

THE CORRELATION AMONG READING HABIT, READING STRATEGY, AND STUDENTS' READING COMPREHENSION OF TRIDINANTI UNIVERSITY PALEMBANG

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ABSTRACT: The objectives of this study were to find out whether or not the students' reading habit and students' reading strategy correlated significantly with their reading comprehension and to find out whether or not students' reading strategy correlated significantly with their reading comprehension. The method of this research used quantitative method in correlation research. The sample of the study was seventeen of third semester students of English Education Study Program of Tridinanti University Palembang. The data were collected by administering reading test and gives two questionnaires; reading habit questionnaires and reading strategy questionnaires. The data were analyzed by using descriptive and correlational analyses. There were two results found: First, the students' reading habit had no significant correlation with their reading comprehension. It was found that correlation coefficient level between reading habit and reading comprehension was (-0.099) with the sig. value was higher than 0.05 (0.705). Second, the correlation coefficient level between students' reading strategy and reading comprehension was not correlated (-0.451) with the sig. value higher than 0.05 (0.069).

Keywords: *reading habit, reading strategy, reading comprehension.*

KORELASI ANTARA, KEBIASAAN MEMBACA, STRATEGI MEMBACA, DAN PEMAHAMAN MEMBACA PADA MAHASISWA UNIVERSITAS TRIDINANTI PALEMBANG

ABSTRAK: Tujuan dari penelitian ini adalah untuk menemukan apakah kebiasaan membaca dan strategi membaca murid memiliki korelasi secara signifikan terhadap pemahaman membaca mereka. Metode penelitian ini adalah metode kuantitatif pada penelitian korelasi. Sampel penelitian ini adalah mahasiswa semester tujuh FKIP Universitas Tridinanti Palembang. Data dikumpulkan melalui tes membaca dan memberikan dua kuestioner mengenai kuestioner kebiasaan membaca dan kuestioner strategi membaca. Data dianalisa menggunakan analisa deskriptif dan korelasi. Ada dua hasil yang ditemukan: Pertama, kebiasaan murid tidak ada korelasi signifikan terhadap pemahaman membaca. Hal itu ditemukan bahwa level koefisien korelasi antara kebiasaan membaca dan pemahaman membaca adalah (-0.099), nilai lebih tinggi daripada 0.05 (0.705). Kedua, level koefisien korelasi antara strategi membaca murid dan pemahaman membaca tidak korelasi dengan nilai (-0.451). Nilai lebih tinggi dari 0.05 (0.069).

Kata Kunci: *kebiasaan membaca, strategi membaca, pemahaman membaca.*

INTRODUCTION

Reading is very important aspect in our lives. The message must be imposed in the written that is important element that reader must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material in reading. According to Nurudin, et.al (2013) there are some reasons why reading is very important: (1) Reading develops the mind. It means that comprehending a written word is one way of mind to grow up its ability that purposes to develop readers' mind skill, (2) Reading can explore students to new things, new information, new ways to solve a problem, and new ways to achieve one thing because exploring start from reading.

Reading is a receptive skill (Spratt, et al., 2014). It involves students' interaction with visual input of language, which they need to process and understand in reading. By reading they can understand what the writer means. They can also catch the information in the text even the detail information of each paragraph. This has to be supported by other

components, such as: vocabularies, structures, many others to understand their meaning that can be a model to improve students' knowledge. According to Nunan (2006), reading is a set of skills that involves making sense and deriving meaning from printed word. It means that reading is a process to establish the readers' comprehension which involves making sense and deriving meaning from printed word with different purposes (p. 69).

Reading as one of the indicators of being literate is an art of interpreting a written discourse. Meanwhile, a habit is a repeated action which people do often and regularly, sometimes without knowing that they are doing it. It is a pattern of behavior which acquires constant, regular, often unconscious inclination to perform an act through frequent repetition which is applied to any activity established during a course of time as a part of personality of an individual (Good, et al., 2008). Thus, a habit of reading is established by having frequent repetition of reading practices in a course of time so that it becomes the second nature of the EFL students' daily activities.

The development of reading habits is a socialization process, determined by the learning that takes place in different context, the promotion of reading not only depends on knowledge or skill, but also on the students' desire to read (values and attitudes). Reading habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations. Reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits. While some students have good reading habits, others tend to exhibit poor reading habits. Moreover, Wood and Neal (2007) state habits are learned dispositions to repeat past responses. They are triggered by features of the context that have covered frequently with past performance, including performance locations, preceding

actions in a sequence, and particular people (p. 843).

