# THE CORRELATION BETWEEN STUDENTS' READING BEHAVIOR AND THEIR READING COMPREHENSION

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**ABSTRACT**

*The main focus of this research was to examine if there is a significant correlation between reading habit and reading comprehension at the Eight Gradeof Junior High School Telekomunikasi Pekanbaru. The researcher using quantitative research, This research uses correlational research. In conducting the research, the sample of this research are 21 students. The subject of this research is the eight grade students at Junior High School Telekomunikasi Pekanbaru, the technique sampling that was used simple random sampling. In collecting the data, There were two kinds of instruments that were questionare 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 conclude that the level of students' Reading Habits of Eight Grade of Junior High School Telekomunikasi Pekanbaru is Excellent Level. The level of students' Reading Comprehension of Eight Grade of Junior High School Telekomunikasi Pekanbaru is Good Level. It can indicates a sig.value was 0.000. it was bigger than 0.05 (sig(2 tailed)<0,05 ). The result the sig. (2-tailed) is 0.000, it can be conclude that, Ha was accepted and H0 was rejected. Based on the overall analysis above, the hypotheses H0 was accepted and Ha was rejected. So, it can be conclude that "There is a Significant Correlation between Students' Reading Habits and Their Students' Reading Comprehension of Eight Grade of Junior High School Telekomunikasi Pekanbaru".*

**KEYWORDS:** *Reading Habit, Reading Comprehension, Narrative text*

## 1 INTRODUCTION

Reading comprehension is one of the most important factors in student success in learning English. According to Oakhill (2015, p.1), reading comprehension is a complex task that requires the orchestration of many different cognitive abilities and skills. Furthermore, Klingner (2007) states that reading comprehension is a complex process of meaning construction, involving reading of words, knowledge of words and the world, and fluency in speaking. This means that reading comprehension is not just about understanding the text, but also a complex process of understanding and extracting information from the text.

The reading comprehension of one student and another student may differ. This

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is influenced by many factors that exist around students, one of which is reading habits. Bignold in Chettri (2013, p. 14) states that reading habits improve children's reading skills. Furthermore, Selly (2016) argues that students who develop good reading habits find encouragement in reading comprehension. So, the more students read, the better they understand the text. In summary, reading habit affects reading comprehension.

According to Sangkaeo in Annamalai (2013, p.33), reading habits refer to behaviors that express reading similarities and reading preferences. Patel (2008, p. 114) states that the habit of reading not only helps students gain knowledge and wisdom from cultural heritage, but is also very helpful in filling free time. This is how the reader organizes his reading. Good reading habits can help students improve their reading performance and understand how to become good readers.

According to Cunningham & Stanovich in Annamalai (2013, p. 33), frequent book reading and good reading habits allow readers to analyze other people's ideas, which makes a person think more critically. Reading habits also indicated by the readers positive attitude toward reading, their enjoyment in reading practices and motivation to read. Furthermore, Zwiers (2004, p.3), reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Thus, by this activity the readers can improve their reading ability. This means that reading habits affect students' reading comprehension. Frequent book reading and good reading habits can help students develop reading comprehension. Without reading habits, students find it difficult to understand the text.

In order to meet students' needs toward reading, in Curriculum 2013 (K13) provides reading as one of the skills in Mastering English that must be taught and learned in Junior High School. Junior High School Telekomunikasi Pekanbaru is one of the schools that also uses Curriculum 2013 (K13). Following KKM, the passing score for the first grade of this Junior High School is 78. In this school, English subject is taught for credit hours. The basic competence to be met in this syllabus for the first grade is that the students are able to identify main idea of the text, the social function of the text, the generic structure of the text and able to identify language features of the text.

Based on the discussion above, ideally the students of the first grade of Junior High School Telekomunikasi Pekanbaru are able to understand and  able to comprehend the text. In fact, based on the interview with English teacher and some students of Junior High School Telekomunikasi Pekanbaru that the researcher did on December 11th 2021. The researcher found that some of the students still had problems incomprehending reading. It can be seen from the following phenomena such as some of the students had a good reading habit, but they were not able to identify the social function of the text. Some other students were able to identify the social function of thetext, but they did not have a good reading habit. Some of the students had a good reading habit, but they were not able to identify the generic structure of the text. Some other students were able to identify the generic structure ofthe text, but did not have a good reading habit. Some of the students had a good reading habit, but they were not able to identify language features of the text. Some other students were able to identify language features of thetext, but they did not have a good reading habit.

