

THE CORRELATION BETWEEN THE READING HABIT OF THE 10TH GRADE STUDENTS OF SMK ABDURRAB PEKANBARU AND THEIR READING COMPREHENSION ABILITY IN RECOUNT TEXTS

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Abstract: The purpose of this discussion was to perceive the correlation between Reading Habit and Reading Comprehension in Recount Text of 10th grade students of SMK Abdurrah Pekanbaru. Low ability to understanding of students to understand was the based on the background the problem of the research and capture the information contained in complex reading texts. And students have reading habits and reading speed is quite low. This makes the researcher is interested discover the interrelation between reading habits and students' reading comprehension abilities. The purpose of this research is to see the extent of the connection between reading habits and students' reading comprehension abilities. Researcher used cluster sampling because the object of research is broad. The research instrument is a reading test and a questionnaire about reading habits. The researcher used the validity test calculated with the SPSS 21 program with the tried-out method, then compared the r-count and r-table and it was found that the instruments of both variables were valid. As well as the reliability test with the results of 0.909 and 0.920 for the two variables in the very reliable category. This research result discovered significance value is 0.627, which was obtained through the SPSS 21 program. With this, it can be concluded that $0.607 > 0.05$, which means that there is no effect of reading habit on reading comprehension ability. While the results of the linear regression analysis obtained the formulation $Y = 28,824 + 0.203X$. Because the regression coefficient value showed a positive value, it can be concluded that reading habit (X) has a positive effect on students' reading comprehension ability (Y). To see how much influence the two variables have, it can be seen from the R-Square value through the SPSS output, which is 0.014 which means that the influence of reading habit on students' reading comprehension ability is 1.4%, while 98.6% is influenced by other variables outside of this study, so it can be concluded that reading habit has a very low influence on students' reading comprehension ability, which means H_0 is acquired and H_a is declined in this study.

Key Words: Reading Habit, Reading Comprehension, Recount Text

HUBUNGAN ANTARA KEBIASAAN MEMBACA SISWA KELAS 10 SMK ABDURRAB PEKANBARU DAN KEMAMPUAN PEMAHAMAN BACAAN DALAM *RECOUNT TEXT*

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Abstrak: Tujuan pembahasan ini mengetahui hubungan antara Reading Habit Dengan Reading Comprehension in Recount Text pada siswa kelas 10 SMK Abdurrah Pekanbaru. Rendahnya kemampuan siswa dalam memahami dan menangkap informasi yang ada dalam *text reading* yang kompleks menjadi latar belakang diangkatnya penelitian ini. Dan siswa memiliki kebiasaan membaca dan kecepatan membaca yang cukup rendah. Hal ini menjadi ketertarikan peneliti untuk meneliti tentang hubungan reading habit dengan *students' reading comprehension ability*. Untuk melihat seberapa pengaruh yang diberikan *reading habit* terhadap *reading comprehension ability* siswa merupakan tujuan dari penelitian ini. Peneliti menggunakan *cluster sampling* karena objek penelitian yang luas. Instrumen penelitian ini adalah *reading test* dan kuesioner tentang *reading habit*. Peneliti menggunakan uji validitas dihitung dengan program SPSS 21 dengan metode *tried-out*, lalu membanding *r*-hitung dan *r*-tabel dan didapatkan bahwa instrumen kedua variabel valid. Serta uji reliabilitas dengan hasil 0.909 dan 0.920 untuk kedua variabel dengan kategori sangat reliabel. Hasil penelitian ini menunjukkan bahwa nilai signifikansi adalah 0,627, yang didapatkan melalui program SPSS 21. Dengan hal ini dapat disimpulkan bahwa $0,607 > 0,05$ yang berarti tidak ada pengaruh *reading habit* terhadap *reading comprehension ability*. Sedangkan hasil dari analisis regresi linear didapatkan formulasi $Y = 28.824 + 0.203X$. Didapatkan nilai koefisien regresi menunjukkan nilai positif, maka dapat disimpulkan bahwa *reading habit* (X) memiliki efek positif terhadap *reading comprehension ability* siswa (Y). Untuk melihat berapa besar pengaruh dari kedua variabel tersebut, dapat dilihat dari nilai *R-Square* yang melalui output SPSS, yaitu sebesar 0,014 yang mana memiliki arti bahwa pengaruh *reading habit* terhadap *reading comprehension ability* siswa adalah sebesar 1.4%, sedangkan variabel lainnya yang diluar penelitian ini sebesar 98.6% yang mempengaruhi variabel Y, sehingga ditarik kesimpulan bahwasanya *reading habit* memiliki pengaruh yang sangat rendah terhadap *reading comprehension ability* siswa yang berarti H_0 diterima dan H_a ditolak dalam penelitian ini.

