

## ENGLISH EDUCATION JOURNAL (E2J)

Research Journal

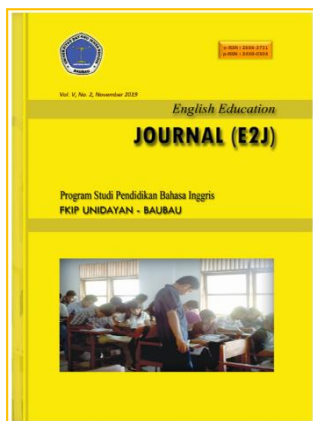
<https://www.ejournal.lppmunidayan.ac.id/index.php/english>

e-ISSN: 2686-3731

p-ISSN: 2460-0504

Author's Correspondence

E-mail: [suharja@unidayan.ac.id](mailto:suharja@unidayan.ac.id)



Publisher:

**English Education Department  
Faculty of Teacher Training and  
Education  
Universitas Dayanu Ikhsanuddin**

Address:

Jl. Sultan Dayanu Ikhsanuddin No. 124  
Baubau, post code 93724  
Southeast Sulawesi, Indonesia

## THE CORRELATION OF READING HABIT TO READING COMPREHENSION IN AN EFL CONTEXT AT UNIDAYAN BAUBAU

**Suharja**

English Education Department, Universitas  
Dayanu Ikhsanuddin  
Jl. Sultan Dayanu Ikhsanuddin No. 124  
Baubau, Southeast Sulawesi, Indonesia

### Article Info

*Article history:*

Received: 28/10/2019

Received in revised form: 01/11/2019

Accepted: 05/11/2019

### Abstract

The main objective of this research is to find out to what extent the correlation between reading habit and reading comprehension of the students of Unidayan Baubau. This research is ex post facto with quantitative approach. The instruments of the research are questionnaire and reading comprehension test. They are administered to 197 students of Unidayan Baubau. The result of the research indicated that the students' reading habit in Unidayan Baubau is in moderate level. This conclusion obtains from descriptive data which reveals that mean score of students' reading habit is 129.79 and 89 students or 45.2 % of all participants has moderate reading habit with range score from 123.91 to 135.68. The researcher found that the students' reading comprehension in Unidayan Baubau is in moderate level as well. This conclusion obtains from descriptive data which reveals that mean score of students' reading comprehension is 54.53 and 95 students or 48.2 % of all participants has moderate reading comprehension with range score from 48.97 to 60.09. The researcher found that there is significant correlation between reading habit and reading comprehension. It can be seen that students' reading habit and reading comprehension denote a positive correlation. It can be seen from  $r$  coefficient is 0.748. The researcher also found that there is significant correlation between reading habit toward reading comprehension. It can be seen from the analysis result which reveals that  $F_{\text{observed}}$  is 248.06 with probability value or  $p$  is 0.000 and determinant coefficient (R Square) is 0.560. It means that reading habit influenced 56 % of students' reading comprehension while 44 % influenced by other variables.

**Keywords:** English Foreign Language, reading comprehension, reading habit

## 1. INTRODUCTION

Comprehension is at the centre of reading; and reading skill is one of the important elements to pursue knowledge. The most effective ways of individual who use both their educational and social life. It is an activity engaged in by most people throughout their life time; it is also a process in which involves a text, a reader and social-cultural context where the activity of reading takes place.

As a process, reading emphasizes the relationship between text-based variables (e.g. vocabulary, syntax, grammatical structure), and these points stress the importance of the reader (e.g. background of knowledge, strategy use, reading purpose, habit, motivation, and an interest of topic). These elements imply that the understanding of the linguistic aspects, personal habit, motivation, and an interest as well as the background knowledge is very important one to develop a reading skill. Moreover, one of the major avenues for acquiring information is reading; it is the foundation upon which other academic skills are built. It offers a productive approach to improving vocabulary, word power, and language skill.

