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The Correlation between English Reading Habit and English Reading Comprehension for EFL Students

Stevi Indarti Andriani[1], Ariyanti[2]
Universitas Widya Gama Mahakam, Indonesia
Email: steviindartiandriani@gmail.com; ariyanti@uwgm,ac,id

Abstract
This research focused in Reading Habit and Reading Comprehension in students' English ability in second grade. The result of data obtained from SMP Negeri 26 Samarinda second grade. There were four classes in second grade, while the number of each class is 32 students. Thus, there were 128 populations in second grade. For this research, the researcher used correlation technique quantitative analysis and simple random sampling to choose the sample until consists of 35 subjects as samples. The instruments used are the questionnaire and reading test. The researcher used a questionnaire and reading test with reading text and questions that the researcher has a choice after the researcher knowing how far skill reading text in second grade and how much valid the result from per question in try out test at Class 8A as the first research. And then, the researcher used a population of Class 8B, 8C, and 8D as secondary research for the tested questionnaire and reading test. There were 35 students chosen as the subject. The result from the correlation test is counted low negative correlation result (-0,358) with sig. p-value <0,05 (0,035). Based on the result of the tests, Ha Hypothesis is accepted and Ho Hypothesis is rejected.

Keywords: reading habit; reading comprehension

1. INTRODUCTION

There are four basic skills in English learning, as follows: Listening, Speaking, Writing, and Reading. Those are the basis of the main for obtaining information in English. Reading is the one of essential skills to learn because, by reading, students can understand various kinds of information in English, such as in environment, healthy, sport, education, entertainment, news, and others field.

According to Lone (2011), reading is the ability to know, recognize, and dig deeper, examine, and understand the sentence, paragraph, and information in the text as a whole. Through reading, students can learn Listening, Speaking, Writing, and Vocabulary in words and sentences. It is the reason why reading is an essential skill to learn for students in the teaching-learning process.

Chettri and Rout (2013) said that reading habit is an activity that is carried out of its own volition and without coercion from the outsider, which means that this activity is carried out personally with full awareness. The characteristic of habits is repeating something without realizing it. Finally, it has become a habit that the human carries around in the future. Reading habit is a language learning technique for vocabulary recognition. From this vocabulary, the readers could learn what the word means. The readers could recognize and understand the meaning of vocabulary in English little by little. Thus, the readers could obtain information in various forms without the slightest error in receiving that information.

According to Sartika, Afifah, and Anggraini (2020), reading comprehension is a human activity to find, explore, create, and interpret the meaning of the information found in the form of written language. That means reading comprehension is the processing to understand any information in written form than the reading of information only. Reading Comprehension skill in English learning is essential as English Reading Habit because the readers need to understand that information after they read information. And then, there is no mistake in understanding the information.

Comprehending ability in reading is needed to obtain information. By acquiring an understanding of the English language, students could get the information through any textbook in English without any obstacles. However, Sartika, Afifah, and Anggraini (2020) mention the results of a survey of UNESCO: "The interest in reading in Indonesia is far below than any Asian countries, especially for students" Teachers in schools are practicing the students in the process of Reading learning, even from Kindergarten. However, it is ineffective for students because the learning process would happen in the school only. Who knows they will learn their lesson subject again at home after school. Therefore, the role of

parents cannot overestimate because it is essential in emphasizing reading learning to their children, especially the introduction of Reading basics.

The researchers' objective in this research is to obtain the result of the correlation between EFL Students' English Reading Habit and EFL Students' English Reading Comprehension."

The reason chose to research this research title is because many students read the text without understanding the meaning. According to Mahfoodh (2016), "The students had difficulties in English because English is not their first language" (Mahfoodh : 2016). The students need reading in the learning process. Through reading, the students could read in any references for doing their assignments. However, if the students read the book without comprehending skills, they may not acquire the conclusion to answer their task. Therefore, reading habit and reading comprehension are the two elements that could not separate away from the students' reading ability and learning process.

