

The correlation between students' reading habit and reading ability at the first grade of MAN 1 Bandar Lampung

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ABSTRACT

This quantitative research was aimed to find out whether there was any significant correlation between students' reading habit and reading ability and also to find out the most correlated aspect of reading with students' reading habit. The subject of research were thirty four students at MAN 1 Bandar Lampung. The researcher measured reading habit by using questionnaire. On other hand, reading test was used to assest students' reading ability. The data from both instruments were analyzed by using Pearson Product Moment. The result showed that there was a significant correlation between students' reading habit and reading ability since the significant correlation coefficient was 0.000 and the r value was 0.840, which indicates very high correlation. Reference has shown as the most correlated aspect among reading aspects.

Keywords: *correlation, reading habit, reading ability*

I. INTRODUCTION

Reading is an interactive process between a reader and text (Shihab, 2011). Not only that, a reader could make it as a communication between a reader and a writer. In process of reading, the reader not only creates meaning but also meanings should be negotiated in discourse as process of reading strategy (Sangia, 2018). It means that in reading, the readers should focus on meaning and produces meaning into pattern of conceptual significance. By reading, readers are able to understand the information that is on text clearly.

According to Patel and Jain (2008), reading is the most useful and important skill for people. It is a basic skill that can improve someone's vocabulary, fluency, speaking, and writing, and finally can help him to master his target language (Hung & Ngan, 2015). By all means, people can do everything by reading. Therefore, reading is one of essential skills in mastering a language.

Important to realize, reading is both important in education and also in daily life. In education, it is one of four English basic skills that should be taught in Junior High School until University level. Important to realize, reading is one of aspects which is tested on National exam and TOEFL. However, we unconsciously use our reading ability in daily life especially to get the information such as from the internet, newspaper, or text book.

Moreover, there are some difficulties for students in reading. Students' difficulties in reading comprehension are difficult to understand long sentences such as text and lack of knowledge about strategies of reading comprehension (Hidayati, 2008). Furthermore, the researcher did an observation on students' reading habit during internship at MAN 1 Bandar Lampung. It shows that most of the students lack in reading English sentences. When the researcher gave information about instructions of assignments through Whatsapp, some students mistakenly did their work and sent assignments to another teacher. By all means, students may not be interested in reading because they rarely read English books, causing lack of understanding in reading comprehension. Because of that, the researcher thinks that students should have reading habit in reading ability.

Reading habit is the number of repetitions in given time to read English text (Simanjuntak, 1988). In applying reading habit, we can use frequency of students' reading to improve their reading comprehension by giving them more time to read. For instance, a student who read book once in a day (reading with understand) get more knowledge than those who do not read at all. It means that reading habit has an important role in reading comprehension. According to Jack (2008) there are several advantages of reading habit such as helping the mind perform effectively, having us to develop a good vocabulary, boosting intellectual curiosity, activating psychological activity, and helping reader to have positive mind.

Based on statements above, the researcher believes that reading habit is one of factors can influence students' reading ability. Also, reading ability is necessary skill in mastering language. Therefore, the researcher decided to find out how significant is the correlation between students' reading habit and their reading ability. Besides, the researcher also interested to find out the most correlated aspects of reading.

II. METHODS

The design of research is quantitative design. In addition, the spesific design is ex post facto design. The researcher chose X MIA 1 as the object of research by using purposive sampling. The object was chosen since the class reached the highest score in doing English exercise among all first grade classes. Moreover, the instruments were reading habit questionnaire and reading test. The questionnaire was developed by Gaona and González (2011) yet the researcher modified it in order to adapt to the topic of study and population. On other hand, reading test were adapted from final examination by Ministry of Education and Culture. To know the correlation between students' reading habit and reading ability, the data were analyzed by using Pearson Product Moment.

III. RESULTS AND DISCUSSION

This chapter presents the data of instruments of research; reading habit questionnaire and reading test. Before coducting the data, the researcher measured validity and reliability of instruments. Furthermore, several tables are picturized below in order to provide the detail of data analysis.

Result of Questionnaire

The first step of collecting data was administring the questionnaire. The result has shown the mean of students' reading habit was 50.2. Moreover, the table below has shown that there are two levels of students' reading habit; low (1-40) reading habit with mean (39.5) and high (41-80) reading habit with mean (52.25). Furthermore, the tabulation of questionnaire is illustriated in below.

