The Relationship between Reading Habits and Reading Comprehension of English Department in UNTIRTA

Tri Septiarini[a]*, Aceng Rahmat[a], Darmahusni[a]

[a]Master Program of Language Education, State University of Jakarta
[a]Faculty Languages and Arts, State University of Jakarta
[a]Master Program of English Language Education, State University of Jakarta

Article Info

Abstract

This study aims at determining whether there is a positive relationship between reading habits and reading comprehension of English Department in UNTIRTA. The study carried out in the students of the second semester in English Department at UNTIRTA. The study subjects are 98 respondents. This study used the descriptive quantitative approach with correlation analysis. Data collecting techniques are tests, questionnaires, and documentation. Technical analysis of prerequisite test data obtained from normality test, homogeneity test, and linearity test by using SPSS 23. Hypothesis test obtained from simple correlation by using SPSS 23 with a significance level of 95% (a=0,05). The study result consists of (1) A normality test showed the value of probability = 0,573 > significance level = 0,05, H_0 accepted. It means that the variables data spread normally. (2) A homogeneity test showed the value of probability test = 0,587 > significance level = 0,05, H_0 accepted. It means that the variables data are homogeneous. (3) Based on linearity test result, the equation is $\hat{Y}$= 7,913 + 0,148 X. (4) Based on correlation test result, T_{count} = 6,571 > T_{table} = 1,66. It means that there is a positive relationship between reading habits and reading comprehension of students in English Department at Untirta.

INTRODUCTION

Reading is a set of skills that involves the logic and meaning of a printed word such as a written symbol or letter. In language skills especially reading, it becomes a priority scale that must be mastered by every student. For higher education students, a successful educational process closely relates to reading activities. People will gain new knowledge and insights that can improve their intelligence by doing reading activities. Thus, reading is needed as a medium to

study various fields of science. According to Patel & Jain (2008:18), reading is a skill that is very important and beneficial to humans. The successful reading is essential for them in the context of the development both academic and non-academic skills. Therefore, students should conduct reading activities because of their needs, not coercion. If students read because of their needs, they will get the much information they need. Whereas, if students read because of coercion, the information obtained will not be maximized.

In fact, there are problems where the interest of reading in Indonesia is very low (edukasi.kompas.com). It showed from the study of "Most Littered Nation in the World" conducted by Central Connecticut State Univesity in March 2016. Indonesia was ranked 60th of 61st countries about reading interest. Indonesia's ranked is under Thailand (59th) and above Bostwana (61st). The data shows that Indonesia is still very minimal utilizing the infrastructure. The success indicator of growing interest in reading is not only seen from how many libraries, books, and mobile library cars have but also some stages of reading to become a culture in Indonesia. It starts from teaching children to read, familiarizing children to read as their character, and becoming a culture.

To find out the reading habits of students in English Department at UNTIRTA, the researchers conducted unstructured observations on November 27th to December 6th, 2017. From the observation results, it showed that students still have a low-interest reading and reading habits. This result indicated most students do their tasks by accessing Google in case of copying and pasting the tasks. Also, the students' interest to visit library is also quite low. They use the library when they are going to prepare a final exam because it does not exist in Google. In the university environment, the activities they do is chatting about things that are not related to the educational and playing games either online or offline. It is rare to see students who are reading books while sitting.

Based on the background above, the researchers conducted this study to determine whether there is a relationship of reading habits with reading comprehension in English Education at UNTIRTA. Thus, the research question in this study is whether there is a relationship of reading habits with reading comprehension in English Education at UNTIRTA.

THEORETICAL FRAMEWORK

Reading Habits

The word of "habit" is one of the technical terms in psychology. According to Chaplin (2000: 219), the habit meaning are: (1) a reaction obtained or learned; (2) an activity that becomes relatively automated after a long practice; (3) a relatively constant pattern of thought or attitude: (4) a characteristic form of behavior, traits, and traits; (5) a drive acquired or learned, such as drug addiction. It also supported by Riandi (2016: 82). He said that habits are activities or attitudes that exist in man both physically and mentally by doing it repeatedly and in the long term. A habit is an event or experience in life that repeated over and over, from time to time, from year to year.

