading Habit and Reading Comprehension of the Twelfth Grade in SMA N 01 Kotabumi North Lampung Academic Year 2021/2022".

## **II. THEORY REVIEW**

### **Concept of Reading Comprehension**

Hasibuan (2020, p. 160) said reading comprehension does not only need to read all the words but also understand what is meant by the reading. On the other hand Pertiwi and

Muna (2020, p. 52) emphasized that reading comprehension is a process of constructing meaning with a system of several complex processes consisting of reading words also world knowledge.

From several theories above, it shows the importance of learning and mastering reading comprehension. The researcher concluded that reading comprehension is the ability to understand all aspects of reading content.

### **Assessing of Reading Comprehension**

Assessment in reading is a tool to measure how far a student's ability in a lesson is, in conducting a reading assessment it is necessary to test according to the ability and what students have learned before. Brown (2004, p. 206) argued that there are several specifications in making an assessment of reading comprehension, such as ; Main idea, Expresssions / idioms / phrases, Inference (implied detail), Grammatical Features

(reference), Details ( scanning for specifically stated details), Excluding facts not written (un stead detail), Supporting ideas, Vocabulary in context. Based on curriculum that is applied in Indonesia, reading aspect that would used as assessing indicators are only main idea, reference inference in context, supporting idea, and vocabulary in context. The tested material must come from the specifications to determine the success or failure of teaching, and this can be proven by tested students according to the eight existing aspects.

### **The Concept of Reading Habit**

Gardner (2012, p. 32) asserted that habits are abstract opinions, and there is no 'right' or 'wrong' theory. In most cases, the term 'habit' often used to refer to actions that are performed frequently. Differently Haryadi (2020, p. 16) argued that with the reading habit we can develop language comprehension, increase knowledge,

increase new vocabulary and more open minded. Prajana (2013, p. 72) asserted that the importance of reading habits for an early age can improve early study habits and can improve capacity for interest in learning to adulthood.

From some of the theories above, it can be concluded that a habit is an activity that done routinely, consciously, intentionally and repeatedly. With reading habit we can practice comprehension in a reading. Besides that with reading habit we also get many benefits such as broad insight and knowledge that we have never known before.

### **Assessing of Reading Habit**

Each student has different indicators affect their reading habits. Gaona and Gonzalez (2011, p. 59-60) said there are several indicators that become indicators of reading habits such as; Attitude towards, Reading frequency, Books read, Time spent on academic, Time spent on non-academic,

Motivation in the family environment,  
Motivation in the academic environment.

In line with the explained above, it can be concluded that there are seven factors affecting reading habits, so that these aspects can affect the ability of students' reading habits. Low student interest in reading would make reading habits low.

### **III. RESEARCH METHODOLOGY**

In this study, researcher used quantitative methods with the type of correlational research. Arikunto (2010, p. 4) assert that correlational research is conducted to determine the relationship between two or more variables without any changes, additions or manipulations. In this study there are two variables, namely the independent variable (X) and the dependent variable (Y). The independent variable is reading habits (X) and the dependent variable is reading comprehension (Y).

In population research, it can be interpreted as a subject in a certain area and time that would be observed or studied by researchers. According to Arikunto (2010, p.173) "Population is the subject of research". The population in this study are 4 classes of the twelfth grade students in SMA N 01 Kotabumi academic year 2021/2022, which consist of 142 students then the total of sample in this research was 34 students.

According to Sugiyono (2012, p. 102), research instrument is tools to measure nature and social phenomenon which is observed. In this research, there are two variable they are reading habit (variable X) and reading comprehension (variable Y). In measuring reading habit the researcher used questionnaire whereas to measure reading comprehension the researcher used multiple choice test. Researcher distributed questionnaire and multiple-choice test online, due to considering the Covid-19 situation and condition that occurred in Indonesia, so

students could not go to school as usual. The researcher used the Google Form and WhatsApp application which consisted of 34 students as the researcher sample, the researcher shared the question link through the WhatsApp application. The questionnaire consists of 40 statements while the multiple choice test consists of 40 questions which are done in the Google Form application.

#### **IV. RESULTS AND DISCUSSION**

The research began with researcher conducted tryout to determine the validity and reliability of the instrument. The tryout of students' reading habit and reading comprehension were followed by 34 students at SMA N 04 Kotabumi on Monday, February 16<sup>th</sup> 2022. Then continued with research conducted on Wednesday, March 2<sup>nd</sup> 2022. The sample in this research were 34 students from 142 students from four population classes, because the reasercher

used 15% of the population randomly in each class.

Firstly, the researcher conducting the try out in SMA N 04 Kotabumi and the researcher give 40 questions for multiple choice. Using Point Biseral Correlation Formula. After that the researcher found that 30 questions is valid, and 10 squestions invalid. Below the summary of validity test of questionnaire instruments.

**Table.1**  
**The Summary of Validity Test of Multiple Choice**

Observation	Frequency
Valid	30
Invalid	10
Total	40

Based on the table, it can be seen there were 30 items valid. Meanwhile, the reliability of reading comprehension was calculated Kuder-Richardson (K-R 20). The criterion for reliable instrument is if  $r_{observed} \geq r_{table}$  in significant level 5% and N= 34.

