



# The Correlation Between Reading Habit and Students' Reading Comprehension Achievements

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## ABSTRACT

### Key Words:

Reading habit

Reading comprehension achievements

*This research concerned with the correlation between reading habit and students' reading comprehension achievements. The method used was correlational design. The population and samples were 37 Students. Questionnaire and documentation were used to collect the data. The researchers used Pearson Product Moment Correlation to analyze the data. The results showed that  $r$ -obtained was 0.353 compared to  $r$ -value interpretation of 0.200 to 0.400 which means there was a low correlation. Yet,  $r$ -table of 37 students was 0.325 while  $r$ -obtained was 0.353 which means that there was a significant correlation.*

## ABSTRAK

### Kata Kunci:

Kebiasaan membaca

Membaca untuk memahami

*Penelitian ini berkaitan dengan korelasi antara kebiasaan membaca dan pemahaman membaca siswa. Metode yang digunakan adalah desain korelasional. Populasi dan sampel adalah 37 Siswa. Kuesioner dan dokumentasi digunakan untuk mengumpulkan data. Para peneliti menggunakan Pearson Product Moment Correlation untuk menganalisis data. Hasil penelitian menunjukkan bahwa  $r$ -obtained adalah 0,353 dibandingkan dengan interpretasi  $r$ -value 0,200-0,400 yang berarti ada korelasi yang rendah. Namun,  $r$ -table 37 siswa adalah 0,325 sementara  $r$ -obtained adalah 0,353 yang berarti bahwa ada korelasi yang signifikan.*

## Introduction

Reading is a set of skills that involves making sense and deriving meaning from printed word. Nunan (2006, p.69). It means that reading is a process to sets up the readers' comprehension of deriving meanings from printed words in any purposes. On the other side, Patel and Jain (2008) state that reading means to understand the meaning of printed words i.e written symbols. (p.13). In brief, reading is an active process which consists of recognition and comprehension skill. Moreover, Lone (2011) says that reading as the ability to recognize, and examine words or sentences and understand the information wihtin. (p.1).

On the other hand, Palani (2012) states that reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving. (p.92). In practice, reading is such a cognitive process that has something to do with human's brain in perceiving the ways of thinking. Like other experts, Collins and Collins (2002) define reading as an essential skill, perhaps the most important skill, taught in schools. (p.9). In this case, reading is regarded as a subject that should be taught in schools since it can build up students' other language skills.

Meanwhile, Pang, et.al (2003) reading is about understanding written texts. It is a complex activity that involves both perception and thought, in terms of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. (p.6). It means that by having word recognition and comprehension, the students are suggested to be able to improve their reading comprehension achievement. Instead, to make it come true, reading habit must be in their reading priority.

Patel and Jain (2008) state that reading habits not only help the student to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period. (p.6), It is supported by the research done by National Endowment for the Art of USA (2007, pp.3-4), it is proved that habit of daily reading, for instance, overwhelmingly correlates with better reading skills and higher academic achievement. That is why, the students should grow their reading habit, because by this activity they can get many new words, knowledge and

information. Besides that, by having good reading habit, they can increase their reading comprehension achievement.

In addition, Richards and Renandya (2002) state that reading, then, is a skill which is highly valued by students and teachers. (p.273). On the other hand, Nunan (2006) state that reading is a set of skills that involves making sense and deriving meaning from printed word. (p.69). In conclusion, reading is a process to establish the reader's comprehension which involves making sense and deriving meaning from printed word with different purposes.

On the other hand, Schoenbach, et.al (2012), reading is actually a complex problem-solving process that readers can learn that refers to five characteristics, as follows:

1. Reading is a complex process
2. Reading is problem solving
3. Fluent reading is not the same as decoding
4. Reading proficiency varies with situation and experience
5. Proficient readers share some key characteristics (p.18)

Furthermore, Collins and Collins (2002) (p.8) illustrate reading as a mental process. Although the eyes are involved in sending information about print to the brain, the brain performs the real act of reading. (p.8). It means that reading is a mental process which involves deriving meaning and sending information about print to the brain till being the real action of reading.

