THE CORRELATION BETWEEN READING HABIT AND READING COMPREHENSION OF THE FOURTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM FKIP UNIVERSITAS RIAU

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Abstract: *This research was aimed at finding out the correlation between reading habit and reading comprehension of the fourth semester students of English Study Program FKIP Universitas Riau. The researcher implemented a quantitative correlational research design. The number of sample are 37 students chosen by using cluster random sampling. There were two data obtained in this research: students' reading habit and their reading comprehension. The questionnaire was used to score students' reading habit while reading test was used to score their reading comprehension. The results show that the r-obtained is 0.514 with the significant level 0,001 which means that there is a significant correlation between reading habit and reading comprehension. The value of R square shows that the relationship between reading habit and reading comprehension of the students is 26.4%. In other words, it is implied that the higher students' reading habit, the higher reading comprehension score they might get.*

Key Words: Correlation, Reading Habit, Reading Comprehension

KORELASI ANTARA KEBIASAAN MEMBACA DENGAN PEMAHAMAN MEMBACA OLEH SISWA SEMESTER EMPAT PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UNIVERSITAS RIAU

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Abstrak: Penelitian ini bertujuan untuk mengetahui hubungan antara kebiasan membaca dan pemahaman membaca dari siswa semester empat Program Studi Pendidikan Bahasa Inggris FKIP Universitas Riau. Dalam penelitian ini, peneliti menerapkan desain penelitian korelasional kuantitatif. Sampel dalam penelitian ini adalah 37 siswa yang dipilih dengan menggunakan cluster random sampling. Ada dua data yang diperoleh dalam penelitian ini: kebiasaan membaca dan pemahaman bacaan siswa. Kuesioner digunakan untuk menilai kebiasaan membaca siswa sementara tes membaca digunakan untuk menilai pemahaman membaca mereka. Hasil penelitian menunjukkan bahwa koefisien yang diperoleh (r-diperoleh) adalah 0,514 dengan tingkat signifikan 0,001 yang berarti bahwa ada korelasi yang signifikan antara kebiasaan membaca dan pemahaman membaca. Nilai R square menunjukkan bahwa hubungan antara kebiasaan membaca dan pemahaman membaca siswa adalah sebesar 26,4%. Dengan kata lain, dapat dikatakan bahwa semakin tinggi kebiasaan membaca siswa maka semakin tinggi pula skor pemahaman membaca yang mereka dapatkan.

Kata Kunci: Hubungan, Kebiasaan Membaca, Pemahaman Membaca

INTRODUCTION

English comprises four skills: listening, speaking, reading, and writing which are divided into receptive and productive skill. As a part of receptive skill, reading is regarded as one of the important skills which have to be learned. According to Patel and Jain (2008), reading is the ability to understand the meaning of printed words. Furthermore, they add that reading is regarded as the important activity which can update people's knowledge. By reading, people may get information or learn something new. Abidin et al., (2011) states that reading is an essential life skill which does not only increase knowledge but also build maturity and character, sharpen thinking, and widen awareness in social, economic, political, and environmental issues. Therefore the need of reading is not only to enlarge knowledge, but also to influence other apects.

In the field of education, particularly in English Study program, the ability in reading English text must be possesed by the students, because almost all of learning sources of subjects they learn use English. All of the students are involved in the learning activities to apply their reading skill. In other words, the success of their study might also depend on the greater part of their ability to read.

Widdowson (1978) states that the main aim of reading is comprehension and four most important components for successful reading comprehension are reader's linguistic competence, the nature of the reading text, attitude toward reading and reading habit. In the educational environment, good reading habit especially in reading English books or texts seems to be rarely possessed by students, while it has influence on reading skill. The term of reading habit has been defined by some experts, such as Shen (2006) identifies reading habits, as how often, how much, and what students read. While another expert, Sangkaeo (1999) states that reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading. From some previous definitions, it can be concluded that reading habit does not only refer to the amount time of students in reading books, but it is also related to the frequency of reading, number of reading materials being read and the type of reading material that is preferred by the reader.

