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## **Internet Use, Reading Habit and Reading Ability of Private Junior High Schools**

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### **Abstract**

This study is aimed to find out whether or not (1) there is any significant correlation between reading ability and reading habit, (2) There is any significant correlation between reading ability and internet use, (3) There is any significant correlation among reading ability, internet use, and reading habit of students of private junior high schools in Kecamatan Ilir Timur II Palembang. The researcher collects the data through 2 instruments namely, reading tests and questionnaires. A test is used to find out students' reading ability and questionnaires are used to find out students' reading habits and internet use. The population of this study is 803 and 120 for the population. There are some steps that the researcher has done to analyze the data. The steps are presenting and describing the data, testing the hypotheses, and analyzing the regression. From the results, only internet use and reading ability that have a significant correlation ( $p$ -value  $> 0.05$ ). The result of regression analysis between internet use to reading ability shows that the correlation between those variables is 16,7%. In conclusion, the main problems that cause the absence of a correlation between reading habits and reading ability, reading habits and internet use are from the students themselves and the facilities provided by their school.

**Keywords:** correlation; internet use; reading habit; reading ability; literacy; ICT



## INTRODUCTION

The use of information technology has been increasing rapidly in the past years in most countries in the world. In this modern era, the internet has been a part of people's needs including students'. It is a modern instrument in communication which gives various conveniences for the users (Alderete, 2019; Raza, Helgason, Papadimitratos, & Voigt, 2017). The Internet is a useful tool to develop smart worldwide citizens. Another source defines the internet as a global information system that is based on IP (Internet Protocol), supports communication by using TCP/IP. It makes communication easy globally, nationally, or even locally (Greenlaw & Hep, 2001; Alimoradi et al., 2019; Janc, Czapiewski, & Wójcik, 2019).

The internet was invented for educational purposes (UNESCO, 2003; Kadivar, Seyedfatemi, Mokhlesabadi Farahani, Mehran, & Pridham, 2017; Murphy, Vaughn, Gelber, Geller, & Zakowski, 2019). It means that the internet should be used more for education activity which helps the users especially students to find information easily. However, students tend to spend their time on the internet for fun activities such as facebook, Instagram, and twitter rather than for educational ones.

ICT included internet seems to significantly influence reading habits in the view of the latest literacy trends (Lyons, 1999; Palomino, 2017). It gives an impact on everyone unexceptionally students. Certainly, students need technology in the form of the internet to process, discuss, and share the information synchronously. In line with this, students nowadays prefer to read through electronic media (e-book, e-journals, e-magazines, and e-papers) rather than the printed one (journal, book, paper, and magazine,) (Loan, 2011). This phenomenon has brought reading habit into a new era.

Reading habits are an automatic process that is useful in constructing meaning from text. Thus, by this activity, the readers can improve their reading ability. In reading ability students have to be able to master and find the reading content (Uusen & Mürsepp 2012; (Nuroh & Mandarani, 2018). People have to read a lot to get a good understanding of what is read. Reading a lot refers to how much time the readers take to read and the number of reading materials being read. Moreover, (Nguyen & Walkinshaw, 2018; Sucuoglu, 2017; Tegge, 2017) say that reading habits do not only help the students to get information but it is also very useful in filling the leisure time. In other words, with good reading habits, the students will also be able to master the reading ability.

The research is conducted to find whether there is a correlation between the use of the internet toward students' reading habits and reading interest. Based on Data Referensi

Kemendikbud, there are 26 junior high schools in kecamatan ilir timur 2 Palembang which consist of 22 private schools. From those 22 private schools, there are only 7 schools that provide internet access to their students. However, not all those 7 schools provide good internet access speed. Only 4 schools provide good internet access speed, they are SMP Kusuma Bangsa, SMP Maitreyawira, SMP Xaverius 3, and SMP Bina Warga. Thus, the population of this study will be those 4 private schools.

The objectives of this study were to find out whether there is any significant correlation, between reading ability and reading habit of students of private junior high schools, also is there any significant correlation, between reading ability and internet use of students of private junior high schools in Kecamatan Ilir Timur II Palembang. The researcher as well research is there any significant correlation among reading ability, internet use, and reading habit of students of private junior high schools in Kecamatan Ilir Timur II Palembang.