Based on Zwiers, (2004:3), reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Then, reading habit refers to the automatic process as the readers read the textual material and deriving meaning unconsciously. He adds that comprehension habits are the split-second thought that kick in constantly to help a proficient reader actively construct meaning. Then, by building reading habit will constantly help the readers construct meaning actively. In the line with, Hasanah (2017:148) said that reading habit is our need for every time like nutrition that always needed every day; the students will always do this activity as their habitual action beside that reading becomes a habit is not an easy one. It needs long process, some exercise and a high motivation from the reader to make reading as a habit.

Reading habit is the act of making meaning. It is important to encourage readers to start a conversation with text. The reading act is functional and arises between language users and the context of the situation (Kucer, 2005: 127). It also supported by Linse (2005: 69) who said that reading habit is a set of skills related to the making of flavor and fosters the meaning of the word that has been printed. The reading habits are activities that include several aspects of vocabulary mastery, linguistic knowledge, and strategy or reading techniques. It concluded that the function of reading habits is to convey meaning, to integrate information visually and non-visually, and to express ideas.

According to Ostrov (2002: 83), two factors affect reading habits that understand the information precisely and able to remember and use it when

needed. These aspects are motivation and time management. (1) Motivation is a significant effort used to improve achievement. It comes from intrinsic and extrinsic. According to Murray & Christison (2011: 176), motivation divided into two types that are integrative and instrumental types. The integrative motivation comes from a personal interest in the speaker and culture of a target language. Meanwhile, the instrumental motivation comes from practical benefits in other language learning. (2) Time management is one of the problems often encountered with reading habits. It is the primary weakness in the learning process. Thus, to get used to reading better, the learners must manage the time and all the preconditions and priorities that must be studied first.

Reading Comprehension

Reading comprehension is a process of understanding the information in the text by using reader's background information (Facharyani, Masrupi and Rahmawati, 2018:84). According to Klingner, Vaughn, and Boardman (2007: 59), reading is the process of constructing meaning that achieved through effective instruction taking into account the aspects of previous reader's knowledge, the information provided by the text, and the context of the reading situation. It is also supported by McEntire (2003: 12) who argue that reading as a constructive process of prior knowledge and experience that affects the reader's understanding of the text. It concluded that the prior knowledge and experience of the reader is essential to gain a correct understanding of the information in the text. Appropriate understanding is possible because the content of the text is close to the reader's prior knowledge. For example, teachers who read educational articles will feel better at understanding the text than the entrepreneur.

The purpose of reading is understanding the content of the text (Nunan, 2003). Thus, a person's fundamental knowledge of reading is very influential on reading comprehension. Initial knowledge not only works alone but must be able to cooperate with the cognitive skills of the reader so that he can understand the intent contained in the reading. According to Lone (2017), reading is a cognitive process for understanding written linguistic messages and for examining and understanding the meaning of characters or written or printed words, words or sentences. Thus, reading not only reads a collection of letters that make up words, phrases, sentences, paragraphs, and reading but is an activity that aims to understand and integrate symbols, signs, meaningful writings so that what the

author wishes to convey can be understood by the reader. For specific purpose of reading, Rosnaningsih and Wulandari (2017:46) said that the purpose of reading depends on the purpose of each readers. For students, the purpose of reading can be for pleasure, for information and for understanding. It means that every reader has their own purpose on what they read.

According to McLaugughlin & Allen (2002: 3-4), reading principles that most influence the understanding of English language is as follows: (1) Understanding is the process of social constructivism; (2) The balance of literacy is a curriculum framework that fosters understanding; (3) A professional reading teacher influences student learning; (4) Good readers play a strategic role and play an active role in the reading process; (5) Reading should occur in a meaningful context; (6) Students discover the benefits of reading derived from various texts at various grade levels; (7) The development of vocabulary and learning affects reading comprehension; (8) Participation is a crucial factor in the understanding process; (9) Reading strategies and skills taught; and (10) A dynamic assessment informs reading comprehension learning.

According to Day and Park (2005: 60-73), there are five levels of understanding namely Taxonomy Barret or reading taxonomy. It consists of (1) Literal comprehension is to have a straightforward understanding meaning of a text, such as vocabularies and facts, which is not explicated in that text. (2) The reorganization is rearranging information from various parts of a text to get new information. (3) Inferential comprehension is to conclude information from a text and build new information which is not explicitly stated in the text. (4) Evaluative comprehension is like inferential comprehension. The difference is that evaluative comprehension requires readers' comprehensive judgment about some aspects of text and ability to redevelop an understanding by using related issues. (5) Appreciative or personal comprehension is reading to gain an emotional or other value response from a text, and it demands reader to respond a text also with their feelings.

