The Correlation Between Reading Habit and Students' Reading Comprehension In English I Subject at Economic College of Riau

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Abstract: This research was motivated by students' comprehension in reading. In teaching and learning process, students should be able to understand the text, analyze the text and interpret the text. Students could improve their achievement when they understand the text. In some cases, students were difficult to understand the text, they also could not be able to find the meaning of the text and author's idea. Based on this case, the purpose in this research was to investigate the correlation between students' reading habit on their reading comprehension. This research used quantitative method. The design in this research was a correlational research. The subject in this research was the students in fifth semester at STIE Riau. The sample used cluster sampling. The data collection used questionnaire and test. Then, the data was analyzed by SPSS Computation with correlational design. The finding in this research showed that there was correlation between reading habit and reading comprehension. The correlation between variable was in strong correlation.

Keywords: *Reading Habit, Reading Comprehension*

Reading is an activity to enrich knowledge in order to help people learning their capability. Especially in teaching and learning process in college, students also need to enlarge their capability to get better score and passing their subject. Reading is one of the useful skills by students to get the information. In low reading activity, students cannot gain their knowledge and even they cannot pass the subject.

In learning English subject, reading comprehension must be mastered by students. They will easy to find the information in material when students can comprehend the text. It can be said that understanding the meaning of the text and knowing the purpose of the text are the key points to be success in reading. Hamidah in Sartika (2020:210) argues that the students can get the knowledge from the text that they read. In finding new information and analysing the context, students must comprehend and able to understand the meaning of the text.

As a fact in observation, the writer tried to give pre-test to know students' reading comprehension when they study English I. the result of pre-test showed that in the process of reading English text, students get difficulties to comprehend the text. In teaching and learning English subject at Economic College of Riau, the lesson plan that created by the team teaching describes that students must understand about finance and banking business English text in some indicators such as finding topic, main idea, supporting details and authors idea. The observation result shows the students got some problems. They are wrong in explaining topic. They could not explain correctly the main idea, supporting details and author's idea in the text. Most of students are blind in mastering vocabularies. Moreover, they are difficult in reading the words correctly.

Based on the problem, the factor that can help to solve it refer to the students' reading activity. Students should improve their reading activity to be reading habit. They must have schedule to read English text and motivate themselves to read English text in sequence of time. Shen in Noorizah (2011:2) identifies

reading habit as how often students read the text, the length of time to read, how students' motivation in reading the text, and what are students read. So that, when students change their habitual in reading, prepare the time to read, adding time to read English text, and increasing their motivation in reading English text, the capability to comprehend the text will improve effectively.

Additional theory about reading habit, Sangkeo in Hernandani (2015:33) state that reading habit refers to the behaviour which expresses the likeness of reading of individual types of reading and tasted of reading. Reading activity should be advanced to be a habitual for students by doing repetition to read the book. They must be happy when reading book. The motivation to be happy in reading has an important role. A good reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling students to achieve practical efficiency. Furthermore, an individual's interests are determined to a considerable extent by the amount he will read and the intensity with which he will pursue his reading activity

Meanwhile, the correlation between students' reading habit and their reading comprehension must be measured to find the accurate finding about it. These two variables measure how far reading habit correlate reading comprehension. This finding will provide insight into students' reading behaviour as well as help raise awareness on reading comprehension toward the achievement of English subject

The best way to comprehend the text is by reading. When the information, the brain looks for some connection to information already there. If it fine a connection, the new information become a part of a network and is saved in long-term memory. When it does not find connection, the new information was quickly forgotten and lost. Mukhroji in Mahmudah (2017:134) explains reading comprehension as a process of simultaneously extracting and construction

toward a meaning through interaction and involvement with text. It can be said that, the indicators in comprehending the reading consist of finding topic and main idea, supporting details and author's views. This part related to develop the ideas to find the new fact, experience and knowledge. Then, in teaching and learning, these indicators will show the students' achievement in reading.

Sangkeo in Hernandani (2015:33) stated that reading habits refers to the behaviour which expresses the likeness of reading of individual types of reading and tasted of reading. Meanwhile (Iftanti in Hernandani 2015:33) stated that a habit of reading is established by having frequent repetition of reading practices in a course of time. In addition, Anshi in Bishry (2012:2) stated that reading habit how often, how much, and what students read. Reading not only depends on knowledge or skill, but also on the students wanting to read (values and attitude).

From the explanation above, it can be inferred that reading habits in this study is defined as a behaviour or attitude which is acquired by frequent repetition in reading which involves attitude, frequency, motivation, books read and time spend on reading.

METHOD

This research used quantitative research. The design in this research used correlational research. There were two variables measured; reading habit (X) and reading comprehension (Y). According to Creswell in Bishry (2018:65) explained that correlational research design provided an opportunity to predict scores and explain the relationship among variables. The design in this research used explanatory design where researcher was interested in the extent to which two variables where change in one variable were reflected in changes in the other.

This research conducted at Economic College of Riau (STIE Riau). This research took 5th semester in academic year

2020/2021. The students took English I subject in this semester categorized as population where 332 students fill English I in their study card (KRS).