Additionally, Manzo and Manzo (1995), reading is comprehending, and applying textual material. As reading is intellegent process, readers of English as the target language start from learning symbol correspondenses through reading word and sentences. Then it continues for reading paragraphs and short passages. As a number of reading experiences increase, the readers can improve their ability from very easy level to the advance. This ability helps the readers to get more scientific concepts on English knowledge and get used to encountering difficulties or problems when they read a scientific book which is written in English language. (p.10). In short, reading is a means of comprehending textual material which involves an intellegent process.

Moreover, Richards and Renandya (2002) state that L1 reading teachers are now aware of :

1. The important of developing letter-sound correspondences for early reading
2. The need for a large vocabulary for fluent reading
3. The need for students to becomes effective strategy users
4. The value of extenxive reading
5. The benefit of developing reasonable reading rates (p.273),

Like other experts, Pang, et al., (2003), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. (p.6). Meanwhile, Wooley (2011) states that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. (p.15). It means that, comprehension is a goal of reading activity which involves the process of making sense of words, sentences, and connected text.

Besides, Nunan (2006) says reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. (p.71). While, Richards and Renandya (2002) state that reading for comprehension is the purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising student awareness of main ideas in a text and exploring the organisation of a text are essential for good comprehension. (p.277).

To get a good reading comprehension achievements, the students should improve their reading habit. Andrew (1903) says that reading habit, from the standpoint of psychology, is a more or less fixed way of thinking, willing, or felling acquired through previous repetition of a mantal experience. (p.121). It means that, a habit is a mental process as a means of thinking. Moreover, Wood and Neal (2007) state habits are learned dispositions to repeat past responses.

They are treagured by features of the context that have covaried frequently with past performance, including performance locations, preceding actions in a squence, and particular people. (p.843).

Additionally, Zwiers (2004) says that reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Then, reading habit refers to the automatic process as the readers read the textual material and deriving meaning unconsciously. At some point, as people have to read a lot of books, they will have a reading habit and will always try to find some sources to read. (p.3). It means that reading habit leads them to reach personal development and social progress.

Furthermore, Zwiers (2004) states that there are six reading habit to build comprehension strategies, for instances:

1. Organizing text information by sculpting the main idea summarizing
2. Connecting to background knowledge
3. Making inferences and predictions
4. Generating and answering question
5. Understanding and remembering word meanings
6. Monitoring one's own comprehension (p.3)

Patel and Jain (2008) state that reading habits not only help the student to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period. (p.114). So, reading habit is considered very important to build, because, through this activity the readers can get knowledge, wisdom and also benefit their spare time.

## Method

The correlational research design or method was employed in this research. Arikunto (2013) states that correlational design is used to observe two variables have related or not (p.313). On the other side, Creswell (2012) defines correlation as a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. There were two sorts of variables in this research, (i.e. independent and independent variables). According to Frankle, Wallen, & Hyun (2012), independent variables are

those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. An independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. Whereas the variable that the independent variable is presumed to affect is called a dependent variable (p.80).

In brief, the independent variable of this research was reading habit and the dependent variable was reading comprehension achievements. After collecting the data from questionnaire and documentation, the researcher analyzed such the data of the correlation between the independent variable (X) and the dependent variable (Y), through statistical analysis in line with Pearson Product moment, that was used to figure out and interpret how strong the relationship between the independent variable and the dependent variable, and the grade of the strength and the weakness of these associations would be from zero to 1.00. Table 1 presents the table of r value interpretation.

Size of r	Interpreting
0.800 to 1.00	Very High Correlation
0.600 to 0.800	High Correlation
0.400 to 0.600	Average Correlation
0.200 to 0.400	Low Correlation
0.000 to 0.200	Weak Correlation

**Table 1. The Table of r Value Interpretation**

In this research, correlation analysis was used to find out the correlation coefficient of the independent variable that was students' reading habit (X) and the dependent variable (Y) that was students' reading comprehension achievements. In conclusion, the researcher correlated both of X and Y by using Statistical Package for Social Science (SPSS) 21.0.

