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## THE CORRELATION BETWEEN STUDENTS' READING HABIT AND STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADE OF SMP NEGERI 3 KRAMATWATU

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### ABSTRACT

Reading comprehension and reading habit are two interrelated and inseparable concepts. Reading comprehension is the foundation of reading. The purpose of this study is to answer the problem of how the correlation of reading habits with the reading ability of junior high school students. This research took place in SMP Negeri 3 Kramatwatu. This study uses a quantitative approach by using survey research methods used through SPSS statistical tests. The instruments used in this study are reading habit questionnaire and reading comprehension test. The population in this study were all VIII grade students of SMP Negeri 3 Kramatwatu which amounted to 258 students. The sample used was 32 students with the sampling technique used was Simple Random Sampling. The results of this study indicate a correlation between students' reading habits and reading ability. The results of statistical analysis using the product moment correlation formula indicate that the  $r_{count}$  value is equal to 0.793 and the  $r_{table}$  at a significant level of 0.05 is 0.349, then  $r_{count} > r_{table}$ . So that  $r_{count}$  is greater than  $r_{table}$ , it can be concluded that the  $H_0$  hypothesis is rejected and  $H_1$  is accepted. This shows that students' reading habits are one of the components that determine students' reading comprehension.

**Key words:** Reading Habit, Reading Comprehension, Correlation

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### INTRODUCTION

English is a global language and is widely used in many countries. It is often the primary language on online platforms. English has four core skills: reading, writing, speaking, and listening. Reading and listening are receptive skills, while speaking and writing are productive skills. Among these, reading is essential for accessing information and knowledge, making it a crucial skill for students.

Reading comprehension is vital for understanding texts and developing other language skills like vocabulary. Good reading habits can enhance comprehension and lead to better academic performance. Students with strong reading habits are better equipped to understand complex texts and expand their knowledge.

This research focused solely on students' reading habits and comprehension, emphasizing the significance of reading habits in improving reading comprehension. As a result, developing a reading habit is also a useful strategy for raising students reading proficiency, helping them understand what they read or hear, expanding their vocabulary, and adding to their self-enrichment process

However, many students struggle with reading comprehension due to poor reading habits and a lack of motivation. Early reading habits, often influenced by parents, play a significant role in developing comprehension skills. Teachers can also help foster these habits as students grow older. Without strong reading habits, students may find it difficult to analyze and understand reading materials.



The researcher observed that students at SMP Negeri 3 Kramatwatu face challenges in learning English, particularly in reading. Low motivation and inadequate vocabulary hinder their ability to comprehend texts. This study aims to explore the relationship between students' reading habits and their reading comprehension at the junior high school level.

Previous research has shown a positive correlation between reading habits and comprehension. This study focuses on understanding how reading habits influence students' comprehension skills, with the goal of improving their overall reading proficiency.

### **The Concept of Reading**

Reading is a fundamental way to gather information and gain knowledge, requiring comprehension rather than just skimming (Woudenberg, 2021). It helps people understand their surroundings and improve their lives. Reading is vital for all, especially students, as it enhances their knowledge and vocabulary (Munawir et.al, 2021). Repeated reading practices also improve language and communication skills. In education, reading helps students comprehend exam questions and influences their academic success. Reading is an active cognitive process involving various steps to understand the author's message.

### **Reading Habit Theory**

Rosli et al. (2018) suggested that reading is an attempt to comprehend the writer's message, a habit is something that is repeated every day without thinking about it and done immediately. Habits are an important aspect of human behavior in daily life. Repeated actions might lead to profitable or unprofitable outcomes. Good habits have a significant impact on the outcomes of subsequent actions. Furthermore, habits shape an individual's personality. According to Wood (2017), people assist desired behavior by developing favorable habits and then acting on them. Reading habits can subconsciously shape a student's personality.

The aspect of reading habit, according to experts encompasses several key dimensions: frequency of reading, books read, time spent on academic reading and non-academic reading, motivation in the family environment and motivation in the academic environment. Regular reading has a ton of benefits that students might experience. The formation of a strong and enduring

reading habit is essential to a student's academic achievement. Applying reading as a habit has the benefit of allowing students to gain more knowledge and sharpen their focus and concentration. A regular reading habit also improves comprehension, increases intelligence, and increases language meaning for students.