Table 3.1 Tabulation of Questionnaire

Level	Class Boundaries	Frequency	Mean
Low	1-40	5	39.5
High	41-80	29	52.25

Before conducting the data, the researcher has measured the validity of questionnaire by using inter-rater validity. To assess validity of questionnaire, the researcher got conclusion from raters agreement whether rater 1 accepted the item and rater 2 rejected, it meant that the item must be dropped. Rater agreement of questionnaire is presented in below.

Table 3.2 Rater Agreement of Questionnaire

Statement Number	Rater 1	Rater 2
1	✓	✓
2	✓	✓
3	✓	✓
4	✓	✓
5	✓	✓
6	✓	✓
7	✓	✓
8	✓	✓
9	✓	✓
10	✓	✓
11	✓	✓
12	✓	✓
13	✓	✓
14	✓	✓
15	✓	✓
16	✓	✓
17	✓	✓
18	✓	✓
19	✓	✓
20	✓	✓

As can be seen, it can be concluded that all of the items were accepted. However, the raters suggested the researcher to modify four points scale Likert into always, often, sometimes, and never. Furthermore, the researcher utilized Cronbach alpha in order to know the reliability of questionnaire.

Table 3.3 Reliability of Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.868	20

From the table 3.3, it can be concluded that the result of reliability is 0.868. It showed that reading habit questionnaire has very high reliability.

Result of Reading Test

To measure students' reading ability, the researcher asked the students to answer 20 questions. After the researcher collected their answers, total of correct answers were calculated by using Arikunto's (1997) formula.

Table 3.4 The Tabulation of Reading Test

No.	Class Boundaries	Frequency	Mean
1.	81 – 100	8	90
2.	66 – 80	9	72.78
3.	51 – 65	9	56.67
4.	35 – 50	8	44.44

From the table above, the researcher divided the students' score into four groups. In the first group, there were 8 students have score ranging from 81 to 100 which means that they have the highest scores. On other hand, 8 students have score ranging from 35 to 50 in the last group which means they have lowest scores among the students.

In addition, the researcher measured validity of reading test by using inter-rater validity. The items must not be dropped if both of raters accepted the item. The table of rater agreement is picturized in below.

Table 3.5 Rater Agreement of Reading Test

Question Number	Rater 1	Rater 2
1	✓	✓
2	✓	✓
3	✓	✓
4	✓	✓
5	✓	✓
6	✓	✓
7	X	X
8	X	X
9	✓	✓
10	✓	✓
11	✓	✓
12	✓	✓
13	✓	✓
14	X	X
15	✓	✓
16	✓	✓
17	✓	✓
18	✓	✓
19	✓	X
20	✓	✓
21	✓	✓
22	✓	✓
23	✓	✓
24	✓	✓
25	X	X

It can be seen from the table, the raters did not agree on questions number 7, 8, 14, 19, and 25. Furthermore, it can be concluded that 5 items must be dropped.

Additionally, the researcher used inter-rater reliability which aimed to find out reliability of reading test. Moreover, there were two raters in order to examine the items. Because of that, Cohen Kappa coefficient was applied as the formula. Table of reliability of reading test can be seen in the table below.

Table 3.6 Reliability of Reading Test

Symmetric Measures					
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	,865	,131	4,364	,000
N of Valid Cases		25			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

Table 3.6 shows that an alpha coefficient is 0.865. It deduced that it has very excellent agreement between two raters. Therefore, reading test is reliable.

Normality Testing

Normality testing was used to determine whether the data were distributed normally or not. To measure the normality, the researcher used Statistical Package for Social Science (SPSS). Moreover, the not working hypothesis (H0) would be accepted if the result of normality testing were higher than 0.050. Meanwhile, if the result of normality testing were lower than 0.050, it would be rejected. The table of normality testing is presented in following.

Table 3.7 Normality Testing

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
RT	,152	34	,045	,950	34	,119
a. Lilliefors Significance Correction						

In this research, the researcher chose Shapiro-Wilk because the samples (DF) of the research were less than 50. Furthermore, the result of normality testing showed that the significant level of normality was 0.119 which was higher than 0.050. Therefore, the data were normally distributed and the not working hypothesis (H0) was accepted.