Reading is considered essential for the overall development of a human being. According to Akanda, Hoq, and Hasan [1], reading is an art which provides a human being with the foundation upon which to erect his or her understanding of life as well as the elements with which to build his or her worldview. Since reading is discerned as a window for a wider horizon, the persons or students have to build the ability to read because it constitute the heart of self education and lifelong learning and that it is an art of transforming life in a society [2]. Therefore, every illiterate person is expected to develop the rudiments of reading and the culture of reading always so as to add quality to life.

Meanwhile, for student is that reading also a vital activity, as an essential process to getting better knowledge of his or her experiences and it might be attracting an exciting journey for self-discovery. Moreover, reading transfers experiences to the

individual so that the readers may expand ones' horizons, identify, extend and intensify his or her interest and gain deeper understanding of the world [3]. Still, in simple words, it is a process of interpreting printed and written words. In depth, it is an effective process of conscious learning that influences the accuracy of information, attitudes, morals, beliefs, judgments and action of readers ([4]; [5]). In brief, it is a process that involves effort and choice, hence the significance of motivation [6].

Someone or students with high motivation in reading will enjoy reading much. This feeling of pleasure will affect someone's habit to continue reading. By continuing reading, they can get more concern on their field of study. Reading motivation is related to reading habit. And reading habit is defined as how often, how much, what students read [7]. It means that an activity of reading is done constantly and regularly. Thus, the habit of reading has been established by itself in one's mind. Moreover, reading habit is an attitude that should be taken into consideration for the interpretation of the realities in life, and of the best way to endow a positive attitude in students are the teachers and teacher candidates having the same attitude for them. It can be argued that comparison of teacher candidates' interest and habits of reading would contribute to the literature [8].

Gaining reading habit and developing positive attitudes towards it is a long and challenging process. For this reason, a suitable environment is needed starting from early ages to have reading habit and make children like reading. The fundamental of reading habit are laid in a family environment and it takes a long time [9]. Students having a suitable environment for reading habit at home also want to see it at school. Schools and consequently, teachers have a great impact on students gaining a reading habit [10]. In order for the students to be motivated for reading, interesting and encouraging examples should be presented. For that reason, teachers who are the role models for students have a big responsibility. As a good role model, they should have a satisfactory level of reading habit. Moreover, on the one

hand, to cultivate students' consciousness of reading habit and motivation, to change students' mindset to loving reading books, etc. is urgently important. Therefore, Kirmizi, et. al. [8] stated that with teachers' experiences in building reading habit and their guiding students for reading concerned, then it might have an important effect in students' motivation to read.

On the other hand, it is not enough just to establish a reading habit without changing available of adequate infrastructure like a library where the students are going to learn. The library provides many collections of books. It is a school or public library that is more than a store house or books or a reading.

In terms of above mentioned, Achebe [11] described a library as an organized collection of books and other materials (both printed and non-printed) used for study, research and recreation – a repertoire of knowledge. There is no gain saying that knowledge is power and books of course are full of knowledge. The task of encouraging positive reading interest and sustaining a love for reading which will in turn promote a reading habit is not an easy one. This is where the school and public libraries come in. The unique role of school and public libraries is that they fundamental to the development of literacy which is manifested in a viable reading habit. Philip [12] has observed that reading habit is the link between libraries and literacy. Once people have developed the reading habit, they will come to the libraries looking for books. By using the school and public they consolidate their reading habit by discovering the new world that links within the library.

In contrast, poor reading habits occur in children and young people because reading is not considered a relevant leisure activity. Reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading Sangkaeo [13]. It is a pattern with which an individual organizes his or her reading. Similarly, Shen [14] identifies reading habits, as how often, how much, and what students read. With their endeavors, these researchers have discovered that reading habits are associated with students' gender, educational

background, and academic performance. Moreover, the existence of internet media and high technology device which gives more entertainment for the students also took a part in decreasing the students' reading habit. Another factor which makes poor reading habit in children and young people is that reading does not become a culture that is developed in the students' neighborhood. It means that their family and school does not provide, support, or encourage the students to like reading which is decreased the frequency of the students' reading.