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## 2    METHODOLOGY

The design of this research is correlational research. According to Creswell (2012, p. 338), correlation is a statistical test to determine the tendency or pattern of two (or more) variables or two sets of data to change consistently. In the case of only two variables, this means that the two variables have the same variance or vary together. Saying that two co-variables has a somewhat complicated mathematical basis. Covary means that we can predict outcomes for one variable when we know the individual outcomes for other variables. Additionally, Gay, Mills, and Airasian (2012, p. 204) state that correlational research is about collecting data to determine whether and to what extent a relationship exists between two or more variables.

There are two variables in this study, namely students' reading habit and reading comprehension. Students' reading habit, as the independent variable, is denoted by X, and students' reading comprehension, as the dependent variable, is denoted by Y. This study was conducted to determine if there is a correlation between students' reading habit and their reading comprehension.

In analyzing the data dealing with the correlation between students' reading habit and reading comprehension of the Eight Gradestudents at Junior High School Telekomunikasi Pekanbaru, the researcher uses Pearson Product Moment correlation as formula, because product moment correlation is one of technique that usually used to find out the significance of the correlation between two variables. It is called product moment correlation because it usually used to correlate one variable to another variable based on its correlation coefficient value. In quantitative data analysis, Creswell (2012, p.15), indicates that we analyze the data using mathematical procedures, called statistics to explain the result of the research. For the formula of pearson product moment correlation below.

$$r = \frac{n(\sum XY) - \sum X \sum Y}{\sqrt{\left[n \sum X^2 - (\sum X)^2\right]\left[n \sum Y^2 - (\sum Y)^2\right]}}$$

Where:
r = correlation coefficient of variable X and Y
X = mean score of reading habits
Y= mean score of students' reading comprehension
n = the total of respondents

The above formula is very important in finding out whether or not the (Ho) Hypothesis or (Ha) Hypothesis is accepted in this research. The computation result will indicate whether or not there is a positive significant correlation between the two variables. Furthermore, the researcher wants to find positive linear relationship on this research. According to Creswell (2012, p.343), positive relationship occurs when low (or high) scores in one variable relate to low (or high) scores for the second. The statistical hypotheses were as follow:

$H_a$ : sig. 2 tailed $\le$ 0.05
$H_o$ : sig. 2 tailed $\ge$ 0.05
$H_o$ : There is no any significant correlation between reading habit and reading comprehension at the Eight Grade of Junior High School Telekomunikasi Pekanbaru.
$H_a$ : There is any significant correlation between reading habit and reading comprehension at the Eight Grade of Junior High School Telekomunikasi Pekanbaru

## 3    RESULTS AND DISCUSSION

### Result

This research aims to know the correlation between students' reading habits and their reading comprehension. Two variables were involved in this research; the first was students' reading habits symbolized by "X", and the second was the students' reading comprehension symbolized by "Y". Variable X was investigated by using questionnare. And variable Y was investigated by using test. Multiple choice questions were used to measure the students'reading comprehension.

### 1.  The Students' Reading Habits score

The data of the students' Reading Habits were obtained from students' questionare scores which consist of students answer 30 items. All items are presented in a simple non-defining context, and transform the score into 100 for score scale.