The Correlation between Students' Reading Habit and Reading Ability

After getting the data, the researcher analyzed through Pearson Product Moment Correlation in order to find out the correlation between students' reading habit and reading ability. The result of correlation between those variables is presented as follows.

Table 3.8 Result of Pearson Product Moment

		Correlations	
		RH	RT
RH	Pearson Correlation	1	,840**
	Sig. (2-tailed)		,000
	N	34	34
RT	Pearson Correlation	,840**	1
	Sig. (2-tailed)	,000	
	N	34	34
**. Correlation is significant at the 0.01 level (2-tailed).			

As can be seen, the significant correlation coefficient is 0.000 which meant that there is a correlation between students' reading habit and reading ability. Furthermore, the r value is 0.840 which indicated very high correlation.

Hypothesis Testing

After the researcher has collected and analyzed the data, the researcher investigated whether the hypothesis would be accepted or not. To discover that, the researcher measured the hypothesis through Statistical Package for Social Science (SPSS) hypothesis testing based the number of significance. Moreover, the hypothesis can be accepted if number of significance < 0.05 ($\alpha=5\%$). Furthermore, the hypothesis is presented as follows.

H1 : There is a significant correlation between students' reading habit and reading ability.

As a result, the researcher obtained the r value that was 0.840 and the significant correlation coefficient was 0.000 based on table 4.11 result of Pearson Product Moment. Additionally, the acquired two tailed and level of significant was 0.01. By all means, the H1 was accepted as $0.000 < 0.050$. Hence, there was a significant correlation between students' reading habit and reading ability.

The Result of Reading Habit and Reading Aspects

To answer second research question, the researcher used Pearson Product Moment Correlation through Statistical Package for Social Science (SPSS). The result of correlation between students' reading habit and reading's aspects is picturized as follows.

Table 3.9 The Result of Students' Reading Habit and Main Idea

		Correlations	
		Reading Habit	Main Idea
Reading Habit	Pearson Correlation	1	,514**
	Sig. (2-tailed)		,002
	N	34	34
Main Idea	Pearson Correlation	,514**	1
	Sig. (2-tailed)	,002	
	N	34	34
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 3.10 The Result of Students' Reading Habit and Reference

		Correlations	
		Reading Habit	Reference
Reading Habit	Pearson Correlation	1	,744**
	Sig. (2-tailed)		,000
	N	34	34

Reference	Pearson Correlation	,744**	1
	Sig. (2-tailed)	,000	
	N	34	34
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 3.11 The Result of Students' Reading Habit and Inference

Correlations			
		Reading Habit	Inference
Reading Habit	Pearson Correlation	1	,602**
	Sig. (2-tailed)		,000
	N	34	34
Inference	Pearson Correlation	,602**	1
	Sig. (2-tailed)	,000	
	N	34	34
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 3.12 The Result of Students' Reading Habit and Detail Information

Correlations			
		Reading Habit	Detail Information
Reading Habit	Pearson Correlation	1	,696**
	Sig. (2-tailed)		,000
	N	34	34
Detail Information	Pearson Correlation	,696**	1
	Sig. (2-tailed)	,000	
	N	34	34
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 3.13 The Result of Students' Reading Habit and Vocabulary

Correlations			
		Reading Habit	Vocabulary
Reading Habit	Pearson Correlation	1	,611**
	Sig. (2-tailed)		,000
	N	34	34
Vocabulary	Pearson Correlation	,611**	1
	Sig. (2-tailed)	,000	
	N	34	34
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 3.14 The Result of Mean of Reading Aspects

Vocabulary	Detail Information	Main Idea	Reference	Inference
2.82	2.64	2.54	2.58	2.52

After the researcher analyzed the students' reading habit and reading comprehension's aspects, it can be concluded that reference was the most correlated aspect with r value is 0.744. Therefore, the answer for the second research question was reference.

Discussion of The Correlation between Students' Reading Habit and Reading Ability

The first research question was to find out whether there was any significant correlation between students' reading habit and reading ability. Moreover, this research has two instruments; reading habit questionnaire and reading test. Furthermore, the researcher analyzed it through Statistical Package for Social Science (SPSS) in order to answer the first research question.

According to table 4.7, it represents that correlation coefficient was 0.000 and r value was 0.843. It indicates that there was a significant correlation between students' reading habit and reading ability since $0.000 < 0.050$. By all means, reading habit had positive influence on students' reading ability. Additionally, the finding was same as studies of Mu'awana (2018), Paramitha (2019), and Owusu-Acheaw and Larson (2014).