Reading strategies as the mental operations involved when readers approach a text effectively to make sense of what they read Good readers apply more strategies more frequently and more effectively than poor readers. (Pani 2004). Moreover, Hall (2011) argued that it is sometimes difficult to distinguish a learning strategy from an immediate coping technique and strategies can also be applied automatically even though they are commonly conceptualized as conscious actions (p. 148)

Brown (2007) defines strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information." He distinguishes between strategies and styles. Styles are "consistent and rather enduring tendencies and preferences within an individual". Styles are what distinguish you from others they are rather consistent and defy changes. Strategies on the other hand, vary within individuals from moment to moment as the specific

problems and contexts change (p. 119).

Dealing with the above explanation, reading is important for students. Students will get many advantages in many aspects by reading in learning process such as develops the mind that involves students' critical thinking, explores some news knowledge where students get many new information, new things, new ways to solve a problems and a achievement, will get many news vocabularies, and will be easy in the writing English by using the vocabularies after reading. Therefore, reading comprehension was a process of analyzing, evaluating and understanding of the reader to get some ideas or information in the text.

However, it was found that the students had limited English reading habit and reading strategy that make them difficult to understand and respond to what they have read. Based on the observation done by the writer in Tridinanti University in English study program in May 2017, the condition of students' reading skill of the third semester students of English study program in Tridinanti

University Palembang were: firstly, their reading level was still low; secondly, they lacked reading articles; and thirdly, they lacked knowledge about reading strategy; and last, they were still confused about reading strategy.

The writer chose English study program of Tridinanti University as a setting to do research, because students must take reading subject from semester I to semester IV. Meanwhile, they are not used to reading academic reading materials outside the academic area because the students were more active in reading material related the teaching and learning process.

Based on the explanation above the researcher was interested in conducting the research entitled "The correlation among reading habit, reading strategy, and reading comprehension of the undergraduate EFL students of Tridinanti University Palembang.

METHODOLOGY

In this research, the researcher wanted to know the correlation among

reading habit, reading strategy, and reading comprehension in the class. So, in order to know the relationship, the writer used quantitative method in correlation research to collect the data and correlation analysis was used for analyzing the data.

A correlational design was employed to find out the relationship among students' Reading Habit, students' Reading Strategy and students' Reading Comprehension. According to Leedy & Ormrod, (2010) the purpose of correlational research is to investigate "the extent to which differences in one characteristic or variable are related to differences in one or more other characteristics or variables"(p.183).

So, in order to know the relationship, the writer used quantitative method in correlation research because the data in number or ordinal. Quantitative method is the general approach the researcher takes in carrying out the research project (Leedy & Ormrod, 2010). Creswell (2005) states that, quantitative method employ strategies of inquiry such as experimental and survey, and collect data on predetermined instruments

that yield statistical data. Quantitative method involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute "alternate knowledge claims".

Quantitative method also involves data collection that is typically numeric, while qualitative research communicated the findings by using words, narratives, individual quotes, personal voice and literary style (Ilma, 2013). It could be drawn that, quantitative research was the general approach the researcher was take in carried out the research project that involved data collection that was typically numeric and employed strategies of inquiry such as experimental and survey. Indeed, this study presented both quantitative and qualitative analysis. In this research, the writer concerns on three variables, they were students' reading habit, students' reading strategy, and students' reading comprehension.

Correlational research can be described in different ways. Cohen (2000), for example, suggest that because parametric analyses (e.g. t-test, ANOVA, ANCOVA) explore

relationships among variables then quantitative studies would therefore produce correlational evidence. However, as Cohen (2000) further explains describing research by the analyses techniques is not useful because under such a broad classification all research findings would fall within a single category. The purpose of correlational research is to investigate “the extent to which differences in one characteristics or variable.” (Leedy & Ormrod, 2010, p. 183). A correlation occurs if one variable (X) increases and another variable (Y) increases or decreases. A study that produces a correlation coefficient $>$ of 0.00 signifies that there was no association between the variables investigated.

