

THE CORRELATION OF READING HABIT ON STUDENTS' ENGLISH LEARNING ACHIEVEMENT AT ECONOMIC COLLEGE OF RIAU

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Abstract: The purpose in this study clearly investigate the correlation of reading habit on students' English learning achievement at economic college of Riau. It was motivated that students in this college were lack of motivation and interest to study English. In additional, students' habit in reading should be give attention. This study used quantitative research as method. The population in this study was 5th semester students at economic college of Riau in academic year 2022/2023. The sample was 74 students and it took by using slovin formula. In spreading the questionnaire used random sampling. The finding in this study showed that students' reading habit was in moderate category. Meanwhile, students' English learning achievement was in good category. The correlation between variables showed that there was significant correlation between reading habit and students' English learning Achievement at Economic College of Riau. The correlation was in Strong Correlation.

Keywords: *Reading Habit, English Learning Achievement, Correlation*

Reading plays important role in education. By reading, knowledge can be increased. The more someone improves reading ability, the more he/she can increase knowledge. In language learning, reading is one of four basic language and skill, and its one component from written communication. Four these languages are listening, speaking, reading, and writing. These skills have close relationship each other and they correlated with each other.

According to Sartika (220:210) stated that the students can get the knowledge from the text that they read. In finding new information and analyzing the context, students must comprehend and able to understand the meaning of the text. The theory above, clearly inform that the ability of reading can help students increase their competence. Every information from the textbook has analyzed and students can receive the information.

In learning English, especially in economic college of Riau, students' reading competence has relationship with students' achievement. Students' can understand the material and get a good achievement when

they can interpret the information that written in the textbook and understanding the information from the lecturer. Students' achieve their knowledge in English subject when they can catch the information from references and transfer into the task and answer sheet of the test.

Besides, English achievement as academic achievement could help students in future career. When students graduate from the college and seeking job, company or government office requirement for their employer refer to good academic achievement in English. For students who want to continue their master program in abroad, good English achievement also a requirement that should be fulfilled by students. It meant that students must prepare their English achievement in order to make them be able in seeking job or continue their study.

As preliminary study, students' were very difficult to get the good score in English subject. They were difficult to understand the material in textbook and lecturer's presentation. They were difficult to read, speak, and write English word.

Additional, students' lack of motivation and interest in learning English. The students' capability in four skill of learning (writing skill, reading skill, listening skill, and speaking skill) were under expectation, event they were pass national examination when they study at senior high school.

Based on the observation, the first point to improve students' English learning achievement is improving and arranging students' reading habit. Students' reading habit must be increase and trained well. Bishry (2021: 9) argues that reading habit refers to how often, how much, and what students read. Reading not only depends on knowledge or skill, but also the students wanting to read (values and attitude). Reading habit activity defines as a behavior or attitude that requires by frequent repetition in reading which involves attitude, frequency, motivation, books read and time to spend on reading.

A theory from Patel (2008:114) clearly states that reading is one of solutions that could improve academic achievement. The tools of reading handling someone to find what he/she want to know and upgrade. With this statement, we can know that the improvement habit in reading will make someone more knowing the information and it can upgrade his or her skills. Therefore, by reading habit can be a positive activity for students. Through reading habit, students' brain will stimulate many thing and increase the ability to memorize many thing.

METHOD

A quantitative research is a method in conducting this study. Aliaga and Gunderson (2002) explain that quantitative research is the investigation of social phenomena and the analysis of this method can use math and statistical needed. The design in this study used correlational research. Bishry (2018:9) argues that correlational research design handling the relationship among variable and giving opportunity to predict the score. There are two variables involved in this study. The dependent variable is English learning

achievement and independent variable is reading habit. The author is interested to used explanatory design to find the connection between variables and how the variables reflected each other.

This statistical program is using SPSS (statistical Program and Services Solution) application. This SPSS program compute the data such as: Descriptive data about reading habit and English Learning Achievement. Correlational analysis about the correlation about reading habit and English learning achievement, and the relationship among variables.

RESULT

The result of collecting data consisted of three findings. The first is the score of students' reading habit. The second is students' English learning achievement and the last is the influence of reading habit on students' English learning achievement.