In this research, it had some findings from the result. As can be seen from the result, the higher students' reading habit, then, the higher their reading ability would be and vice versa. From that, students' with higher reading habit can contribute to conceive the information that they read. Comprehension is the result of reading process which aims to gain knowledge. Furthermore, reading habit is an activity which can help students to comprehend a text. Additionally, reading habit also can improve students' reading ability, such as skimming and scanning, which used to recite reading material. Meaning that, it can promote students' interpretation while reading text. By that means, it can be stated that reading habit has relation with reading ability. Therefore, reading habit had essential role in reading. Similarly, the study of Francisco and Madrazo (2019) concluded reading habit can influence reading comprehension. Besides, the study of Wulandari (2016) revealed that students' reading habit correlated with their reading comprehension.

Moreover, parents' and teachers' supports affected students' habit in reading. The more they support and demonstrate it which aimed to encourage students' knowledge, the more students read books diligently. By applying reading habit, the students can promote their knowledge and vocabulary (Thanuskodi, 2011). It is in line with the study from Lesesne (1991) which states that elder people can inspire younger people to read by upgrading their own reading habit and by demonstrating it to the younger generation.

In brief, it proved that there is a significant correlation between students' reading habit and reading ability. Besides, reading habit can be a tool for students' ability.

Discussion of The Most Correlated Aspect

The second research question was to know the most correlated aspect between all of reading aspects. According to the table 4.9, the most correlated aspect was reference. Reference is word or phrase which refers something or someone on reading material. Without reference, it would be quite difficult for students to acquire knowledge through reading (Rasyid et al., 2011). According to Sarwono and Purwanto (2013), identifying reference would help us to understand that a certain text is not a random sentence. It meant that, reference connected to reading test.

Furthermore, Rosyida and Ghufroon (2018) states that questions related to reference are easy to be answered by the students. To answer the questions easily, students should elaborate their reading habit by reading some books oftently. After that, the word or phrase of reference is able interpreted by students in effortless. Furthermore, students can analyze the reference on reading material facility. However, some students had some difficulties in order to find out the reference in a text. It was caused by that word or phrase that difficult to comprehend.

Brown (2004) states that one of micro skills in reading is infer implicit context by using background knowledge. Students need to use their own knowledge along with information from the text to find their own conclusions (Serafani, 2004). Moreover, reading between lines refers to infer something that is not written explicitly. However, in reading students need to find out reference. It means that,

they have to be able to find out reference by reading between line. For instance, students should read the sentence that mentioned in the questions in order to investigate reference. After that, they can read some sentences before the mentioned sentence then make conclusion based on the information that they get from the sentences. Important to realize, reading can promote comprehension skill and implicit meaning. In the study of Franks et al., (1982) argues that students who read implicitly are spontaneously asked themselves about the text and reading questions after elaborating: understand and remember. By reading many times, students' comprehension can be improved. In other words, reference is indirectly influenced by reading habit.

Moreover, reference was manifested as the most correlated aspect among main idea, inference, vocabulary, and detail information. It is supported by the result of research and the statements above.

IV. CONCLUSION AND SUGGESTION

Conclusion

Based on the result and discussion, it can be concluded that there is a significant correlation between students' reading habit and reading comprehension because the higher students' reading habit, the higher their reading comprehension would be. Meaning that, reading habit can promote students to conceive the information that have been read. In addition, the most correlated aspect between students' reading habit and reading aspects is reference. By doing reading implicit, the word or phrase of reference is able construed by students simply. Meaning that, students have to be able to find out reference by reading between line. Then, the word or phrase of reference is able interpreted by students in effortless. Furthermore, students can analyze the reference on reading material easily.

Suggestion

Based on the result of study, the researcher would like to suggest to readers, mainly for teachers and future researchers. First, the teachers should be able to do do reading strategies in learning activity such as pre-reading, while-reading, and post-reading activities. Besides, the teachers should involve reading habit to learning activity and encourage students to reading frequently such as giving the students an assignment to review a book.

In this research, there is limitation to the theory which support that reference is the most correlated aspect. Furthermore, it is suggested to attach more supporting theories related to the result. Moreover, it recommended change the questionnaire to another expert questionnaire since the researcher used modified questionnaire.

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