The reading habit is one of the good ways to increase students' achievement in reading because by reading they can enlarge their vocabulary. To get the meaning and understand the English text being read, having a lot of English vocabularies is the main key. Hence, high frequency of reading English text or books may increase students' vocabulary. Moreover, getting used to reading might trains the brain in understanding a language. The more students train themselves in reading means the more proficient they are in understanding the contents of the text. Therefore, to get more understanding about what students read, they need to read a lot.

In conducting this research, the researcher assumed that fourth semester studets of English Study Program FKIP Universitas Riau have good skill in comprehending English text. It is because the fourth semester students have passed three stages of Reading subject: Reading 1, Reading 2, Reading 3, and in the fourth semester they join Extensive Reading class. This assumption was the basis for the researcher to know if there is correlation between their reading habits and their skills in comprehending the text and also to find out how strong its correlation is. Thus, from the statements above, in this research, the researcher took the fourth semester students of English study program as the subject of the research. Therefore, this research was conducted to find

out if there is positive correlation between reading habit and reading comprehension of the fourth semester students of English study program FKIP Universitas Riau.

METHODOLOGY

The Research Design

This research was conducted at English Study Program FKIP University of Riau on March to May 2019. In this research, the researcher implemented a quantitative correlational research design with two variables: reading habit and reading comprehension.

The population of this research is the fourth semester students of English Study Program FKIP Universitas Riau consisted of 111 students. Based on the cluster sampling that was conducted by researcher, class A which consist of 37 was chosen as the sample of this research.

Data Collection Technique

In this research, the researcher used questionnaire which consist of 40 items to score the reading habit of students. Indicators were taken from Julio Cesar's theory about the reading habit aspects, and each items in the questionnaire were adopted from some others sources: Janthong, J., & Sripethpun, W.(2010), Victor (1988), Yang (2007), and Annamalai & Muniandy (2013). The students' reading comprehension was scored by using reading comprehension test consisted of 30 items questions. The reading test was adopted from TOEFL book: Complete Course for the TOEFL Test by Phillips (2001). Pearson Product moment correlation was used to correlate these two variables and to find out the significance positive relationship between students' reading habit and students' reading comprehension.

Data Analysis Technique

To know the result whether it was statistically significant, it was analyzed by using correlation Pearson product moment. Before applying the hypothesis, the researcher analyze the score of students' reading habit and their score in reading comprehension.To analyze the students' reading comprehension, the researcher assessed the students' score by using the classification score by Harris:

Table 1 Category of Reading Comprehension

No	Level of Ability	Test Score
1.	Excellent	80-100
2.	Good	60-79
3.	Mediocre	50-59
4.	Poor	0-49

(Harris,1974)

To get their reading habit score, the researcher calculated the result of their questionnaire based on the Likert' scale. Then to know the percentage of students' reading habit, Arikunto (2010) suggested these five categories.

Table 2 Category of Reading Habit

Criteria	Percentage interval
Very good	81-100 %
Good	61-80 %
Fair	41-60 %
Bad	21-40 %
Very bad	0-20 %

Product Moment Correlation Test

The test was conducted to determine the relationship between independent variables toward the dependent variable. The result of the product moment correlation calculation was interpreted with the following norms based on Sudijono (2010):

Table 3 Level of Correlation

Product Moment (r)	Interpretation
0.00-0.20	Very Low Correlation
0.20-0.40	Low Corerralation
0.40-0.70	Moderate Correlation
0.70-0.90	High Correlation
0.90-1.00	Very High Correlation

RESEARCH FINDINGS

The Data of Students' Reading Habit

From the data that had been obtained, the result shows that the highest score of the students' reading habit is 160 and the lowest score is 56. The score of students' reading habit in can be seen in the table below