The researcher mention that reading habit and reading comprehension have a relationship with each other and they are very important for students' achievement in English reading. Therefore, this is the reason why the researcher wants to research those variables. As Andriyani, Ariyanti, and Arbaim (2019) said: "Reading comprehension skill is the one key that associated with students' achievement in reading ability. Thus, reading habit is considered as one of the factors relating to the success of reading comprehension. Therefore, to increase reading comprehension, it is needed to improve reading habits of the students".

Based on this foundation, the researcher is researched the correlation between EFL Students' English Reading Habit and the EFL Students' English Reading Comprehension. According to two variables, they are reading habit (X) and reading comprehension (Y)

2. METHODOLOGY

In this research, the researcher used a quantitative research correlation design; for testing and researching the correlation or relationship between students' reading habits and reading comprehension in English.

According to Creswell (2012), the correlation method is a quantitative research technique when a researcher measures whether two or more variables have a relationship and how much the relationship between these variables is by applied statistical correlation analysis procedures. Therefore, quantitative research correlation design is the correct method because this research has two variables correlated in this analysis. The statistical test technique is a test that aims to determine the tendency of the pattern of a data set of variables

or more that varies consistently. The researchers' focuses are students' reading habits (X) and students' reading comprehension (Y) as variables. Variables are tools or attributes or individual characteristics studied by researchers as research material will be expanded later (Creswell: 2012)

Creswell (2012) said: "A population is a group of individuals who have common characteristics or the same with each other. It is making it easier for researchers to identify and study the group." Thus, the population is the part of one individual that the researcher can identify to study, such as the human group, animals, plans, and the other.

A sample is the smallest part of the entire population, which also has the same character. It is the researchers' choice of the group that exists. For example, in the 8th grade Junior High Schools, the researcher only takes half of the existing students.

According to the explanation above, population and sample is the most important object for the researcher to develop their research. There is no sample if the researcher has no population. Otherwise, there is no population without a sample in around. These two elements have an essential role in the research process and cannot be inseparable in research.

The population of this research was the 8th grade of SMP Negeri 26 Samarinda, Kalimantan Timur, in the academic year 2020/2021. There were four classes of 8th-grade students, and then each class had about 32 students as a population, so the population is 128 students. From those populations, the numbers of samples are 35 students, as Gay and Diehl (1992) mention: "If the research is correlational or relationship research, then the sample size is at least 30 subjects" (1992). Sekaran and Bougie (2016) said, "The recommendation that the sample size being between 30 – 500 elements (subject)."

Creswell said: "Collecting data means identifying and selecting individuals for a research, obtaining their permission to research them, and gathering information by interviewing people some questions or observing their behaviors as study processing that needed in research" (Creswell: 2012). Collecting data is the key of research that determining the final research result. The researcher used two kinds of collecting data techniques based on instruments. As follows, questionnaires and English reading tests. The questionnaire is a non-academic test for determining students' reading habit and a multiple-choice reading test to measure students' reading comprehension scores.

The researcher provided those instruments to the students and then counted their reading habit and reading comprehension score. The researcher used validity, reliability, and correlation score for determined students' reading habit and reading comprehension scores.

Creswell said: "A questionnaire is a form that consists of questions based on the problem in the field. It is used in a survey (especially quantitative correlation) design that participants in a study complete and answer the question within before they return to the researcher. The participant chooses to answer the questions and supplies basic personal or demographic information" (Creswell: 2012)

The questionnaire used by the researcher is a questionnaire based on what Wade said: "Questionnaire that has five alternatives choices based on Likert's Scale Type" (Wade: 2006). Pimentel said: "Intervals are created with the majority of the differences are similar except for one which is wider and has slight difference among the rest" (Jonald L. Pimentel: 2019). According to Creswell (2012), the popular Likert scale illustrates is the description of a scale with equal intervals and according to the answer provided by respondents theoretically and logically with what was asked based on the questionnaire made by the researcher.