Kata Kunci: Kebiasaan Membaca, Pemahaman Membaca, Teks Recount

INTRODUCTION

Reading is the interaction between the reader and the reading material. So that by reading someone can understand every word in a text. Someone with good reading skills is able to assimilate written work in a short time. One of the factors that influence students in having good reading comprehension is through reading habits. Therefore, reading comprehension can be trained through continuous reading habits (Gardner, 2015).

According to (Sangkaeo, 1999) Reading habits are in line with reading materials and reading tastes. Significantly reading habits are determined by the reading material and the time spent reading. Therefore, through these habits, students are able to improve vocabulary, reading fluency and general knowledge.

According to Kintsch (1998:230) cite in (Pourhosein Gilakjani & Sabouri, 2016) reading comprehension is a procedure to find the essence of a text. Similarly, reading comprehension is the initial process in understanding the written meaning containing the information needed. In reading comprehension there is a negotiation process between the reader and the reader. Author so that readers get new information.

Suryati & Hazairin (2018: 193) cited in (Pertiwi & Kareviati, 2021) "the social concern or reason of recount text is to inform or engage data. It can be inferred that; retelling texts are utilized to engage and illuminate per users about previous occasions. Moreover, there is an overall design of text with direction, a progression of occasions, and a turn.

Based on research on November 21, 2021, in class X SMK Abdurrahman Pekanbaru, many students have difficulty understanding reading texts, especially in recount texts. So, this study was designed to determine the correlation between reading habits and reading comprehension, especially in recount texts.

METHOD

This inquiry is quantitative research with a correlational design. This study describes the relationship between students' reading habits and reading comprehension skills in recount texts. Based on Creswell (2012: 19) cited in (Mu'awana, 2018) correlation design includes quantitative research procedures that measure the correlation between two or more variables with statistical correlation analysis procedures. The data were analyzed using the SPSS 21 program. To determine the research sample, a lottery was used. As a result, class X TLM 2 became the sample in this study, totaling 28 students of SMK Abdurrahman Pekanbaru, located on Jalan Delima

To get a reading habit score, the researcher used a questionnaire adopted from Samrotul Muawanah (2014) which consisted of 30 questions. The questionnaire was made based on indicators of reading habits. To get a reading comprehension score, the researcher used a test based on the school syllabus which consisted of 35 questions. The researcher used the SPSS 21 application to test the validity. The results of the validity test got results of significance > 0.05 and $r_{\text{count}} > r_{\text{table}}$, therefore, the test can be said to be valid.

FINDINGS AND DISCUSSION

Table 1. Descriptive Statistics of Reading Habit

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Reading Habit (X)	28	63	50	113	2250	80,36	14,153
Test Reading (Y)	28	80	14	94	1263	45,11	24,453
Valid N (listwise)	28						

Table 1. Descriptive table of reading habit, it very well may be indicated that the most excessive score was 113 and the inadequate score was 50. From the outcome above, it tends to be seen that the mean score was 80,36 and it was greater than SD 14,153. It very well may be inferred that the distribution of variable of Reading Habit was acceptable.

Mean + 1,5 SD	= Very High
Mean + 0,5 SD	= High
Mean – 0,5 SD	= Average
Mean – 1,5 SD	= Low
< Mean – 1,5 SD	= Very Low

For classifying data, the researcher used the formula by Sudijono (2005:16). Based on the fromula follows:

Table 2. The Frequency Data Distribution of Reading Habit

No	Interval Class	Frequency	Percentage	Category
1	> 101	2	7,14%	Very High
2	87 - 101	8	28,57%	High
3	73 - 87	9	32,14%	Average
4	60 - 73	8	28,57%	Low
5	> 60	1	3,57%	Very Low
Total		28	100 %	

Table 2. Table above shows that from 28 students, 2 students with high scores (7.14%), 8 students with high scores (28.57%), 9 students with average scores (32.14%), 8 students with low scores (28.57%), and 1 student (3.57%) with very low scores.

Table 3. Descriptive Statistics of Test Reading

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Reading Habit (X)	28	63	50	113	2250	80,36	14,153
Test Reading (Y)	28	80	14	94	1263	45,11	24,453
Valid N (listwise)	28						

Table 3. Descriptive table of test, it very well may be indicated that the most excessive score was 94 and the inadequate score was 11. Form the result above, it can be seen that the mean score was 45,11 and it was higher than SD 24,453. It can be concluded that the distribution of the data of reading test was acceptable.