Table 4 Students' Reading Habit

Criteria	Percentage score	Frequency of students
Very good	81-100 %	0
Good	61-80 %	22
Fair	41-60 %	14
Bad	21-40 %	1
Very bad	0-20 %	0

Arikunto (2010)

Based on the data in the table, the score in the level of very bad belong to 0 students. In another case, 1 student lies in the bad level score. In the fair level there are 14 students. In the good category, there are 22 students. However, there is no student lies in the very good category. Furthermore, from the data obtained, the average score of the students' reading habit is 61.43%. When it is consulted to the table of category level by Arikunto, the score is categorized good. It can be interpreted that the reading habit of the fourth semester students of English Study Program FKIP Universitas Riau is in good level.

The Data of Students' Reading Comprehension

The data concerning students reading comprehension were collected by reading test which consists of 30 questions. The students were given 45 minutes to answer the reading test. The result is known that the highest score is 28, while the lowest score is 9.

Then to analyze the students' reading comprehension, the researcher will assess the students' score by using the classification score by Harris:

Table 5 Score of Reading Comprehension

No	Level of Ability	Test Score	Frequency
1.	Excellent	80-100	3
2.	Good	60-79	17
3.	Mediocre	50-59	10
4.	Poor	0-49	7

(Harris,1974)

From the data obtained in the table, it is known that there are 7 students in the level of poor. Then the students who are in mediocre level as much as 10 students. Further, there are 17 students lie in the good level, while only 3 students who have excellent level in reading comprehension. Furthermore, from the calculation of data, the average score of the students' reading comprehension is 59,96. When it is consulted to category level by Harris, the score is categorized mediocre. It can be interpreted that the reading comprehension ability of the fourth semester students of English Study Program FKIP Universitas Riau is good.

Hypothesis Testing

This test was aimed to know the relationship between students' reading habit (variable X) and their reading comprehension (variable Y).
Hypothesis test result can be seen in the following table:

Table 6 Correlation between students' reading habit and reading comprehension
Correlations

		Reading_habit	Reading_compr ehension
Reading_habit	Pearson Correlation	1	,514**
	Sig. (2-tailed)		,001
	N	37	37
Reading_comprehensio n	Pearson Correlation	,514**	1
	Sig. (2-tailed)	,001	
	N	37	37

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

After the researcher processed the data, it showed that the obtained coefficient (r-obtained) is 0.514. Further, it is determined that (r table) df-2 = 37-2=35 was 0.325. It can be seen that the value of r-obtained was higher than r-table (0.514>0.325), which means that there is a correlation between students' reading habit and their reading comprehension. The r-obtained that is stated in the category 0.40 – 0.70 means that the correlation between the students' reading habits and their reading scores is on moderate correlation. Furthermore, the result showed that the obtained coefficient (r-obtained) is 0.514 in two tailed testing at 0,001 significant level which means that there is a significant correlation between reading habit and reading comprehension (0.001<0.01). Since the value of r-obtained (0.514) is higher than r-table (0.325), the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

Coefficient Determination

Table 7 Coeficient Determination
Model Summary

Mode l	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,514^a	,264	,243	3,703

a. Predictors: (Constant), Reading_habit

Based on the computation above, the (R square) obtained is 0,264. Therefore, it can be said that 26.4 % of the variation in reading habit is accounted for by the relationship with reading comprehension ability. In other words, it means that the

relationship between reading habit (X) and reading comprehension (Y) of the students as much as 26.4%.

Discussion

To obtain the data, the writer arranged the questionnaire test to measure how is the reading habit of the students and used reading test to measure the students' reading comprehension. After conducting the research, it was known that the percentage score of the stduents' reading habit is 61.43%, and based on the category level by Arikunto, this score is categorized good. Besides, the average socre of the students' reading comprehension is 59,96 which is catgorized good based on the category level by Harris.