**Table 1.** *Students Reading Habits Score*

| No | Students | Total answer | Score |
|----|----------|--------------|-------|
| 1 | Student 1 | 112 | 74,67 |
| 2 | Student 2 | 129 | 86,00 |
| 3 | Student 3 | 103 | 68,67 |
| 4 | Student 4 | 129 | 86,00 |
| 5 | Student 5 | 139 | 92,67 |
| 6 | Student 6 | 113 | 75,33 |
| 7 | Student 7 | 133 | 88,67 |
| 8 | Student 8 | 134 | 89,33 |
| 9 | Student 9 | 138 | 92,00 |
| 10 | Student 10 | 137 | 91,33 |
| 11 | Student 11 | 139 | 92,67 |
| 12 | Student 12 | 95 | 63,33 |
| 13 | Student 13 | 129 | 86,00 |
| 14 | Student 14 | 112 | 74,67 |
| 15 | Student 15 | 105 | 70,00 |
| 16 | Student 16 | 106 | 70,67 |
| 17 | Student 17 | 124 | 82,67 |
| 18 | Student 18 | 60 | 40,00 |
| 19 | Student 19 | 150 | 100,00 |
| 20 | Student 20 | 133 | 88,67 |
| 21 | Student 21 | 119 | 79,33 |
| **Total** | | 2539 | 1692,67 |
| **Mean** | | 120,90 | 80,61 |

From the table 1 above, there were 20 respondents. The total score of the students' Reading Habits is 1692.67 and the mean score is 80.61. The frequency distribution of students' test score was obtained by using SPSS 23.0 program version as follows:

**Table 2.** *Distributive frequency of Students' Reading Habits score*

| Score | Frequency | Percent |
|---|---|---|
| 40,00 | 1 | 4,8% |
| 63,33 | 1 | 4,8% |
| 68,67 | 1 | 4,8% |
| 70,00 | 1 | 4,8% |
| 70,67 | 1 | 4,8% |
| 74,67 | 2 | 9,5% |
| 75,33 | 1 | 4,8% |
| 79,33 | 1 | 4,8% |
| 82,67 | 1 | 4,8% |
| 86,00 | 3 | 14,3% |
| 88,67 | 2 | 9,5% |
| 89,33 | 1 | 4,8% |
| 91,33 | 1 | 4,8% |
| 92,00 | 1 | 4,8% |
| 92,67 | 2 | 9,5% |
| 100,00 | 1 | 4,8% |
| Total | 21 | 100,0% |

Based on the table 2 above, to determine more about students' Reading Habits score of consisting 21 respondents. Based on the table IV.2 it can be seen that the frequency of score 40 was 1 student (4.8%), the frequency of score 63.33 was 1 student (4.8%), the frequency of score 68.67 was 1 student (4.8%), the frequency of score 70 was 1 student (4.8%), the frequency of score 70.67 was 1 student (4.8%), the frequency of score 74.67 was 2 student (9.5%), the frequency of score 75.33 was 1 student (4.8%), the frequency of score 79.33 was 1 student (4.8%), the frequency of score 82.67 was 1 student (4.8%), the frequency of score 86 was 3 student (14.3%), the frequency of score 88.67 was 2 student (9.5%), the frequency of score 89.33 was 1 student (4.8%), the frequency of score 91.33 was 1 student (4.8%), the frequency of score 92 was 1 student (4.8%), the frequency of score 92.67 was 2 student (9.5%), the frequency of score 100 was 1 student (4.8%).

**Table 3.** *The Categories of Students' Reading Habits*

| No | Categories | Score | Frequency | Percentage |
|---|---|---|---|---|
| 1 | Excellent | 81-100 | 12 | 57.14% |
| 2 | Good | 61-80 | 8 | 38.10% |
| 3 | Mediocre | 41-60 | 0 | 0% |
| 4 | Poor | 21-40 | 1 | 4.76% |
| 5 | Very Poor | 0-20 | 0 | 0% |
|  | Total |  | 21 | 100% |

Based on the table above, the reearcher found 12 students got in the Excellent level, 8 students got in the Good level, 1 students got poor level.. The research presents descriptive statistics which is analyzed by using SPSS 25.0 program version. It can be seen as follows:

**Table 4.** *The descriptive statistic data*

| Descriptive statistics | 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 |
| Sum | 1692,67 |

The table presented descriptive statistics of students' Reading Habits. It can be seen that its mean score was 80.61 its median was 86 its mode was 86, minimum score was 40 and maximum score was 100. So sum of the score was 1692.67.