**Table.2**  
**The Summary of Reliability Test Of Multiple Choice**

Observation	Result
$r_{observed}$	0,904
$r_{table}$	0,339
<b>Description</b>	<b>The instrument is reliable</b>

Based on the tables above, it was found that  $r_{observed}$  for instrument students' reading comprehension is greater than  $r_{table}$  which is  $0.904 \geq 0.339$ . It could be said that the instruments was reliable.

In validity of students reading habit instrument test of students, the researcher used *Pearson Product Moment Correlation Formula* to collect the research data, the criteria for instrument to be said valid if  $r > 0,339$  in significant level 5% and  $N = 34$ . There were 40 statements tested in form of questionnaire then the researcher found that 27 questions is valid.

**Table.3**  
**The Summary of Validity Test of Questionnaire**

Observation	Frequency
Valid	27
Invalid	13
Total	27

Based on the table, it can be seen there were 27 items valid.

Meanwhile, For the reliability of the instrument students reading habit the researchers used Alpha Cronbach Formula.

**Table.4**  
**The Summary of Reliability Test of Questionnaire**

Observation	Result
$r_{observed}$	0,846
$r_{table}$	0,339
<b>Description</b>	<b>The instrument is reliable</b>

From on the table above, it can be seen that the criterion for the instrument's reliability is if  $r_{observed} \geq r_{table}$  in

significant level 5% and  $N = 34$ , so that  $0,846 \geq 0,339$ . It can concluded that the instrument of reading comprehension is reliable.

In this research, the researcher analyzed the data to find whether the data came from normal distribution or not. Therefore, the researcher used normality test, by using Liliefors formula.

**Table.5**  
**The Summary of Normality Test**

No	Varia- bles	$L_{observed}$	$L_{table}$	Distrib- uton
1.	X	0.150	0.152	Normal
2.	Y	0.149	0.152	Normal

Based o the table above, it can be concluded that the result normality test of students visual learning styles (X) was  $L_{observed} = 0.150$  with the  $L_{table} = 0.152$  while students reading comprehension (Y) was  $L_{observed} = 0.149$  with the  $L_{table} = 0.152$ . It means that  $L_{observed} < L_{table}$  and the

data of X and Y is normal distribution.

In homogeneity test , the researcher used F-Test formula. The results of normality test can be seen in the calculation of F-Test:

$$F_{observed} = \frac{\text{Thehighestvariance}}{\text{Thelowestvariannce}}$$

$$F_{observed} = \frac{155.85}{106.90}$$

$$F_{observed} = 1.46$$

Based on the result homogeneity test, it was found that  $F_{observed} = 1.46$  with the  $F_{table} = 1.79$ . The calculation is if  $F_{observed} \leq F_{table}$  then  $H_a$  is accepted; The visual learning styles and reading comprehension groups are homogeneity.

This research hypothesis was Product Moment Correlation Formula to correlation test, After calculating the data obtained in the research, it is known that  $r_{observed} > r_{table} = 0.532 > 0.339$ . So, it can be concluded that there is a correlation



between students visual learning styles and reading comprehension.

After doing the calculations, the researcher used T-test to significant test, it is known that  $t_{observed} > t_{table} = 3.556 > 2.037$ . So, it can be concluded that there is a significant correlation between students' visual learning styles and students' reading comprehension.

### **Discussion**

This research was carried out at SMA N 01 Kotabumi on Wednesday, March 2<sup>nd</sup>, 2022. The population of this study was twelfth grade students of SMA N 01 Kotabumi in the academic year 2021/2022 which consisted of four classes, namely XII 1 XII 2 XII 3 and XII 4, so that the population is 142 students and to determine the total of samples the researcher used the *Slovin formula* with 15% of error level then the result is 34 students as the sample. The researcher used the proportional random

sampling, step take the sample is by random lottery. The data collection instruments used in this study were questionnaires and tests. The result of correlation analysis between students' reading habits and reading comprehension shows that the correlation coefficient is (0.532), this value is greater than  $r_{table}$  (0.339). This shows that the correlation between the two variables has a positive effect, which means that the higher the students' reading habit, the higher the students' reading comprehension. But if reading habit low, then students' reading comprehension will be low.

Correspondingly, the research obtained from this relevant to previous research which conducted by Suhana (2017) with the title "*The Effects of Reading Habit towards Students' Reading Comprehension at Private Senior High School in Purwakarta*". From the research results concluded that there is significant affect of reading habits towards students' reading comprehension.

In conclusion, from the results of the research, and the previous theory, it has been proven that students' reading habits have a positive correlation to students' reading comprehension. With reading habits students will quickly understand learning, but when students cannot understand the content of reading students will have difficulty understanding learning as a result, they are difficult to achieve maximum results. Based on previous research, students' reading habits in learning English greatly affect students' reading comprehension. In summary, reading habits can have a positive influence on the learning process, especially students' reading comprehension.

## **V. CONCLUSION**

Based on the result and discussion that have been described previously, it can be concluded that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. This can be seen from the value of the correlation coefficient (0.532) which is greater than  $r_{table}$  (0.339). Furthermore, the results of the ttest obtained a value of (3.556) which is greater than  $t_{table}$  (2.037). This shows that there is a significant correlation between students' reading habit and reading comprehension in English of the twelfth grade in SMA N 01 Kotabumi in the academic year 2021/2022.

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