RESEARCH METHODOLOGY

This study used the descriptive quantitative approach with correlation analysis. In descriptive quantitative approach, it seeks to obtain information regarding the phenomena observed today. In correlation analysis, it seeks to explain the presence of relationships among research variables based on the

large-small correlation coefficient. The study carried out in the students of the second semester in English Department at UNTIRTA. For research sample technique, the researchers used simple random sampling by using Ms. Excel. It obtained that study subjects are 98 respondents. This study used the descriptive quantitative approach with correlation analysis. Data collecting techniques used tests for variables of reading comprehension and questionnaires for variables of reading habits. Technical analysis of prerequisite test data obtained from normality test, homogeneity test, and linearity test by using SPSS 23. Hypothesis test obtained from simple correlation by using SPSS 23 with a significance level of 95% (a=0,05).

Figure 1.
The Research Procedures
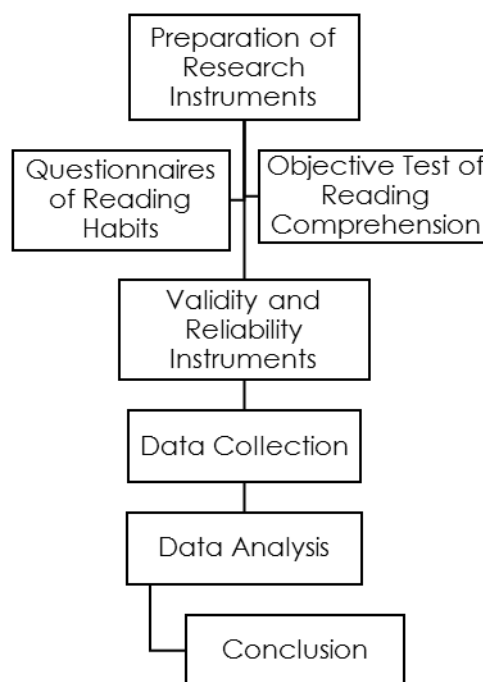
Trial instruments test carried on February 26th, 2018 in the students of English Department at UNTIRT. In this study, the researchers assigned ten respondents as participants in the trial instruments test. The amount obtained from 10% of the study sample. To determine the validity of statements item in reading habits (X) and questions in reading comprehension (Y), it calculated by using Product Moment correlation equation (r_{xy}). The validity criterion considered valid if it has a correlation coefficient $r_{count} > r_{table}$ at the real level a = 0.05. The r_{table} = 0,55. It means that statements and questions namely valid if the value is higher than r_{table} = 0,55. A reliability test of reading habits (X) used Alpha Cronbach. The reliability test of reading comprehension (Y) used by Kuder Richarson (KR-20). It is because of the score of 1 for right answer and score of 0 for the wrong answer. The reliability test of

reading habits used Alpha Cronbach.

Based on trial instrument test result in reading habits, 30 items tested on ten respondents showed that 25 items were valid (accepted) and five items were invalid (drop). The valid items are questions number 1, 2, 3, 4, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 24, 25, 26, 27, 29, and 30. The invalid items are questions number 5, 8, 18, 23, and 28. In some reasons, there is a question number that did not use to test. So, there is only 20 questions number to test in this study. For reliability test, it obtained that the coefficient of reliability is 0,962.

Based on trial instrument test result in reading comprehension, 30 items tested on ten respondents showed that 21 items were valid (accepted) and nine items were invalid (drop). The valid items are questions number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 22, 23, 26, 27, and 28. The invalid items are questions number 12, 18, 19, 20, 21, 24, 25, 29, and 30. In some reasons, there is a question number that did not use to test. So, there is only 20 questions number to test in this study. For reliability test, it obtained that the coefficient of reliability is 0,9759.
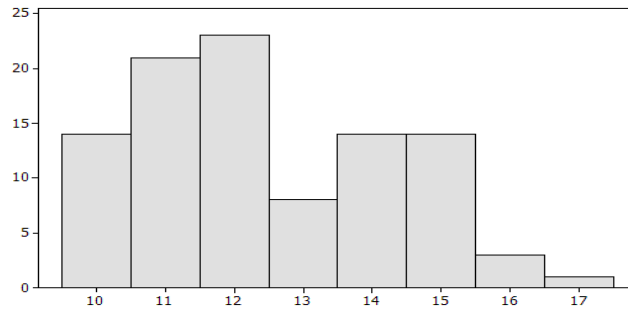
DISCUSSION