### **Reading Comprehension Theory**

Whether or not a reader finds meaning in what they read is mostly dependent on their ability to read comprehension. According to Indriani (2019), reading comprehension is the ability to comprehend the text's purpose and meaning as well as locate its information. Additionally, readers must be able to locate the accurate comprehension of the material they have gotten while looking for existing understanding. Septiarini and Rahmat (2018) argue that act rate information acquisition necessitates a maximum level of appropriate comprehension from readers. Because of this, readers need to be prepared to explain what they understand once they are aware of the reading's context.

Beck (2017) explains that "Literal comprehension involves the straightforward interpretation of text, focusing on understanding the surface-level meaning and details explicitly provided. It is a foundational skill that supports more complex levels of comprehension, such as inferential and evaluative understanding." Further, Beck also emphasizes that mastering literal comprehension is crucial for building a base upon which higher-order comprehension skills can be developed. Effective strategies for improving literal comprehension include teaching students to identify key details, summarize main ideas, and recall specific information from texts.

### **METHODOLOGY**

This research was conducted at SMP Negeri 3 Kramatwatu located in Jl. Raya Waringinkurung, Kec. Kramatwatu, Kab Serang, Prov. Banten. The researcher chose this strategic location with the relevant subject to the study.

This research was conducted at SMP Negeri 3 Kramatwatu from February until June 2024. A questionnaire was used to assess students' reading habits, and a reading comprehension test was administered. The Pearson product-moment correlation and SPSS version 25 used to analyze

the relationship between reading habits (variable X) and reading comprehension (variable Y).

The population consists of 258 eighth-grade students from SMP Negeri 3 Kramatwatu. The sample, selected using random sampling, includes 32 students chosen by the teacher.

Dependent Variable (Y) Reading comprehension, assessed through understanding of facts, inferences, critical thinking, and interpretation. Independent Variable (X) Reading habits, focusing on components like reading frequency, the number of books read, and motivation.

Determines if the instrument accurately measures the intended variables using SPSS version 25. Reliability test for measures the consistency of the instrument, using Cronbach's Alpha formula to determine reliability.

## RESULTS AND DISCUSSION

The results of the study are divided into two parts according to the hypothesis used in this study, namely:

H0 : There is no correlation between the students' reading habit and students' reading comprehension of SMP Negeri 3 Kramatwatu

H1 : There is correlation between the students' reading habit and students' reading comprehension of SMP Negeri 3 Kramatwatu

The writer used SPSS Statistic 25 product moment correlation coefficient analysis to find out the correlation coefficient of independent variable and independent variable. In this research, the writer used SPSS 25 to calculate the correlation between students' reading habit and students' reading comprehension. The result of the calculation was shown in table

**Table 1. Frequency Distribution Table of Reading Comprehension**

TABLE DISTRIBUTION (Reading Comprehension)						
No	Interval Scale	F	Xi	Xi <sup>2</sup>	f.xi	(%)
1	60 – 66	3	63	3,969	189	9.375
2	67 – 73	3	70	4,900	210	9.375
3	74 – 80	12	77	5,929	924	37.5
4	81 – 87	6	84	7,056	504	18.75
5	88 – 94	4	91	8,281	364	12.5
6	95 – 100	4	97.5	9,506.25	390	12.5
		<b>32</b>	<b>482.5</b>	<b>39,641.3</b>	<b>2581</b>	<b>100</b>

**Table 2. Frequency Distribution Table of Reading Habit**

TABLE DISTRIBUTION (Reading Comprehension)						
No	Interval Scale	F	Xi	Xi <sup>2</sup>	f.xi	(%)
1	59 – 63	3	61	3,721	183	9.375
2	64 – 68	4	66	4,356	264	12.5
3	69 – 73	8	71	5,041	568	25
4	74 – 78	9	76	5,776	684	28.125
5	79 – 83	5	81	6,561	405	15.625
6	84 – 88	3	86	7,396	258	9.375
		<b>32</b>	<b>441</b>	<b>3,285.1</b>	<b>2,362</b>	

**Table 3. Normality Test**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		32
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.53764203
Most Extreme Differences	Absolute	.099
	Positive	.099
	Negative	-.077
Test Statistic		.099
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

From the One Sample Kolmogorov-Smirnov table, the probability number or Asymp. Sig (2-tailed). This value is compared with 0.05 or using a 5% significance level. Based on the results of the normality test, it is known that the significance value is 0.200 > 0.05. So, it can be concluded that the data is normally distributed.