These are Likert's Scale for reading habit indicators based on aspects, as follow:

Table 1. Indicators of Likert's Scale

No	Indicators	Score
1	Always *(selalu)*	5
2	Often *(sering)*	4
3	Sometimes *(kadang-kadang)*	3
4	Seldom *(jarang)*	2
5	Never *(tidak pernah)*	1

Gaona and Gonzales (2011) mention the theory about reading habit aspects: reading frequency, books read (the number of books), spare time for reading in academic and non-academic, and motivation in the academic and family environment. The researcher made the questionnaires adopted from the other researcher with the title "The Relationship between Students' Reading Habit and Their Reading Comprehension" by Samrotul Muawanah from Department of English Education, Faculty of Tarbiyah and Teacher Training, Jakarta 2014. And then, the researcher changed some negatives questions became positives questions. The researcher chooses that questionnaire based on 5 item statements in each aspect so that the totals all of the statements are 30 items statements in the entire questionnaire has students' answers.

These are reading habit indicators based on aspects, as follow:

Table 2. Indicators of Reading Habit

No	Reading Habit Indicators	Item
1	Reading frequency	1, 2, 3, 4, 5
2	Books read (the number of book)	6, 7, 8, 9, 10
3	Spent time in academic	11, 12, 13, 14, 15
4	Spent time in non-academic	16, 17, 18, 19, 20
5	Motivation in the Academic Environment	21, 22, 23, 24, 25
6	Motivation in the Family Environment	26, 27, 28, 29, 30
	Total	30

These are the scores for reading habit indicators based on aspects, as follow:

Table 3. Scores of Categories Reading Habit

No	Categories	Score
1	Excellent	80-100%
2	Good	60-80%
3	Moderate	40-60%
4	Bad	20-40%
5	Very Bad	0-20%

In reading tests, the researcher made reading questions from the valid try-out test had researched by the researcher to students class 8A before. The researcher made the questions free reading test as the level of students, by using internet sources for reading text as in reading material in question and making the question as the reading text got. And then, the researcher is tested in the form of a try-out test before being tested in the reading test form. The form of the questions in the reading test is multiple choice A, B, C, and D by 25 items test for the highest score.

Reading test is made after the researcher knows how far students' skill in Reading English learning through the try-out test that has been given for student's before.

According to Nuttal and Alderson (2016), there are five types of reading, as follows: determining or finding the main idea, finding references, finding inference, finding detailed information from the text, and understanding vocabulary, which means the students have to comprehend the meaning of each part word in the text. Therefore, the researcher determining reading comprehension indicators for reading test based those aspects, as follow:

Table 4. Indicators of Reading Comprehension

No	Reading Comprehension Indicators	Item Number
1	Finding Main Idea	2, 16, 19
2	Finding Reference	1, 7, 21
3	Finding Inference	4, 5, 9, 14, 24
4	Detailed in information	3, 8, 10, 15, 18, 22
5	Understanding Vocabulary	6, 11, 12, 13, 17, 20, 23, 25
	Total	25

The researcher used the formula for calculated the score and reading test, as follow:

$$S = \frac{X}{Q} \; X \; 100$$

S   = Student score

X   = Correct answers

Q   = Total of question

2.1 Validity

According to Fraenkel, et. al (2012), validity is a test of suitability, significance, and specific usability based on the data obtained by the researcher. The data which mean here are the results data from instruments the researcher had made, and the correlation result examines whether those instruments were valid or not. Thus, the researcher used this test for the questionnaire and reading test to obtain correlation from the data.