There were two kinds of variables in this research, the independent variable and dependent variable. In this research, the independent variables were the reading habit (X_1) and reading strategy (X_2), while the dependent variable was reading comprehension (Y).

A correlation occurs if one variable (X) increases and another

variable (Y) increases or decreases. A study that produces a correlation coefficient of 0.00 signifies that there is no association between the variables investigated.

The population of this research were all the active students of English Education Study Program of Tridianti University Palembang in the academic year 2017-2018. It consisted of two class programs regular A and regular B, that have different number of students from each semester. Therefore, the researcher used convenience non-random sampling in this study. In this study, the researcher took the third semester students of English Education Study Program as sample. There were 17 students which followed the reading test that the researcher distributed.

Before giving the test, the researcher did the validity & reliability of the test and the questioners. The material for the test was taken from TOEFL test, they were considered valid and reliable, therefore they did not need to be tested for its validity and reliability. The reliability coefficient of TOEFL is

0.95. The validity and reliability of questionnaires stated that the V value of item was between >0.8 . It indicated strong valid.

The researcher distributed the questionnaires and conducted the reading test in two sessions. For the first meeting the researcher gave the instruction about the upcoming reading test for next meeting. Then for the second meeting were held an individual reading test for 50 questions. After that, the researcher distributed the questionnaires. There were two questionnaires, they were reading Habit questionnaire consisting of 45 items and reading strategy questionnaire consisting of 20 items.

To find out the correlation between the independent variables (reading habit and reading strategy) and dependent variable (reading comprehension), the researcher used the Pearson Product Moment Coefficient Correlation. Then, in analyzing the data, the researcher focused on questionnaires and reading test. The data obtained from the questionnaires and reading test were calculated by using SPSS 23. There were three manual analysis in this study, (1) the analysis of reading habit

questionnaire, (2) the analysis of reading strategy questionnaire, (3) the analysis of reading test. For statistical analysis, there was one analyze, it is (4) the correlation analysis.

1. The Analysis of Reading Habit

Questionnaire

In obtaining the data for students' reading habit, the researcher used the ready-made questionnaire which consisted of 45 items reflecting to investigate the reading interest, readership background, frequency of reading, preferred activities and the opinions on recreational reading.

2. The Analysis of Reading Strategy

Questionnaire

For collecting the data from students' reading strategy, the researcher used the ready-made questionnaire which consists of 20 items. In this questionnaire, the scales was rating by using five-point likert scale; (1) strongly agree (2) Agree (3) neither agree nor disagree (4) Disagree (5) strongly disagree.

3. The Analysis of Reading Test

This test was multiple choices in which the students were asked to choose one correct answer from the options a, b, c, or d. The researcher

used the ready-made the reading test, consisting of 50 items.

4. *The Correlation Analysis*

Pearson product moment correlation coefficient would be used to find out the correlation coefficient between two variables of the research, independent variables (students' reading habit and reading strategy) and the dependent variable (reading comprehension).

The significance of the correlation coefficient would be determined by comparing the data of the coefficient (*r-value*) in the level of significance of 0.05 in the table of product moment (*r-table*). The correlation coefficient was significant if the *r-table* the level of significance of 0.05 was less than *r-data*. When the result of the data analysis get the positive *r-value*, it means that there was significant positive correlation, but if the result get the negative *r-value*, there was significant negative correlation. Then, the researcher also determined the significance of the correlation coefficient.

FINDING AND DISCUSSION

The finding presents the result of descriptive and inferential analyses dealing with variables measured. Descriptive analysis summarizes the descriptive data of the data analysis. In inferential analysis, it is presented the result of correlation analysis. Before administering inferential analysis to address the research objective, normality test was run to examine the data distribution.

The Result of Descriptive Analysis

This section summarizes the results of descriptive analysis. Table 1 presents the summary of descriptive analysis.