**Table 4. Linearity Test**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Reading Habit	Between Groups	(Combined)	3251.042	18	180.613	7.318	.000
		Linearity	2246.911	1	2246.911	91.044	.000
		Deviation from Linearity	1004.130	17	59.066	2.393	.058
	Within Groups		320.833	13	24.679		
	Total		3571.875	31			

From the output table above, the significance value = 0.058 is greater than 0.05, because the significance is greater than 0.05, it can be concluded that the reading habits and reading comprehension variables have a significant linear correlation.

**Table 5. Significant Value Test**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2246.911	1	2246.911	50.875	.000 <sup>b</sup>
	Residual	1324.964	30	44.165		
	Total	3571.875	31			



The significant test table is used to determine the level of significance or linearity of the regression. The criteria can be determined based on the significance value test (sig), provided that the sig. value is <0.05 of the significant criteria. Based on the table above, the sig value is obtained. = 0.000 which means sig. < the significant criterion (0.05). Thus, the regression equation model based on the research data is significant or the regression equation model meets the criteria.

**Table 6. Simple Regression Coefficient**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-6.084	12.257		-.496	.623
	Reading Habit	1.180	.165	.793	7.133	.000

a. Dependent Variable: Reading Comprehension

The results of the calculation of the simple regression coefficient above show that the constant coefficient value is -6,084 the coefficient of the independent variable (X) is 1.180. So that the regression equation  $Y = 6.084 + 1.180X$  is obtained. based on the above equation, it is known that the constant value is -6.084. Mathematically, this constant value states that when the reading habit is 0, the reading ability is -6.084

**Table 7. Simple Regression Coefficient**

Correlations			
		Reading Habit	Reading Comprehension
Reading Habit	Pearson Correlation	1	.793**
	Sig. (2-tailed)		.000
	N	32	32
Reading Comprehension	Pearson Correlation	.793**	1
	Sig. (2-tailed)	.000	
	N	32	32

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

From the analysis, it is known that 32 respondents produced a correlation value of 0.793. To interpret the strength of the correlation between two variables or done by looking at the correlation coefficient number of the calculation results using the interpretation of the r value. From the data above, it can be concluded that between the reading habit variable (X) and the reading ability variable (Y) has a very strong correlation because it has a correlation value of 0.793.

**Table 8. Simple Regression Coefficient**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-6.084	12.257		-.496	.623
	Reading Habit	1.180	.165	.793	7.133	.000

a. Dependent Variable: Reading Comprehension

From the results of the calculation if the tcount as above is compared with the ttable (df 30) which is 2.042 with a significant level of 5%, so tcount > ttable then H1 is accepted and Ho is rejected. Namely, accept the alternative hypothesis (H1) and reject the null hypothesis (Ho).

**Table 9. Determinant Coefficient**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.793 <sup>a</sup>	.629	.617	6.646

From the results of the above calculations, it can be concluded that there is an impact of the X variable on the Y for 62.9%, the remaining 37.1% is impacted by other factors.

The analysis shows a significant correlation between reading habits (X) and reading comprehension (Y) among students at SMP Negeri 3 Kramatwatu. The product moment correlation is 0.793, exceeding the r-table value of 0.338 at a 5% significance level, indicating that the hypothesis Ho is rejected, and H1 is accepted. With a coefficient of determination of 62.9%, it suggests that 62.9% of the variation in reading comprehension can be explained by reading habits, while the remaining 37.1% is influenced by other factors like individual awareness, environment, and personality.

The t-test further supports this, with a t-count of 7.133 compared to a t-table value of 2.042, affirming a significant correlation between reading habits and reading comprehension. The regression equation  $Y = -6.084 + 1.180X$  indicates that improved reading habits positively impact reading comprehension. The study concludes that better reading habits moderately enhance students' reading comprehension, leading to better academic performance and analytical skills.



## CONCLUSIONS AND SUGGESTIONS

The simple linear regression equation is  $Y = -6.084 + 1.180X$ . The t-test results show a significant correlation between reading habits (X) and reading comprehension (Y). The t-value of 7.133 is greater than the t-table value of 2.042, indicating a significant impact of students' reading habits on their reading comprehension at SMP Negeri 3 Kramatwatu.

The coefficient of determination is 62.9%, meaning that 62.9% of the variation in reading comprehension can be explained by reading habits. The remaining 37.1% is due to other factors not covered in this research, such as personal awareness, environment, and personality traits.

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