**Table 5.** *The Categories of Students' Reading Habits*

| No | Categories | Score |
|---|---|---|
| 1 | Excellent | 81-100 |
| 2 | Good | 61-80 |
| 3 | Mediocre | 41-60 |
| 4 | Poor | 21-40 |
| 5 | Very Poor | 0-20 |

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

2. **Students' Reading Comprehension**

The data of the students' Students' Reading Comprehension were obtained from students' test scores. The description of data the data were in the appendix. There were 21 respondents. The calculation of total reading test score was 1848. The frequency distribution of Students' Reading Comprehension test score was obtained by using SPSS 23.0 program version as follows:

**Table 6.** *Students' Reading Comprehension Score*

| No | Students | Total Answer | Score |
|---|---|---|---|
| 1 | Student 1 | 15 | 75 |
| 2 | Student 2 | 16 | 80 |
| 3 | Student 3 | 13 | 65 |
| 4 | Student 4 | 17 | 85 |
| 5 | Student 5 | 18 | 90 |
| 6 | Student 6 | 14 | 70 |
| 7 | Student 7 | 17 | 85 |
| 8 | Student 8 | 16 | 80 |
| 9 | Student 9 | 19 | 95 |
| 10 | Student 10 | 17 | 85 |

| 11 | Student 11 | 18 | 90 |
|----|------------|------|------|
| 12 | Student 12 | 13 | 65 |
| 13 | Student 13 | 16 | 80 |
| 14 | Student 14 | 16 | 80 |
| 15 | Student 15 | 13 | 65 |
| 16 | Student 16 | 15 | 75 |
| 17 | Student 17 | 19 | 95 |
| 18 | Student 18 | 10 | 50 |
| 19 | Student 19 | 18 | 90 |
| 20 | Student 20 | 17 | 85 |
| 21 | Student 21 | 15 | 75 |
| **Total** | | 332 | 1660 |
| **Mean** | | 15,81 | 79,05 |

From the table 6 above, there were 21 respondents. The total score of the Students' Reading Comprehension is 1660 and the mean score is 79.05. The frequency distribution of students' test score was obtained by using SPSS 23.0 program version as follows:

**Table 7.** *Distributive Frequency of Reading Comprehension*

| Score | Frequency | Percent |
|-------|-----------|---------|
| 50,00 | 1 | 4,8% |
| 65,00 | 3 | 14,3% |
| 70,00 | 1 | 4,8% |
| 75,00 | 3 | 14,3% |
| 80,00 | 4 | 19,0% |
| 85,00 | 4 | 19,0% |
| 90,00 | 3 | 14,3% |
| 95,00 | 2 | 9,5% |
| Total | 21 | 100,0% |

To determine more about students' Students' Reading Comprehension score of consisting 21 respondents. Based on the table 7 it can be seen that the frequency of interval 50 was 1 student (4.8%), the frequency of interval 65 was 3 student (14.3%), the frequency of interval 70 was 1 student (4.8%), the frequency of interval 75 was 3 student (14.3%), the frequency of interval 80 was 4 students (19%), the frequency of interval 85 was 4 students (19%), the frequency of interval 90 was 3 student (14.3%),  the frequency of interval 95 was 2 students (9.5%).

The research presents descriptive statistics which is analyzed by using SPSS 23.0 program version. It can be seen as follows:

**Table 8.** *Descriptive Statistics of Students' Reading Comprehension*

| Descriptive statistics | Result |
|---|---|
| Mean | 79,05 |
| Std. Error of Mean | 2,47894 |
| Median | 80,0000 |
| Mode | 80,00[a] |
| Std. Deviation | 11,35991 |
| Variance | 129,048 |
| Range | 45,00 |
| Minimum | 50,00 |
| Maximum | 95,00 |
| Sum | 1660,00 |

The table presented descriptive statistics of students' Reading Comprehension. It can be seen that its mean score was 79.05, its median was 80, its mode was 80, minimum score was 50 and maximum score was 95. So sum of the score was 1660. the researcher then processed the result of the translation test. After that, the data were calculated through percentage by using the criteria are as follows (Riduwan 2002).

**Table 9.** *Criteria of Interpretation Score*

| No | Categories | Score |
|---|---|---|
| 1 | Excellent | 81-100 |
| 2 | Good | 61-80 |
| 3 | Mediocre | 41-60 |
| 4 | Poor | 21-40 |
| 5 | Very Poor | 0-20 |

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.