Reading Habits

Based on descriptive analysis by using SPSS 23, the values of reading habits are 73 (maximum) - 40 (minimum) for range, 55.65 for average, 55 for media, 55 for mode, and 6.19 for standard deviation. The frequency distribution and histogram graph described below:

Table 1. The Frequency Distribution of Reading Habits

No	Interval	Limit	Frequency	Percentage
1	40-43	39.5	6	6.12
2	44-47	43.5	0	0.00
3	48-51	47.5	16	16.33
4	52-55	51.5	31	31.63
5	56-59	55.5	19	19.39
6	60-63	59.5	17	17.35
7	64-67	63.5	7	7.14
8	> 67	67.5	2	2.04
	Total		**98**	**100**

Figure 2.

The Histogram Graph of Reading Habits

Based on data and graph above, it showed that the score of reading habits possessing high qualification is 31 respondents or 31.63%. For the score of reading habits in the average qualification is 52 respondents or 53.07% consisting of 16 respondents or 16.33%, 19 respondents or 19.39% and 17 respondents or 17.35%. Meanwhile, for the score of reading habits possessing low average qualification is 15 respondents or 15.3% consisting of six respondents or 6.12%, seven respondents or 7.14% and two respondents or 2.04%.

Reading Comprehension

Based on descriptive analysis by using SPSS 23, the values of reading habits are 73 (maximum) - 40 (minimum) for range, 55.65 for average, 55 for media, 55 for mode, and 6.19 for standard deviation. The frequency distribution and histogram graph described below:

Table 2. The Frequency Distribution of Reading Comprehension

No	Interval	Frequency	Percentage
1	13	4	4.08
2	14	11	11.22
3	15	27	27.55
4	16	14	14.29
5	17	14	14.29
6	18	23	23.47
7	19	4	4.08
8	>19	1	1.02
	Total	**98**	**100**

Figure 3.

The Histogram Graph of Reading Comprehension
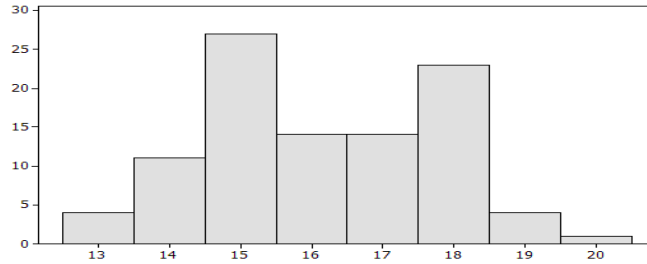
Based on data and graph above, it showed that the score of reading habits possessing high qualification is 50 respondents or 51,02% consisting of 27respondents or 27,55%, and 23 respondents or 23,47%. For the score of reading habits in the average qualification is 39 respondents or 39,8% consisting of 11 respondents or 11,22%, 14 respondents or 14,29% and 14 respondents or 14,29%. Meanwhile, for the score of reading habits possessing low average qualification is nine respondents or 9,18% consisting of four respondents or 4,08%, four respondents or 4,08%, and one respondents or 1,02%.

Normality Test

A normality test result of each variable showed in the following table:

Table 3. The Normality Test Result

Galat Taksiran	Probability Test	Significance Level	Conclusion	Note
Y (Reading Comprehension) by X (Reading Habits)	0.573	0.05	H_0 Accepted	Normal

Based on the normality test results above, a normality test showed the value of probability = 0,573 > significance level = 0,05, H_0 accepted. It means that the variables data spread normally. It can be concluded that the pairs of all data are both reading comprehension and reading habits coming from distributed samples normal.

Homogeneity Test

A homogeneity test result of each variable showed in the following table:

Table 4. The Homogeneity Test Result

Galat Taksiran	Value of Box – M Test	Probability Test	Significance Level	Conclusion
Y (Reading Comprehension) by X (Reading Habits)	0.297	0.587	0.05	Homogeneous

Based on the normality test results above, a homogeneity test showed the

value of probability test = 0,587 > significance level = 0,05, H_0 accepted. It means that the variables data are homogeneous. This can be concluded that the pairs of all data are both reading comprehension and reading habits coming from distributed samples homogeneous.