Table 4. The Frequency Data Distribution of Reading Test

No	Interval Class	Frequency	Percentage	Category
1	> 81	4	14,29%	Very High
2	57 - 81	5	17,86%	High
3	33 - 57	6	21,43%	Average
4	9 - 33	13	46,43%	Low
5	<9	0	0,00%	Very Low
Total		28	100 %	

Table 4. Table above shows that from 28 students, 4 students with high scores (14,29%), 5 students with high scores (14,29%), 6 students with average scores (21,43%), 13 students with low scores (46,43%), and 1 student (0%) with very low scores.

Table 5. Interpretation of Correlation Coefficient

Interpretation of Correlation Coefficient	
Coefficient Interval	Interpretation
0.80-1.000	Very Strong Correlation
0.60-0.799	Strong Correlation
0.40-0.599	Less Strong Correlation
0.20-0.399	Weak Correlation
0.00-0.199	Very Weak Correlation

Table 5. To determine the correlation between reading habits and reading comprehension, formula that used by the researcher adapted from Sugiono (2007)

Table 6. Result of Pearson Correlation

Correlations		Reading Habit (X)	Test Reading (Y)
Reading Habit (X)	Pearson Correlation	1	,102
	Sig. (2-tailed)		,607
	N	28	28
Test Reading (Y)	Pearson Correlation	,102	1
	Sig. (2-tailed)	,607	
	N	28	28

Table 6. significance of the coefficient table above explained that its value was 0,607. It was higher than 0,05 ($0.607 > 0,05$), which can be inferred H_0 was acquired. Then, the researcher compared between r calculated and r table (r_t). To discover the r table of this research, the researcher discovered the degree of freedom ($df = n-2$) ($28-2$) = 26. It can be inferred 0,388 was that r -table for the research at the 5% level significance and 0,102 was the r -calculated of this research. It was uncovered that $r\text{-calculation} < r\text{-table}$. So, hypothesis null (H_0) statistically was acquired derived on the research result.

In view of the analysis that have been explained above, this research found that the null hypothesis (H_0) was acquired. It can be inferred there was no significant influence of reading habit toward reading comprehension. This can be demonstrated by data analysis using simple linear regression analysis using SPSS programs. The results of the data indicated that there was no significant correlation between the reading habits and reading comprehension of the pupils and the scores of the calculations obtained. It was higher than 0.05 ($0.607 > 0.05$). Null hypothesis was acquired in hypothesis test and the alternative hypothesis was declined. On the other hand, reading habits still contributed to students' reading comprehension. Derived from the decision analysis, we can see that the reading comprehension was affected by students reading comprehension by 1,4%.

Thus, derived from correlation analysis in product moment, the result betwixt students' reading habit and reading comprehension in recount text in significance value was 0,607. The result was greater than 0,05 ($0.607 > 0,05$). Thus, it concluded that the hypothesis: "There is no correlation between reading habit and students reading comprehension in recount text."

CONCLUSIONS AND RECOMMENDATION

Conclusions

In view of the aftereffect of this study, the researcher described the decription of Reading Habit (X) as follow: 2 students with high scores (7.14%), 8 students with high scores (28.57%), 9 students with average scores (32.14%), 8 students with low scores

(28.57%), and 1 student (3.57%) with very low scores. And the description of Students' Reading Comprehension (Y) in Recount Text that there were 4 (14,29%) students who have very high score, 5 (17,86%) students have high score, 6 (21,43%) students have average score, 13 (46,43%) students have low score, 0 (0,00%) students have very low score.

Null hypothesis was acquired based on the analysis that has been analyzed by the researcher for correlation analysis. It means there was no significant influence of Reading Habit (X) toward Students' Reading Comprehension (Y). Product moment analysis was used to find the result using SPSS program the outcome was r-table was higher than r-calculation. Then, the researcher discovered the regression equation was $Y = 28.824 + 0.203X$. It can be inferred that the Reading Habit have positive effect Students' Reading Comprehension (Y). The R-squared value was 0,014% that affected the Y variable. It means the effect only 1,4% meanwhile 98.6% was affected by other unassigned variables outside this research. So, students' reading habit was very low effected (no significant influence) toward Students' Reading Comprehension.

Recommendation

For students reading is very important to life to open our mind, to more learning about something and reading can give good affect in study or life. Reading habit one of skill must be students have to increase students reading comprehension achievement, start to build reading habit. Teacher of English subject must give motivation to students to apply reading habit as activity in the class, so students can build their habit to read especially English book. For other researcher this research hopefully can be used as a reference for further study on similar problem about reading comprehension. The further researcher recommended constructing the appropriate, use various aspects of reading comprehension test and use various test not only questionnaire and test but also interview, expanding the population, spreading the research focus, and making more perfect instrument measure to get more accurate data.

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