3. ***The Contribution between Students' Reading Habits and Their Students' Reading Comprehension of Second Grade at Sixth semester students of English Education Department of Islamic University of Sultan Syarif Kasim Riau***

The normality test was used to know whether the distribution of the data was normal or not. Then, the researcher used SPSS 23.0 program version for normality test about variable X "students' Reading Habits ", and variable Y "students' Reading Comprehension".

**Table 10**. *Tests of Normality*

| | Kolmogorov-Smirnov[a] | | |
|---|---|---|---|
| | Statistic | df | Sig. |
| Reading Habits | ,180 | 21 | ,075 |
| Reading Comprehension | ,152 | 21 | ,200 |

For normality test, if the significant level (Sig) > 0.05, the data distribution is normal from the data above, it was found that the sig.value of students' Reading Habits was 0.075, and the researcher found that the sig.value of the Students' Reading Comprehension was 0.200. It can be concluded that the data distribution for Reading Habits is normal and the data distribution for Students' Reading Comprehension is not normal. Therefore, the analysis contribution for students' Reading Habits toward their Students' Reading Comprehension can use pearson product moment contribution.

To find out **The Contribution between Students' Reading Habits and Their Reading Comprehension**, they were analyzed by using Pearson Product Moment in SPSS 23.0 program version, and presented at the following table bellow.

**Table 11.** *The Correlation between Students' Reading Habits and Their Students' Reading Comprehension of* Eight Grade of Junior High School Telekomunikasi Pekanbaru

|   |   | x | y |
|---|---|---|---|
| x | Pearson Correlation | 1 | ,902 |
|   | Sig. (2-tailed) |   | ,000 |
|   | N | 21 | 21 |
| y | Pearson Correlation | ,902 | 1 |
|   | Sig. (2-tailed) | ,000 |   |
|   | N | 21 | 21 |

Based on the table 11, it can indicates a sig.value was 0.000. it was bigger than 0.05 (sig(2 tailed)<0,05 ). The result the sig. (2-tailed) is 0.000, it can be conclude that, $H_a$ was accepted and $H_0$ was rejected. Based on the overall analysis above, the hypotheses $H_0$ was accepted and $H_a$ was rejected. So, it can be conclude that "There is a Significant **Correlation between Students' Reading Habits and Their Students' Reading Comprehension of** Eight Grade of Junior High School Telekomunikasi Pekanbaru"

**Discussion**

Based on the findings above, the researcher found the level of students' Reading Habits **of** Eight Grade of Junior High School Telekomunikasi Pekanbaru is Excellent Level. The second, the level of students' Students' Reading Comprehension **of** Eight Grade of Junior High School Telekomunikasi Pekanbaru is Good Level. Based on the findings, the students' Reading Comprehension is Excellent Level, based on the overall analysis above, $H_a$ was accepted and $H_0$ was rejected. Based on the overall analysis above, the hypotheses $H_0$ was accepted and $H_a$ was rejected. So, it can be conclude that "There is a Significant **Correlation between Students' Reading Habits and Their Students' Reading Comprehension of** Eight Grade of Junior High School Telekomunikasi Pekanbaru"

**5    CONCLUSION**

This research was conducted to find out the contribution between students' Reading Habits  and their Students' Reading Comprehension of Eight Grade of Junior High School Telekomunikasi Pekanbaru. So, the researcher can conclude this research as follows:

1. The level of students' Reading Habits of Eight Grade of Junior High School Telekomunikasi Pekanbaru is Excellent Level..
2. The level of students' Reading Comprehension of Eight Grade of Junior High School Telekomunikasi Pekanbaru is Good Level.
3. It can indicates a sig.value was 0.000. it was bigger than 0.05 (sig(2 tailed)<0,05 ). The result the sig. (2-tailed) is 0.000, it can be conclude that, $H_a$ was accepted and $H_0$ was rejected. Based on the overall analysis above, the hypotheses $H_0$ was accepted and $H_a$ was rejected. So, it can be conclude that "There is a Significant **Correlation between Students' Reading Habits and Their Students' Reading Comprehension of** Eight Grade of Junior High School Telekomunikasi Pekanbaru"

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