The correlational test shows that the obtained coefficient (r-obtained) is higher than r-table (0.514 > 0.325) in two tailed testing at 0.001 of significant level which means that there is a correlation between students' reading habit and their reading comprehension. The results also showed that the Sig. (2-tailed) was 0.001, it can be inferred that there is a significant correlation between reading habits and their reading comprehension (sig.2 tailed = 0.001 < 0,1). Therefore, the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

Furthermore, the result shows that the Product Moment correlation value is 0.514. According to the interpretation of correlation, this value can be classified into moderate correlation. Then the results of coefficient determination is 0,264, it means that there is 26,4 % contribution of reading habit to the achievement of the reading comprehension. It can be concluded that the reading habits of the fourth semester students of English Study Program FKIP Universitas Riau have moderate correlation with their reading comprehension scores. In other word, it can be said that there is a fair correlation between reading habit and reading comprehension of English Study Program FKIP Universitas Riau.

From the result of this research, it can be interpreted that reading habit might have relationship with reading comprehension. It can be supported by another research, such as a research conducted by the National Endowment for the Art of USA (2007) which states that habit of daily reading extremely correlates with better reading skills and higher academic achievement. Furthermore, according to Iftanti (2012), she states that it is essential that students who learn English as their foreign language establish good English reading habits because they are very much involved in and greatly benefit from English reading practices.

In their discussion, relevant studies also showed the same positive relationship between students' reading habit and students' reading comprehension. They are the research conducted by Muawannah (2014) and Wulandari (2016) which discussed about the relationship between students' reading habit and their reading comprehension. Both of researches reveal that there is correlation between students' reading habit and their reading comprehension. However, the result of this research is not in line with the previous research conducted by Agus Wahyudi (2016). Based on the Wahyudi's conclusion, he states that the low correlation was caused by several reasons such as; 1) the misperception of the students' point of view in their comprehension toward good reading habit, 2) the students wanted to look good, though they were expected to answer the questionnaires honestly, 3) students are preferred to read for pleasure (comic, newspaper, etc).

Based on the some theories and researches above, it can be assumed that students' reading habit might has contribution to students' reading comprehension ability as much as 26.4%. Thus, 73.6% of the ability in reading comprehension of students can be affected by other factors such as reader's linguistic competence, the nature of the reading text and attitude toward reading. Therefore, it might be said that it is important to increase the students' reading habit to increase the students' reading comprehension.

CONCLUSION AND RECOMENDATION

Conclusion

Based on the research that had been done, the researcher comes to some conslussions. First, the percentage score of the reading habit of the fourth semester students of English Study Program Universitas Riau is 61.43% which is categorized good (consulted to the table of category level by Arikunto). Second, the students' reading comprehension score in average is 59,96, and based on the category level by Harris, the score is categorized good.

Third, the results show that the obtained coefficient (r-obtained) is higher than r-table (0.514 > 0.325) in two tailed testing at 0.001 of significant level which means that there is a correlation between students' reading habit and their reading comprehension. The results of this research also showed that the r-obtained which is 0.514 means that correlation between students' reading habit and their reading comprehension is on the moderate level. Further, based on the results of the coefficient determination (R square), it shows that the value of R square is 26.4%. It means that reading habit give contribution as much as 26.4% to the reading comprehension.

Recommendation

Based on the results and discussion above, the researcher proposes suggestions that can be taken into consideration both in terms of the research conducted and in terms of its application in the learning process. First, it is expected to the students to have the desire and willingness to improve reading habits by realizing that reading is a necessity. Furthermore, it is suggested for the further researchers to conduct the study on similar problem about reading habit and reading comprehension by taking wider sample. Further researchers can conduct research by finding out the relationship between the habit of reading with other skills. Third, it is suggested for the Institution or campus to provide and multiply special places or areas that are comfortable which students can use to read. It can support students in increasing their habit in reading. Besides, campus needs to increase the number and variation of books in the library.

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