### **The Calculation of Reading Habit Questionnaires**

There were 37 students filling or answering the reading habit questionnaires. The average of the scores was obtained by finding their mean (M). Table 2 presents the descriptive statistics of the data. Table 2 presents that the mean score of reading habit was 78,35, while the standard deviation of reading habit was 8,176 and To get the average score of the students' score, the total score which was 2899 divided by the total of the students which were 37. It was found that the mean or average of the students' communicative competence was 78, 35.

Descriptive Statistics				
	N	Sum	Mean	Std. Deviation
reading_habit	37	2899	78,35	8,176
Valid N (listwise)	37			

**Table 2. Descriptive Statistics**

The scores of reading 4 subject that were achieved by the Fifth Semester Students of English Education Study Program, Universitas Muhammadiyah Palembang were tabulated. After tabulating the whole scores, it was found that the highest score was 83 and the lowest score was 62.

### Descriptive Statistics of Reading Habit and Reading Comprehension Achievements

There were 37 students involved and stated in the reading habit questionnaires and reading comprehension achievements. The average of the scores was obtained by finding their mean (M). Table 4 presents the descriptive statistics of the reading habit and reading comprehension achievements.

Descriptive Statistics				
	N	Sum	Mean	Std. Deviation
reading_habit	37	2899	78,35	8,176
reading_comprehension achievements	37	2632	71,14	4,668
Valid N (listwise)	37			

**Table 3. Descriptive Statistics**

Table 4 presents that the mean score of reading habit of 37 students was 78, 35 while the mean score of reading comprehension was 71, 14. The sum of both variables was such a slight difference. In other words, the sum of reading habit was 2899 and reading comprehension achievements was 2632. On the other side, the standard deviations of reading habit was 8,176 and reading comprehension was 4,668.

**The Correlation between Reading Habit and Reading Comprehension Achievements**

Correlations			
		reading_habit	reading_achievement_Score
reading_habit	Pearson Correlation	1	-,353*
	Sig. (2-tailed)		,032
	Sum of Squares and Cross-products	2406,432	-484,757
	Covariance	66,845	-13,465
	N	37	37
reading_achievement_Score	Pearson Correlation	-,353*	1
	Sig. (2-tailed)	,032	
	Sum of Squares and Cross-products	-484,757	784,324
	Covariance	-13,465	21,787
	N	37	37
*. Correlation is significant at the 0.05 level (2-tailed).			

**Table 5. The Correlation between Reading Habit and Reading Comprehension Achievements**

Table 5 shows that there was a significant correlation between reading habit and reading comprehension achievements. It was known that the obtained coefficient (r-obtained) was 0.353 in two tailed testing at 0.05 of significant level stated in the category of (r-value interpretation of 0.200 to 0.400) which means that there was a low correlation. Yet, on regarding of (r-table) 0.325 of 37 samples, got from (df=n-2). It showed that the obtained coefficient (r-obtained) was 0.353 in two tailed testing at 0.05 of significant level which means that there was a significant correlation between reading habit and reading comprehension achievements. Since the value of r-obtained was higher than r-table, the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

**Conclusion**

Based on the findings stated, the following conclusions are drawn. First, the result of the correlation analysis showed that the obtained coefficient (r-obtained) was 0.353 in two tailed testing at 0.05 of significant level stated in the category of (r-value interpretation of 0.200 to 0.400) which means that there was a low correlation. Second, on regarding of (r-table) 0.325 of 37



samples, got from ( $df=n-2$ ). It showed that the obtained coefficient ( $r$ -obtained) was 0.353 in two tailed testing at 0.05 of significant level which means that there was a significant correlation between reading habit and reading comprehension achievements. Since the value of  $r$ -obtained was higher than  $r$ -table, the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected.

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