Correlation Test

The null hypothesis (H_0) stated that there is no positive relationship between reading habit and reading comprehension, whereas alternative hypothesis (H_1) stated there is a positive relationship between reading habit and reading comprehension. Based on the result of simple regression analysis in the reading habits and reading comprehension, it obtained the equation of $\hat{Y}$ = 7,913 + 0,148 X. A significant test and linearity of regression equation by using ANOVA test showed in the following table:

Table 5. The Result of Significant Test and Linearity of Regression Variable Y by X

Variance Source		JK	Dk	RJK	F_{hit}	Significant
Between groups	(Combined)	94.880	19	4.994	2.321	0.005
	Linearity	81.461	1	81.461	37.861	0.000
	Deviation from Linearity	13.419	18	0.746	0.346	0.993
Within Groups		167.824	78	2.152		
Total		**262.704**	**97**			

The null hypothesis (H_0) stated that there is no positive relationship between reading habit and reading comprehension, whereas alternative hypothesis (H_1) stated there is a positive relationship between reading habit and reading comprehension. Based on the result of simple regression analysis in the reading habits and reading comprehension, it obtained the equation of $\hat{Y}$ = 7,913 + 0,148 X. A significant test and linearity of regression equation by using ANOVA test showed in the following table:

Based on the significant test result table above, it showed the value of probability test = 0,000 < significance level = 0,05, H_0 rejected. Thus, there is a linear relationship between Y and X. Thus, the results of the significance and linearity test above, it concluded that the regression of 7.913 + 0.148 X is significant and linear. It means that every increase of one reading habit score (X) will cause an increase of 0.148 scores of reading comprehension (Y). For the visually visible strength of relationships between reading habits (X) and reading comprehension (Y), it

showed in the following figure:

Figure 4.
The Graph of Equation Regression Y by X
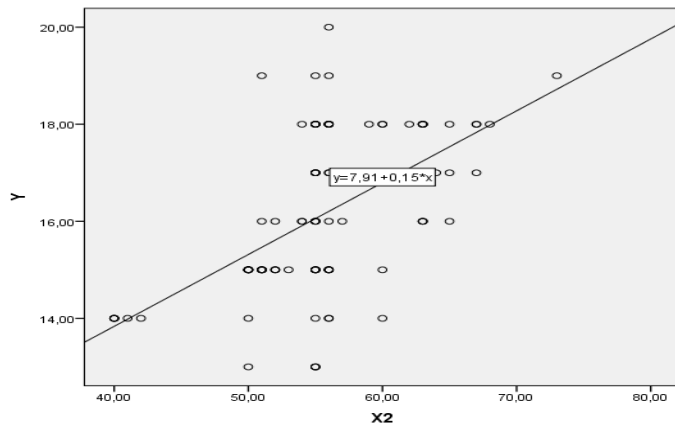
Based on the simple correlation analysis result in reading habit (X)   and reading comprehension (Y), it obtained the correlation r_{y1} = 0,557. A significance test of the correlation coefficient using statistical test (T-test) showed in the following table:

Table 6. The Result of Significant Correlation Coefficient Variable Y by X

Correlation	Coefficient Correlation	T-count	T-Table	
			5 %	1 %
Y (Reading Comprehension) by X (Reading Habits)	0,557	6,571**	1,661	2,367

** significant (T-count = 6,571 > T-table = 1,661)

Based on correlation test result, T_{count} = 6,571 > T_{table} = 1,66. It means that there is a positive relationship between reading habits and reading comprehension of students in English Department at Untirta. In other words, the more reading habits, reading comprehension will be higher. The positive relationship is supported by the determination coefficient of (0,557) 2 = 0,310249. Hence, it means 31,0249% variation that happened to reading comprehension explained by reading habits through regression equation: $\hat{Y}$ = 7,913 + 0,148 X. According to all analysis results, the relationship of reading habits (X) and reading comprehension (Y) ignored. Thus, it concluded that the hypothesis: "There is a positive relationship between reading habits (X) and reading comprehension (Y)" accepted and verified.

Zwiers (2004:3)said that reading habits more clearly illustrate the automatic

and unconscious processes involved in building meaning from the text. Then, the habit of reading refers to an automatic process when the reader reads textual material and obtains meaning without realizing it. He added that the habit of understanding is the thought of being split in two which continues to kick in to help the adept reader actively build meaning. Then, building reading habits will continue to help readers build meaning actively.