Based on the result of reading habit questionnaire, students' reading habit score was in the table below:

Table 1. Students' Reading Habit Score

| Score Range | Freq | Level |
|-------------|-------|-----------|
| 60 - 70 | 5 | Low |
| 71 - 80 | 44 | Moderate |
| 81 - 90 | 20 | High |
| 91 - 100 | 5 | Very High |
| ΣX | 78.86 | |

Source: Research 2023

Based on table above, students reading habit score in range 60 to 70 was five students. The students' reading habit score in range 71 to 80 was forty-four students. The students' reading habit score in range 81 to 90 was twenty students. The students' reading habit score in range 91 to 100 was five students. The average of students' reading habit score was 78.86 and it was classified into Moderate category.

The students' English learning achievement was got from students' final examination score. It could be seen from the table below:

Table 2. Students' English Learning Achievement

| Score Range | Freq | Level |
|-------------|-------|-----------|
| 60 - 70 | 1 | Fair |
| 71 - 80 | 45 | Good |
| 81 - 90 | 25 | Very Good |
| 91 - 100 | 3 | Excellent |
| $\sum X$ | 80.60 | |

Source: Research 2023

The table above explained that students in fair level was one students. The students in good level was forty five students. The students in very good level was twenty five students and the students in excellent level was three students. The average score was 80.60. It meant that students' English learning achievement was in Good category.

The correlation score of students' reading habit on students' achievement could be seen from table below:

| Correlations | | Reading Habit | Students Achievement |
|----------------------|---------------------|---------------|----------------------|
| Reading Habit | Pearson Correlation | 1 | .671** |
| | Sig. (2-tailed) | | .000 |
| | N | 74 | 74 |
| Students Achievement | Pearson Correlation | .671** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 74 | 74 |

Source: Research 2023

The table above showed the result of the correlation of reading habit on English learning achievement as follows:

- 1) The score of correlation coefficient showed the positive score. It meant that there is a correlation between reading habit and students' English learning achievement.
- 2) The significant score is in 0.000. When this score interpret to the coefficient, correlation table (product moment table) it can be said that $0.01 > 0.000 < 0.05$, that showed significant correlation between reading habit on students' English learning achievement.

- 3) The score of coefficient correlation is 0.671. Based on the interpretation of correlation coefficient, the score 0.671 classified into strong correlation.

DISCUSSION

After analyzing, the data and the findings had been found. The interpretation of the finding will be explained as follows: Reading habit plays important role in improving students' English learning achievement. There was 44 students classified into moderate level in reading habit. In the first indicator of reading habit that focus on books of reading. Students' answer is refers to often and moderate to read textbook when studying English.

Guillaume (2004 : 97) explains that developing reading habit is the most effective method for students to engage in reading lesson or classes, enabling them to enhance their comprehension skills and achieve success in reading. Students with reading habit acquire substantial knowledge for their reading lessons, significantly increasing their likelihood of success in reading achievement through the wealth of information gained from their reading practice.

In other hand, students' English learning achievement also connected to students' reading habit. When the students' had good time spend on academic books, and motivation in academic and family environment (reading habit indicators 2, 5, and 6) can increase students' competence in understanding English material.

According to Amin (2015) says that the habit of reading can provide encouragement for students in learning process. A good reading habit in students will support their understanding of the subject they are studying. With the positive influence of parents paying close attention to the students learning process, the students' motivation will increase, ultimate improving their academic performance. Therefore, to enhance students' academic achievement, a good reading habit and high level of parental attention are crucial.

CONCLUSION

This research finding explained that there is a significant correlation between reading habit and students' English learning achievement. Every indicators of reading habit give positive implication to English learning achievement. Students' reading habit classified into moderate category.

The dependent variable (English learning achievement) also showed a good score of students. Most of them had good score and only 1 students is in fair score. The data analysis computed English learning achievement and it is classified into good category.

In finding the correlation of reading habit on students' English learning achievement, the correlation analysis showed that there is a significant correlation of reading habit and English learning achievement in 0.671 that classified based on correlation interpretation into strong correlation.

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