## **METHODOLOGY**

In this study, the research design that the researcher used was a quantitative research approach with a correlational research design. In this research the writer wanted to find out whether or not there was a significant correlation among the use of the internet, reading habits, and reading ability of private junior high school students of kecamatan Ilir Timur II Palembang. The procedure of this research was, first, the researcher used a questionnaire to measure students' reading habit, next, a reading test was used to find students' reading ability, after that the researcher measured the use of the internet by using a questionnaire. After all, data had been collected, the researcher made a correlation among those variables by *Pearson Product Moment* in SPSS based on test and questionnaires result. Then, if the variables had correlation, the analysis was continued by using regression analysis to know how much the correlation affected among variables.

Table 1. Population of Study

<b>School</b>	<b>Total students</b>
SMP Maitreyawira	231
SMP Kusuma Bangsa	326
SMP Xaverius 3	129
SMP Bina Warga	117
<b>Total</b>	<b>803</b>

The population taken in this study was students from grades 7, 8, and 9 of SMP Kusuma Bangsa, Maitreyawira, Xaverius 3, and Bina Warga School in Palembang. The detail is on the

population of the study. The sample of this study was taken by using stratified random sampling. In stratified random sampling, the population was divided into some characteristics (in this case gender, grade, and the same number of participants) (Creswell, 2011; Brew & Saunders, 2019). The school chose the students who would be the sample. In addition, according to (Mu, Liang, Lu, & Huang, 2018), if the population is more than 100, the sample will be 10 to 15%. Thus, the writer decides to take 15% of the population. In other words, the sample of this study is 120 participants out of 803.

The instruments which are used in this study are aimed to measure the use of the internet, students' reading habit and students' reading ability. Questionnaires are used to get data related to the use of the internet and reading habits. A test would be given to measure respondents' reading ability. For measuring the use of the internet, the writer provided a ready-made questionnaire which done in a thesis entitled *Penggunaan Internet Sebagai Sumber Belajar Pada Mata Pelajaran Tata Hidang Program Keahlian Jasa Boga di SMK Negeri 4 Yogyakarta* by Anisa in 2014. The questionnaire consists of 16 items. Questions number 1 to 11 is used to measure the internet use activities done by correspondents with strongly disagree, disagree, agree, and strongly agree with response. Questions number 12 to 16 focus on what content, device, and the duration students use while accessing the internet. The questionnaires will be measured by using correlation analysis.

For measuring students' reading habits, a questionnaire made by *Perpustakaan Nasional Republik Indonesia* was provided in this research. This questionnaire consists of 13 items. There are 5 to 6 responds in Item 1 to 7 which is the Linkert scale is used to count them. Item 7 to 13 were used to get data related to respondents' reading habits. Mostly, each item has 6 responds, but there are also more and less than 6. Item number 9 has the most responds with 10 responds.

A test was used by the researcher to measure the students' ability in reading. There are 30 multiple choice questions which consist of the main idea, cause-effect, inference, detail, sequence and vocabulary questions. The texts in the test are measured by the level of their readability so that they are suitable for the readers. Readability is how comfortable or eases the text to read. Collected texts are assessed using the Flesch Readability Ease (FRE) and Flesch Kincaid Grade level (FKGL) which provide in an application called Readability Test.

For scoring the reading ability test result, the writer used the students' scores which were described in *Pedoman Akademik dan Kemahasiswaan Universitas Sriwijaya* academic year 2018/2019.

For validating the reading ability test, the researcher carried out a pilot test to find out which questions in test that are valid or not. The try out was given to 100 non-sample students. Each item in the reading test was analyzed by using SPSS (Statistical Package for Social Science). According to (Reichert & Torney-Purta, 2019), if the result of the test reveals the r count is higher than the r table (0.381), it means that the items are valid. The result of the try out indicates that out of 40 questions of the reading test, 30 questions are valid and 10 questions are invalid. The researcher did not validate the reading habit questionnaire because it is a ready-made one from *Perpustakaan Nasional Republik Indonesia*. So do for internet use questionnaire.

## FINDINGS AND DISCUSSION

### Findings

#### Analysis of Students' Reading Habits Questionnaire

From the result of reading habit questionnaire, the researcher found that most of the students (N: 79) got average category (66%), followed by poor category with 29 students (24%), good category with 10 students (8%), very poor with 2 students (2%) and no student got excellent category. The researcher also found that the mean score was 22.01 and the standard deviation was 3.794. in other words, the students' reading habit is still in the average category.