According to Kucer (2005:127), reading habits are acts of making meaning. This is important to encourage readers to start a conversation with a text. The act of reading is functional based and arises between language users and the context of the situation. It is supported by Linse (2005:69) who said that reading habits are a set of skills that relate to making sense and fostering the meaning of the printed word. Reading habits are activities that include several aspects consisting of vocabulary mastery, linguistic knowledge and reading strategies or techniques. It can be concluded that the function of reading habits is to convey meaning, integrate information visually and non-visually, and express ideas. Based on the results of the study, information can be obtained that there is a positive relationship between reading habits (X) and reading comprehension (Y).

CONCLUSION AND SUGGESTION

Based on the research which had been done, it concluded that the reading habit (X) has a positive relationship with reading comprehension (Y). If students' reading habits improved, there will be an increase in reading comprehension. Likewise on the contrary, if students' reading habits decrease, then reading comprehension will also decrease. It proved by the simple correlation analysis result in the reading habit (X) and reading comprehension (Y) that it obtained the correlation r_{y1} = 0,557. In correlation test result, T_{count} = 6,571 > T_{table} = 1,66. It means that there is a positive relationship between reading habits and reading comprehension of students in English Department at Untirta. In other words, the more reading habits, reading comprehension will be higher.

To support the improvement of reading habits and reading comprehension, it supported by adequate library facilities. Therefore, the University of Sultan Ageng Tirtayasa needs to prioritize the development of libraries at the faculty and department level which is more proportional as a means of developing students' knowledge and other academic activities in science, technology, literature, and arts as well as research field development. The university should re-activate the

function and role of lecturers as educators, planners, implementers, and mentors who have been neglected. Because the number of teaching schedules outside the campus at certain times, the right of students to receive lectures on time is often overlooked. It will decrease the interest of students to attend lectures and delays in the completion of lecture materials.

REFERENCES

Chaplin. J. P. 2000. *Kamus Lengkap Psikologi Terjemahan Kartini Kartono*. Jakarta: Raja Grafindo Persada.

Day, R. R., & Park, J. *Developing Reading Comprehension Questions*. Reading in a Foreign Language, Vol.17, No.1, p.60-73, April 2015.

Facharyani, Nia., Masrupi., and Eri Rahmawati. *The Influence of Using Jigsaw as a Method on Students' Reading Comprehension at the Seventh Grade of SMPN 7 Kota Serang*. The Journal of English Language Studies, Vol.03, No.01, p.82-93, March 2018.

Gewati, Mikhael. *Minat Baca Indonesia Ada di Urutan ke-60 Dunia,* http://edukasi.kompas.com/read/2016/08/29/07175131/minat.baca.indonesia.ada.di.urutan.ke-60.dunia, (Accessed on December 9th, 2017).

Hasanah, Arifiatul. *The Effects of Teaching Technique and Reading Habits towards Student's Writing Skills at Junior High School in Serang*. The Journal of English Language Studies, Vol.02, No.02, p.141-154, September 2017.

Klingner, Janette K. Sharon V. and Alison B. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.

Kucer, S.B. 2005. *Dimension of Literacy*. London, Lawrence Erlbaum Associates Publisher.

Linse, C.T. 2005. *Practical English Language Teaching*. New York: McGraw Hill Companies.

Lone, F.A. *Reading Habits of Rural and Urban College Students in the 21st Century,* http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1617&context=libphilprac, (Accessed on December 8th, 2017).

McEntire, Jo. 2003. *Read Ahead 2: Reading and Life Skills Development*. Longman: Pearson Education.

McLaughlin & Allen. 2002. *Research-based Reading Comprehension Instruction Focus on Reading Strategies*.

Murray, D.E. 2011. *What English Language Teachers Need to Know*. New York: Routledge.

Nunan, David. 2003. *Practical English Language Teaching*. New York: Mc Graw-Hill Companies Inc.

Ostrov, R. 2002. *Power Reading*. North San Juan: The Education Press.

Patel, M.F., & Jain, P.M. 2008. *English Language Teaching*. Jaipur: Sunrise.

Riandi.. *The Effects of Reading Habit and Vocabulary Mastery Toward Student's Reading Comprehension in Serang City*.MENDIDIK: Jurnal Kajian Pendidikan dan Pengajaran, [S.I.], Vol. 2, No. 1, p. 81-88, April 2016.

Rosnaningsih, Asih and Wulandari. *The Effect of Pre-Questioning Technique on Students' Reading Comprehension*. The Journal of English Language Studies, Vol.02, No.01, p.46-53, March 2017.

Zwiers, J. 2004. *Building Reading Comprehension Habits in Grades 6-12*. Sanfransisco, CA: International Reading Association.