Table 1. The Distribution of Descriptive Statistics

Variable	Mean	SD	Category	Frequency	Percentage (%)
Reading Habit	31.3	3.92	High (31-45)	10	58.8
			Med (16-30)	7	41.1
			Low (0-15)	0	0
Reading Strategy	69.65	11.2	High (68-100)	9	52.9
			Med (34-67)	8	47.0
			Low (0-33)	0	0
Reading Comprehension	47.18	11.2	Excellent (81-100)	0	0
			Good (61-80)	2	11.7
			Average (41-60)	8	47.0
			Poor (21-40)	7	41.1
			Very Poor (0-20)	0	0

Based on the result of descriptive analysis in Table 1, it was found that in *reading habit*; the mean score was 31.34, minimum score was 26, maximum score was 40, and the standard deviation was 3.922. There were three categories of students reading habit; high, medium, and low. There were 58.8% students classified in high category, 41.1 % students were classified in medium category and there was none of student classified in low category. In other words, it was assumed that the third semester students of English Education Study Program in Tridinanti University had high level of reading habit.

Then in *reading strategy*; the mean score was 69.65, minimum score was 53, maximum score was 87, and standard deviation was 11.275. There were three categories of student reading strategy; high, medium and low. There were 52.9% students categorized in high level of reading strategy, 47.0% students were classified in medium level and there was none of student classified in low level of reading strategy. It means that the third semester students of English Education Study Program in Tridinanti

University had high level of reading strategy.

The last is *reading comprehension*; the mean score was 47.18, minimum score was 36, maximum score was 78 and the standard deviation was 11.293. There were five categories in this variable; excellent, good, average, poor and very poor. There was none of student categorized in excellent level of reading comprehension, 11.7 % students were classified in good category, 47.0 % students were classified in average category, 41.1 % students were classified poor category and there was none of students classified in very poor categories.

In this study, the normality test was used to find out whether or not the data of reading habit, reading strategy and reading comprehension were distributed normally. It was done by using Shapiro-Wilk and computed by applying SPSS 23. If the normality spread was $p > 0.05$ then it was normal. If $p < 0.05$ it was not normal.

Based on the normality test with Shapiro-Wilk test, the value of asymp. Significant *reading habit* was 0.680 then it was normal because $p >$

0.05, the value of asymp. Significant *reading strategy* was 0.136 then it was normal because $p > 0.05$, and the value of asymp. Significant *reading comprehension* was 0.006 then it was not normal because $p < 0.05$. Since the value of asympt. $P > 0.05$ for each variable, it could be summed up that the distribution of score indicate normality. The statistical output were presented in the following table 2.

Table 2. Nomality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Reading Habit	.102	17	.200 [*]	.963	17	.680
Reading Strategy	.155	17	.200 [*]	.918	17	.136
Reading Comprehension	.236	17	.013	.833	17	.006

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

To find out whether there was no significant correlation between students' reading habit and students' reading comprehension, the researcher was used Pearson Product Moment Correlation then it was calculated by using SPSS 23.

Table 3. Correlation Analysis

Correlations			
		Reading Habit	Reading Comprehension
Reading Habit	Pearson Correlation	1	-.099
	Sig. (2-tailed)		.705
	N	17	17
Reading Comprehension	Pearson Correlation	-.099	1
	Sig. (2-tailed)	.705	
	N	17	17

From table 3, It was found that the correlation coefficient between students' reading habit and their reading comprehension was 0.705 at the significant level -0.099. It means students' speaking anxiety and their speaking achievement was significant correlated since the p-value (0.705) was higher than 0.05. both variables were not correlated with each other in a high level.

The analysis of reading strategy was conducted separately. The correlation analysis between reading strategy and their reading comprehension was presented in Table 4.

Table 4. Correlation Analysis

		Reading Strategy	Reading Comprehension
Reading Strategy	Pearson Correlation	1	-.451
	Sig. (2-tailed)		.069
	N	17	17
Reading Compre	Pearson Correlation	-.451	1
	Sig. (2-tailed)	.069	
	N	17	17

The result of correlation analysis showed that the correlation between students' reading strategy and their reading comprehension was 0.069 at the significance level of -0.451. It means students' reading strategy and reading comprehension was significant correlated since the p-value (0.069) was higher than 0.05.

CONCLUSION

Based on the findings and interpretations of the study, it could be summarized both of the problem of the study were answered. The researcher drew some conclusions as follow:

a. There was no significant correlation between reading habit and reading comprehension of the third semester students of English Education Study Program in Tridinanti University since the p-value (0.705) was higher than 0.05. It was relevant to hypotheses H₀₁.

b. There was no significant correlation between reading strategy and reading comprehension of the third semester students of English Education Study Program in Tridinanti University since p-value (0.069) was higher than 0.05. It was relevant to hypotheses H₀

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