The researcher used this formula to count the correlation between students' Reading Habit and students' English Reading Comprehension:

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

Note :

rxy = The coefficient correlation between X and Y

N = The number of sample

X = The Score of students' reading habit in English

Y = The Score of students' reading comprehension ability

$\sum X^2$ = The sum of square distribution scores X

$\sum Y^2$ = The sum of square distribution scores Y

Table 5. Score for Correlation Reading Habit and Reading Comprehension

No	Score	Interpretation
1	0,800-1,000	Very high
2	0,600-0,800	High
3	0,400-0,600	Fair
4	0,200-0,400	Low
5	0,000-0,200	Very Low

2.2 Reliability

Fraenkel, et. al (2012) said: "Reliability analysis is the consistency of the scoring researcher found in the field. How consistent from the instrument for each individual from one instrument administration to another administration and from one set of items to another item that counted by statistical analysis" (Fraenkel: 2012). Reliability is the correlation score from one item instrument to another instrument.

The result of each item questionnaire is scored based on Likert's scale. And then, the questionnaire is analyzed by using Pearson Product Moment Correlation (SPSS), also by reading test to that the researcher counted the entire item reading test scores. The questionnaire and the reading test are analyzed to obtain a validity score after the scores from those instruments are available. And then, the questionnaire and the reading test are analyzed by Cronbach Alpha of SPSS reliability of the English reading habit and English Reading Comprehension score. Thus, the correlation between English Reading Habit and Reading Comprehension counted.

The Journal of Sage Research Methods Datasets said: "Cronbach's alpha is a method for determining the internal consistency of a scale or a subset of survey items. It is calculated as a function of the average inter-correlation between pairs of items and the number of items" (SAGE Research Methods Datasets: 2019).

The criteria of reliability, as follows:

Table 6. Score of Reliability

No	Score	Interpretation
1	0,9-1,0	High
2	0,5-0,8	Moderate
3	-4,0	Low

The purpose of this study was to determine whether or not there was a relationship between students' reading habits and reading comprehension. Also, get a score of the relationship between students' reading habits and reading comprehension in English skills. The data were tested and calculated using Pearson Product Moment Correlation (SPSS) by SPSS Version 23 statistically. After the researcher obtained the students' Reading Habit and Reading comprehension scores in the form of a questionnaire and reading test scores, validity and reliability tests to determine validity and reliability score whether both of instruments used was valid and reliable or not. And then, the researcher correlated the two variables' scores to determine the correlation value significantly.

3. FINDINGS

Based on the research finding of the data, validity, reliability, and correlation of students' English reading habit and English reading comprehension in the table below:

Table 7. Result of finding

Result of the test	Questionnaire	Reading Test
Validity	100% valid	92% valid
Reliability	0,924	0,910
Significant Variable X and Y	0,035	
Correlation Variable X and Y	-0,358	

4. DISCUSSION

The questionnaire test result is 100% percent, with p-value >0,334 for the reading habit test. While the sig. p-value 2 tailed <0,05. However, the reading test is 92% valid that calculated from 23 valid questions multiplied by 4, the point of per questions from 25 questions.

Reliability Cronbach's Alpha score of instruments counted high reliability with Questionnaire is 0,924 and Reading Test is 0,910, based on high score 0,9-1,0.

Based on the result, there is a correlation between reading habit and reading comprehension in students of SMP Negeri 26 Samarinda second grade. It is proven by the score of significance (p-value) is <0,05, that is 0,035. However, there is a low negative correlation that is -0,358. Thus, Ha hypothesis is accepted and Ho hypothesis is rejected because of sig. p-value still <0,05.

5. CONCLUSION

Based on the data correlation quantitative analysis of statistical, English Reading Habit has correlated by English Reading Comprehension in SMP Negeri 26 Samarinda at second grade. The more their Reading Habit develops, the more they will understand the contents material, especially English learning. The intensity of reading time and reading proficiency from an early age is the key to reading comprehension. However, the reading interest in Indonesia that calculated low than the other country in Asia, especially for students. It is a challenge to the education field, considering that reading has a significant role in learning activities.

The teachers and parents have to do by hard work and continuous progress to practice their students and children and improve reading habits and reading comprehension. Teachers and parents have to co-operation in this situation. The children can achieve their reading habit and reading comprehension if the teachers and parents role in their Reading Habits and Reading Comprehension.

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