Table 2. Students' Reading Habit Result

Range of Score	Achievement Category	N	Total %
40 – 33	Excellent	0	0%
32 – 25	Good	10	8 %
24 – 17	Average	79	66 %
16 – 9	Poor	29	24 %
≤8	Very poor	2	2%
<b>Total</b>		<b>120</b>	<b>100%</b>

Table 3. Mean and Std. Deviation of Reading Habit

	N	Mean	Std. Deviation
reading habit	120	22.01	3.794
Valid N (listwise)	120		

### Analysis of Students' Reading Ability

The student's reading ability was measured by a reading test which contained 30 multiple-choice questions. It is shown that the school total of those 4 schools is 61.71. It indicates that their reading ability still does not fulfill the *KKM (Kriteria Ketuntasan Minimal)* score which is 70.00. However, if it is taken partially, there are 2 schools that fulfill the *KKM* score. SMP Kusuma Bangsa had the highest mean with 82.77 followed by SMP Maitreyawira (72.93). SMP Xaverius 3 and SMP Bina Warga had below standard with 53.20 and 37.97.

Table 4. Mean and Std. Deviation of Reading Ability

School	Frequency	Mean	Std. Deviation
SMP Maitreyawira	<b>30</b>	<b>72.93</b>	<b>12.695</b>
SMP Kusuma Bangsa	<b>30</b>	<b>82.77</b>	<b>13.933</b>
SMP Xaverius 3	<b>30</b>	<b>53.20</b>	<b>13.499</b>
SMP Bina Warga	<b>30</b>	<b>37.97</b>	<b>13.672</b>
School Total	<b>120</b>	<b>61.71</b>	<b>13.449</b>

It shows that most students were in an average category with 28 students (28%), followed by failed category with 30 students (25%), an excellent category with 26 students (22%), a good category with 17 students (14%), and poor category with 9 students (12%).

Table 5. Students' Reading Ability Result

Range of Score	Achievement Category	N	Total %
86 – 100	Excellent	26	22 %
71 – 85	Good	17	14 %
70 – 56	Average	28	27 %
55 – 41	Poor	9	12 %
≤ 40	Failed	30	25%
<b>Total</b>		<b>120</b>	<b>100 %</b>

From the result of internet use questionnaire, the researcher found that 72 out of 120 students were in High category (60%) followed by very high category with 26 students (22%), an average category with 22 students (18), and there are no students were in the poor and very poor category. The mean score of the internet use questionnaire is 38.02 and the standard deviation is 5.612. In other words, the use of the internet of Junior high school is in the high category.

Table 6. The Internet Use Result

Range of Score	Achievement Category	N	Total %
54 – 45	Very High	26	22 %
44 – 34	High	72	60 %
33 – 23	Average	22	18 %
22 – 12	Poor	0	0 %
≤11	Very poor	0	0%
<b>Total</b>		<b>120</b>	<b>100%</b>

Table 7. Mean and Std. Deviation of Internet Use

	N	Mean	Std. Deviation
Internet use	120	38.02	5.612
Valid N (listwise)	120		

### Hypothesis Testing

Pearson product moment was applied to find out the correlation among internet use, reading habit and reading ability. The result revealed that there is no significance correlation between reading ability and reading habit. As the table shown, the level of probability significance (.388) was higher than 0.05 ( $.388 > 0.05$ ). Thus, there is no significance correlation between reading ability and reading habit. In other words,  $H_0$  is accepted and  $H_a$  is rejected.

Table 8. Correlation between reading habit and reading ability

	Variable	Reading Ability
Reading habit	Pearson Correlation	-.080
	Sig. (2 tailed)	.388
	N	120

In addition, though there is no correlation between reading habit and reading ability in general, there is still a significant correlation in partially. The item in reading habit questionnaire that had correlation to reading ability was item number 2 (How long are you able to read (book, magazine, newspaper, news on internet) in your spare time a day in this past year?) with probability significance 0.01

Table 9. Correlation between reading habit questionnaire item 2 to reading ability

	Variable	Reading Ability
Reading habit item 2	Pearson Correlation	.217
	Sig. (2 tailed)	.017
	N	120

Based on the pearson product moment correlation revealed that there is a significance correlation between internet use and reading ability. As the table shown, The level of probability significance (.000) was lower than 0.05 ( $.000 < 0.05$ ). Thus, there is a significance correlation between internet use and reding ability. In other words, Ha is accepted and Ho is rejected.

