

The Correlation Between Students' Reading Behavior and Their Reading Comprehension

Idham Syahputra¹ and Al-Fikri Abrar²

Faculty of Education and Teacher Training,
State Islamic University of Sultan Syarif Kasim Riau,
Pekanbaru, Riau, Indonesia

idhamsyahputraaufa@gmail.com¹, abrarrizaldi@gmail.com²

ABSTRACT

The purpose of this research was to determine whether there is a significant correlation between students' reading behavior and their reading comprehension at the Eighth Grade of Junior High School Telekomunikasi Pekanbaru. The design of this research is correlational research. There were 21 students as research sample through total sampling. The subject of this research is the eighth grade students at Junior High School Telekomunikasi Pekanbaru. To collect the data, researcher used questionnaire and test. The technique of analyzing data was using pearson product moment correlatin and it was eased by using SPSS 20.0 program. Based on the data analysis, the researcher concludes that the level of students' reading behavior in the eighth grade of Junior High School Telekomunikasi Pekanbaru is Excellent Level. The level of students' reading comprehension in the eighth grade of Junior High School Telekomunikasi Pekanbaru is Good Level. It indicates a sig.value is 0.000. it is less than 0.05 (sig. (2 tailed) <0,05). The result the sig. (2-tailed) is 0.000. It can be concluded that there is a significant correlation between students' reading behavior and their reading comprehension in the eighth grade of Junior High School Telekomunikasi Pekanbaru.

KEYWORDS: reading behavior, reading comprehension

1 INTRODUCTION

One of the most crucial elements in a student's success in learning English is reading comprehension. Reading comprehension is a difficult endeavor that necessitates the coordination of several cognitive talents and abilities, according to Oakhill (2015). Moreover, reading comprehension, according to Klingner (2007), is a difficult process of meaning formation that combines speaking fluency, word knowledge, and reading comprehension. This indicates that reading comprehension involves more than merely comprehending the text; rather, it involves a sophisticated process of comprehending the text and deriving information from it. There may be differences in a student's reading comprehension from another student. Reading behavior is one of the numerous variables that surround learners and have an impact on this.

According to Bignold in Chettri (2013), reading behaviors help pupils enhance their reading abilities. In addition, Selly (2016) contends that strong reading habits assist

pupils to improve their reading comprehension. Thus, the more pupils read, the better they grasp the content. In conclusion, reading behaviors influence reading comprehension.

As stated by Sangkaeo in Annamalai (2013), reading behaviors are actions that indicate reading similarities and preferences. Patel (2008) also stated that reading not only helps pupils learn information and wisdom from cultural heritage, but it is also a great way to spend idle time. This is how the reader structures his reading. Good reading behaviors may assist pupils enhance their reading skills and learn how to become better readers.

Cunningham & Stanovich in Annamalai (2013) state that regular book reading and healthy reading practices enable readers to evaluate the views of others, which develops critical thinking skills. The readers' enthusiasm for reading, good attitude toward reading, and enjoyment of reading activities all serve as indicators of their reading behavior. Moreover, reading behaviors, as described by Zwiers (2004), provide a clearer explanation of the instinctive and unconscious processes involved in deriving meaning from text. As a result, readers can get better readers by doing this exercise. This implies that pupils' reading comprehension is impacted by their reading behavior. Students can improve their reading comprehension skills by reading books often and forming healthy reading behavior. Students who do not have good reading behaviors have trouble comprehending the material.

Curriculum 2013 (K13) lists reading as one of the abilities in Mastering English that must be taught and developed in junior high school in order to satisfy students' requirements about reading. One of the schools using Curriculum 2013 (K13) is Junior High School Telekomunikasi Pekanbaru. The passing score for this junior high school's first grade, according to KKM, is 78. English is taught for credit hours at this school. The fundamental skills required by this curriculum for the first grade are the students' ability to recognize the text's core concept, its social role, its general structure, and its linguistic qualities.

Based on the preceding discussion, first-grade pupils at Junior High School Telekomunikasi Pekanbaru should be able to read and comprehend the material. In reality, based on an interview with an English teacher and several students from Junior High School Telekomunikasi Pekanbaru, the researcher discovered that some of the pupils still struggled to grasp reading. It is shown from the following phenomena:

- a. While some of the children read well, they were unable to recognize the text's social purpose.
- b. While a few students could recognize the text's social purpose, their reading behaviors were poor.
- c. Despite having strong reading behaviors, a few pupils were unable to recognize the text's general structure.
- d. A few pupils could recognize the text's general structure, but their reading behavior were poor.
- e. Despite solid reading behavior, several students struggled to identify language elements in the text.
- f. While some students recognized linguistic aspects in the text, they lacked effective reading behaviors.

2 METHODOLOGY

This study was conducted using a correlational design. According to Creswell (2012), correlation is a statistical test that determines the propensity or pattern of two (or more) variables or sets of data to change in a consistent manner. In the case of only two variables, this indicates that they have the same variance or vary together. The mathematical basis for claiming that two covariables exist is quite difficult. Covary refers to the ability to anticipate results for one variable based on the individual outcomes of other variables. Furthermore, Gay, Mills, and Airasian (2012) indicate that correlational research entails gathering data to evaluate if and to what extent a link exists between two or more variables.