Table explained about the population in 5th semester in academic year 2020/2021 at Economic College of Riau. There are 7 classes took English I. Class VA1 consisted of 50 students. Class VA3 consisted of 48 students. Class VB1 consisted of 43 students. Class VB2 consisted of 48 students. Class VB3 consisted of 49 students. Class VB4 consisted of 45 students. Then, class VC1 consisted of 49 students. In case of a large number of populations, the sample in this research used cluster sampling.

Table above describes about the specific sample. Sample was taken in class VA1. There were 23 male students and 27 female students. In collecting the data, there were two instruments to measure the variable. The first was questionnaire. It used to measure students' reading habit. There were 20 items to measure indicators of reading habit. Every indicator got 4 items of statements. Then, test was used to measure students' reading comprehension. The test was multiple choice, where students must choose the best answer. There were some reading texts and questions refers to the indicators of reading comprehension.

Besides, in analysing the data, Statistical Product and Services Solution (SPSS) was used to compute the result. The design in analysing the data were; descriptive, and correlational design. The descriptive explained about the score of reading habit and reading comprehension. Correlational design explained about the relationship between variables.

RESULT

This research finding showed the measured variable reading habit and reading comprehension:

a. Students' reading habit

Reading habit was measured by questionnaire. This questionnaire has 5 indicators of reading habit. The score of reading was showed in table below:

Table 1 : The Score Of Reading Habit

Interval	Category	Frequency	Percentage
81-100	Very High	23	46%
61-80	High	24	48%
41-60	average	3	6%
0-40	low	0	0%

(Pao in Fitri,et,al, 2020:212)

The table above clarifies that there are 3 students classified into average category. It is only 6 percent from the total sample. There are 24 students classified into high category. it is 48% of students in this category. then, 23 students are classified into very high category. it is 46% in this category. based on the data, it can be concluded that the students' reading habit are classified into High category.

b. Reading Comprehension

Students' reading comprehension was measured by using test. In this research, the test used multiple choice where students read the texts and choosing the best answer related to the indicators of reading comprehension. The data of students' reading comprehension could be seen as follows:

Table 2 : The Score Of Students' Reading Comprehension

Interval	Category	Frequency	Percentage
80 - 100	Very Good	9	18%
65-79	Good	39	78%
55-64	Enough	2	4%
45-54	Bad	0	0%
<44	Very Bad	0	0%

(Scoring rubric from STIE Riau)

Based on the data, 9 students are in very good category. 39 students are in good category. then, only 2 students are in enough category. no one students classified into bad and very bad category. It means that students' reading comprehension classified into good category.

c. Reading   Habit   on   Reading Comprehension

In getting findings, this research used correlational design. The result could

be seen below:

Table 3: The Result Of Reading Habit On Reading Comprehension

Correlations

		total	score
total	Pearson Correlation	1	.582**
	Sig. (2-tailed)		.000
	N	50	50
score	Pearson Correlation	.582**	1
	Sig. (2-tailed)	.000	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, there are 3 ways to read the data:

a. from the output, the score of correlation coefficient showed 0,582**. It meant that the strength of correlation between reading habit and students' reading comprehension in enough category.

b. the score of correlation coefficient showed the positive trend. Then, it could be said that the improvement of reading habit could make students' reading comprehension better than before.

c. The score of significant (sig. 2 tailed) showed 0,000. In this analysis, it could be explained $0,01 > 0,000 < 0,05$, it meant that there was significant correlation between reading habit and reading comprehension.

DISCUSSION

Based on the result, the score of students' reading habit, most of them were in high category. There were 24% of students in this category. The score of students' reading habit was measured by 6 indicators of reading habit. The questionnaire is made in 20 statements that was divided into 6 indicators. It can be seen from the table below:

Table 4 : Indicators Of Reading Habit

No	Indicator	Item
1	Books for reading	1,2,3,4
2	Time spent on reading academic book	5,6,7,8
3	Reading frequency	9,10,11
4	Time spent on reading non-academic book	12,13,14
5	Motivation in academic environment	15,16,17
6	Motivation in family environment	18,19,20

There are six indicators to measure reading habit. The indicators related to students' activity in reading; time to read, books category, motivation in reading, and the length of time in reading. The indicators show that the key point in advancing reading to be a habitual refers to the repetition in reading books and being happy in reading.

Then, the next variable related to reading comprehension, it can be seen that the students' reading comprehension were in good category.

The test of reading comprehension referred to the lesson plan of English lecturer at STIE Riau. The lesson plan is made by the team of English lesson in that college. In this college, students' must competence in 4 skills; reading, writing, speaking and listening. The indicators in comprehending the reading skill, students must understand about finding topic sentence, main idea, supporting details and author's point of view. Therefore, in this research, the students test consisted of these four indicators.

The last, based on the score of the correlation between reading habit and reading comprehension, the score showed that there was correlation between reading habit and reading comprehension. It meant that when students improve their reading habit, their comprehension in reading will be increased.

CONCLUSION

In teaching and learning reading. The key point of students that they have to comprehend the text. It means that they must be able to read the text, analyse the

text and interpret the text. This research findings showed that there was a correlation between reading habit and reading comprehension. When the students improve their reading motivation, use their leisure time to read the book, read the book repeatedly, and they have family support, automatically, they can comprehend the text and it helps to increase their reading achievement.

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