Table 10. Correlation between internet use and reading ability

Variable		Reading Ability
Internet Use	Pearson Correlation	.409**
	Sig. (2 tailed)	.000
N		120

Based on the pearson product-moment correlation revealed that there is no significant correlation between internet use and reading habit. The level of probability significance (.388) was higher than 0.05 ( $.388 > 0.05$ ). Therefore, Ho is accepted and Ha is rejected.

Table 11. Correlation between internet use and reading habit

Variable		Reading Habit
Internet Use	Pearson Correlation	.015
	Sig. (2 tailed)	.872
N		120

### Regression Analysis

In the previous discussion, it has explained that there was a significant correlation between internet use and students' reading ability. Thus, the analysis was continued by using regression analysis to know how much the correlation did between internet use and students' reading ability. It shows that the R square is 0.167 which means the correlation of predictor variable (internet use) toward the criterion variable (reading ability) is 16,7% while the rest are affected by other variables.

Table 12. Regression analysis between internet use and reading ability

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.409 <sup>a</sup>	.167	.160	20.086

a. Predictors: (Constant), internet use



Moreover, the researcher also continued the calculation of reading habit questionnaire item number 2 toward reading ability. The result reveals that in item number 2 the R square is 0.148. In other words, the correlation of predictor variable (reading habit questionnaire item 2) toward criterion variable (reading ability) is 14,8%

Table 13. Reading Habit Regression item 2

Model	R	R Square	Adjusted R Square	Std. Error of the Estim	ate
1	.218 <sup>a</sup>	.148	.139	1.113	

a. Predictors: (Constant), ReadingHabitItem2

## Discussion

This study reveals that there is no correlation between reading habits and reading achievement. If the writer crosschecks to the mean score of reading achievement, they still do not fulfill the KKM (Kriteria Ketuntasan Minimal) score. Therefore, what is wrong with the students? It is assumed that factors that influence this phenomenon are from the students themselves and school facilities.

The first factor that affects the absence of the correlation between reading ability and reading achievement is from the students themselves. The level reading of students Kecamatan Ilir Timur 2 is still average because most students only read 3 to 4 times a week it happened because they mostly spend their free time to use the smartphone to access social media rather than the read books. Every time they read books, they only spend less than 30 minutes and just finish 1 to 5 books in a week. It is also supported by the lack of information students get about the location of the library in their area. Thus, they are not interested to visit the library and read or borrow books there.

Students actually like to read books, but they only like to read books for entertainment purposes than for academical ones. According to the reading habit, questionnaire items showed that 72 students choose to read fiction books such as the novel, short story or comic books. It means that they prefer to read books that amuse them rather than for educational ones which make them bored when they read the books. In addition, they spend 1 to 6 times to buy some books in a year and mostly they have 13 to 25 books in their home.

The other factors are school facilities. Excellent school facilities are a fundamental element for good education and very crucial to reach education goals (Khan & Iqbal, 2012. SMP Kusuma Bangsa and SMP Maitreyawira, whose students could make it into the good categories in reading ability tests, provide their students with good infrastructures such as the library, stable internet connection, and even air conditioners in every class. They also provide

some academic extracurriculars, such as English club and math club, to support their students in certain subjects. On the other hand, SMP Xaverius 3 and SMP Bina Warga do not have any of those facilities. The researcher also found that some fans did not work well which make the class really hot and affected students in the learning process.

This study also reveals there was a correlation between internet use reading ability. Online information which was an affiliation of graphic, sound, and text can attract students as internet users to make the internet as a source of information which can support in developing their online reading skill (Abidin, Pour-Mohammadi, & Jesmin, 2011; Murphy et al., 2019). It is Inline with another research. Yuliani & Barokah (2017) found in their study in senior high school Muhammadiyah 1 of Palembang, that the students who have more time in doing online reading tended to have good reading test score.

## CONCLUSION

In this study, the researcher concluded that there was no significant correlation between reading habits and reading ability. This phenomenon happened because of 2 main problems, they are from the students themselves and the facilities provided by their schools. This study also showed that there is a significant correlation between internet use and reading ability. In this reading ability test, there are 3 out of 6 vocabulary questions that have a correlation to internet use. In other words, the more students access the internet, the more vocabulary they get.

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