To collect the data, the researcher used questionnaire and test. The questionnaire is close ended questionnaire where has fix answer to fill. Types of closed-ended questions is multiple choice where is known by likert Scale. There were 18 question in the questionnaire with the following indicators:

1. Reading frequency
2. Books read
3. Time spent on academic reading
4. Time spent on non-academic reading
5. Motivation in the family environment
6. Motivation in the academic environment

For the test, the researcher used multiple choices test. In consisted 20 items with the following indicators:

1. The pupils are able to determine main idea
2. The pupils are able to indentify supporting
3. The pupils are able to make the inference
4. The pupils are able to identify the reference
5. The pupils are able to understand the vocabulary

In analyzing the data, the researcher uses Pearson Product Moment correlation as formula:

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

Where:

r = correlation coefficient of variable X and Y

X = mean score of reading behaviors

Y = mean score of students' reading comprehension

n = the total of respondents

The statistical hypotheses were as follow:

Ha : sig. 2 tailed ≤ 0.05

Ho : sig. 2 tailed ≥ 0.05

Ho : There is no any significant correlation between reading behavior and reading comprehension at the Eight Grade of Junior High School Telekomunikasi Pekanbaru.

Ha : There is any significant correlation between reading behavior and reading comprehension at the Eight Grade of Junior High School Telekomunikasi Pekanbaru.

3 RESULTS AND DISCUSSION

Result

After collecting the data, the researcher analyzed the data from questionnaire and test using SPSS 20.0. For the statistic data of reading behavior. It can be seen as follows:

Table 1: The Descriptive Statistic Data of Students' Reading Behavior

Descriptive Statistic	Result
Mean	80,61
Std. Error of Mean	2,93204
Median	86,0000
Mode	86,00
Std. Deviation	13,43627
Variance	180,533
Range	60,00
Minimum	40,00
Maximum	100,00
<u>Sum</u>	<u>1692.67</u>

It can be seen that the mean score of reading behavior was 80,61, median was 86, mode was 86, minimum score was 40 and maximum score was 100, and sum of the score was 1692.67.

Table 2: The Categories of Students' Reading Behavior

No	Categories	Score
1	Excellent	81-100
2	Good	61-80
3	Mediocre	41-60
4	Poor	21-40
<u>5</u>	<u>Verypoor</u>	<u>0-20</u>

Based on the mean score of students' reading behavior, the level of students' Reading behavior of Eight Grade of Junior High School Telekomunikasi Pekanbaru is Excellent Level.

The data of the students' reading comprehension were obtained from students' test scores. The statistic data can be seen as follows:

Table 3: The Descriptive Statistic Data of Students' Reading Comprehension

Descriptive Statistic	Result
Mean	79,05
Std. Error of Mean	2,47894
Median	80,0000
Mode	80,00
Std. Deviation	11,35991
Variance	129,048
Range	45,00
Minimum	50,00
Maximum	95,00
<u>Sum</u>	<u>1660,00</u>

The table gave descriptive information about pupils' reading comprehension. The mean score was 79.05, the median was 80, the mode was 80, the minimum was 50, and the highest was 95. The sum of the scores was 1660. The statistics were then computed by percentage using the following criteria (Riduwan 2002).

Table 4: The Criteria of Interpretation Score

No	Categories	Score
1	Excellent	81-100
2	Good	61-80
3	Mediocre	41-60
4	Poor	21-40
<u>5</u>	<u>Verypoor</u>	<u>0-20</u>

Base on the mean score of Reading Comprehension, the level of students' Students' Reading Comprehension of Eight Grade of Junior High School Telekomunikasi Pekanbaru is Good Level.

Table 5: Test of Normality

Kolmogrov-Smirnov^a			
	Statistic	df	Sig.
Reading Behavior	,180	21	,075
Reading <u>Comprehension</u>	,152	21	,200

From the results of the normality test, the distribution of the data is normal if the significant level (Sig) > 0.05. Based on the data above, the researcher discovered that the sig.value for students' reading behavior was 0.075 and the sig.value for their reading comprehension was 0.200. We may infer that while the data distribution for students' reading comprehension is not normal, the data distribution for reading behavior is normal. As a result, the pearson product moment contribution can be used in the analysis contribution.

Table 6: The Correlation Between Students' Reading Behavior and Their Reading Comprehension

		x	y
x	Pearson Correlation	1	,902
	Sig. (2-tailed)		,000
	N	21	21
y	Pearson Correlation	,902	1
	Sig. (2-tailed)	,000	
	<u>N</u>	<u>21</u>	<u>21</u>

Based on the table above, a sig.value was 0.000. It was less than 0.05 (sig(2 tailed)<0,05). The result the sig. (2-tailed) is 0.000, it can be concluded that Ha was accepted and Ho was rejected.

Discussion

Based on the aforementioned data, the researcher concluded that eighth-grade pupils at Junior High School Telekomunikasi Pekanbaru exhibit excellent reading behavior. The eighth graders of Junior High School Telekomunikasi Pekanbaru have Good Level reading comprehension skills. Ha was approved while Ho was denied based on the above-mentioned overall analysis. Therefore, it can be said that, in the eighth grade at Junior High School Telekomunikasi Pekanbaru, there is significant correlation between students' reading behavior and their comprehension of what they are reading.

5 CONCLUSION

This research aimed to find out the significant correlation between students' reading behavior and their reading comprehension at eighth grade students' of Junior High School Telekomunikasi Pekanbaru. Based on the data analysis in the previous chapter, it can be concluded that there is significant correlation between students' reading behavior and their reading comprehension at eighth grade students' of Junior High School Telekomunikasi Pekanbaru.

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