The phenomena of unwell-established reading habit also found at University Dayanu Ikhsanudin (Unidayan) Baubau where the researcher is working. As a teacher educator who has been working there for years, the researcher always observes the students who are paying a visit in the library is not equal to as the total students at University. The lacking of consciousness for the students far from the library makes the researcher wonders. Why they do not optimally use the library facility to build knowledge, to foster a good reading habit, etc. in other words, the presence of the students in library is still in critical number. Moreover, from that small number, they rarely read English books which are provided more information than the Indonesian translated ones.

The phenomena presented above have then encouraged the researcher to have a further study about what is actually happened in the students' condition with their reading. Therefore, the researcher would like to conduct a study which examines if there is an influence of reading habit to reading comprehension by proposing a study entitled "The Correlation of Reading Habit to Reading Comprehension in an EFL Context at Unidayan Baubau. In focusing the field of investigation then, the researcher formulates several research questions:

1. How is reading habit of the students of Unidayan Baubau?
2. How is reading comprehension of the students of Unidayan Baubau?
3. To what extent is the correlation between reading habit and reading comprehension of the students of Unidayan Baubau?

## 2. METHODS

### 2.1 Type of the Research

The type of the research is ex post facto with correlational design. Administration, accounting and management program of study students are chosen to be the sample of this study because they are the most frequent persons that will get the exposure of English comprehension in their field of work. This uniformity is important because the researcher needs to select the questions which are suited to social science. The researcher estimates the sample using formula proposed by Slovin in Seville [15].

### 2.2 Time and Place of the Research

The research done in English Education Study Program, Teaching Training and Education Faculty of Unidayan, in academic year 2016-2017.

### 2.3 Subject of the Research

The subjects of the study are the students in academic years 2016-2017 with the total number of 197 students.

### 2.4 Procedure of the Research

The researcher gave the students the reading comprehension test with the same total number of 197 students. Its purpose is in order to get the data of students recount test achievement. The test took place during 90 minutes. After that, the researcher score the result of reading habit questionnaire and reading comprehension test. Finally those data analyzed statistically with descriptive and inferential statistic and interpreted.

### 2.5 Instrument and Technique of Data Collection

The instruments used in this research are 40 reading questionnaire habit and reading comprehension test. Its purpose is in order to get the data of students recount test achievement.

### 2.6 Technique of Data Analysis

The data obtained analyzed statistically with descriptive and inferential statistic and interpreted.

## 3. RESULT AND DISCUSSION

### 3.1 Result

#### 3.1.1 Description of Reading Habit

Reading habit refers to the behavior which expresses the likeness of reading of individual types of reading, and tastes of reading [13]. It is of how the reader organizes his or her reading. Moreover, Ayildiz [17] stated that reading habit is an individual's constant reading in a critical manner as a result of his considering this activity as a need to be met and a source of pleasure.

In this research, reading habit instrument is a set of questionnaire consist of 40 items of questions with Likert scale 1 to 5 which are distributed to 197 students of Unidayan Baubau. The summary of data description can be seen table 1.

**Table 1.** The Summary of Data Description

	Reading Habit	Reading Comprehension
N	Valid	197
	Missing	0
Mean	129.79	54.53
Std. Error of Mean	.841	.795
Median	131.00	54.00
Mode	134 <sup>a</sup>	52 <sup>a</sup>
Std. Deviation	11.802	11.152
Variance	139.298	124.373
Range	93	68
Minimum	74	24
Maximum	167	92
Sum	25569	10742

a. Multiple modes exist. The smallest value is shown

Based on the statistical analysis, the researcher found that the mean score of reading habit of the students is 129.79 and deviant standard is 11.802. It also has variance as 139.298. The highest score for reading habit is 167 and score for the lowest for reading habit is 74. The researcher also differentiates the data into five classes based on the score obtained: very high, high, moderate, low and very low. This is intended

to show the number of students per classes. The distribution of *reading habit* score can be seen in table 2 as follow:

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

Reading Habit Score		Frecu- ency (F)	Percen- tage (%)
Interval	Category		
$147.45 < X$	Very High	8	4.1
$135.68 < X \leq 147.45$	High	47	23.9
$123.91 < X \leq 135.68$	Moderate	89	45.2
$112.13 < X \leq 123.91$	Low	44	22.3
$X \leq 112.13$	Very Low	9	4.6
Jumlah		197	100.0

(Source: Data of Research Result)

According to data in table 2, there 9 students or 4.6 % of participants has very low reading habit; 44 students or 22.3 % of participants has low reading habit; 89 students or 45.2 % of participants has moderate reading habit; 47 students or 23.9% of participants has high reading habit and 8 students or 4.1 % of the participants has very high reading habit. It can be concluded that the students reading habit of Unidayan Baubau is moderate because most of the students got moderate category.

### 3.1.2 Description Reading Comprehension

Reading comprehension is the transaction between the reader and the text. The reader brings many things to the literacy event; the text has certain features, and yet the meaning emerges only from the engagement of that reader with that text at that particular moment in time [18].

Reading comprehension data are obtained from reading comprehension test consists of 50 questions which have been tried out first in other classes excluded the participants. From data description in table 1, it shows that the mean score of reading comprehension is 54.528 and the deviant standard is 11.152. The variance of the data is 124.37. The highest score of reading comprehension is 92 and the lowest score is 24. In this variable, the researcher also

differentiates the data into five classes to know the frequency of each class. The complete data distribution of reading comprehension can be seen in the table 3 below:

**Tabel 3.** Score Distribution of Reading Comprehension

Reading Comprehension Score		Frecu- ency (F)	Percen- tage (%)
Interval	Category		
$71.21 < X$	Very High	12	6.1
$60.09 < X \leq 71.21$	High	35	17.8
$48.97 < X \leq 60.09$	Moderate	95	48.2
$37.84 < X \leq 48.97$	Low	43	21.8
$X \leq 37.84$	Very Low	12	6.1
Total		197	100.0

(Source: Data of Research Result)

According to the data in table 3, it shows that there are 12 students or 6.1% of participants has very low reading comprehension; 43 students or 21.8% of participants has low reading comprehension; 95 students or 48.2 % of participants has moderate reading comprehension; 35 students or 17.8 % of participants has high reading comprehension; and 12 students or 6.1 % of participants has very high reading comprehension. It can be inferred that the students reading comprehension of Unidayan Baubau is moderate as well because most of the students got moderate category.

### 3.1.3 The Correlation between Reading Habit and Reading Comprehension

To obtain the answer for the third research question, the researcher also did the assumption test. Then, the researcher continued it to hypothesis test by finding whether there is significant correlation between reading habit and reading comprehension or not. There is a significant contribution of reading habit to the reading comprehension.

a.  $H_0$  = There is not any significant contribution of reading habit to

- the reading comprehension.
- b.  $H_a$  = There is a significant contribution of reading habit to the reading comprehension.
  - c.  $\alpha$  = 0.05
  - d. Criteria = if  $p < \alpha$ ,  $H_0$  is rejected and  $H_a$  is accepted
  - e. Statistical Analysis =  $0.000 < 0.05$
  - f. Conclusion:  
According to analysis result using SPSS 20.0 the probability value is 0.000. Because  $p < 0.005$  then  $H_0$  is rejected. It means  $H_a$  is accepted. It can be concluded that students' reading habit and reading comprehension denote a positive correlation. It is indicated also the value of  $r$  coefficient 0.748. The result of analysis can be seen in table 4 and 5 below.

**Table 4. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	<b>.748<sup>a</sup></b>	.560	.558	7.418

a. Predictors: (Constant), X

**Table 5. ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13648.243	1	13648.243	248.061	<b>.000<sup>a</sup></b>
	Residual	10728.854	195	55.020		
	Total	24377.096	196			

a. Predictors: (Constant), X

b. Dependent Variable: Y

According to the findings which the researcher obtained, the findings have answered all research questions. There were three research questions which the findings had answered.

The researcher found that reading habit in Unidayan Baubau is in moderate level. The mean score of students' reading habit in Unidayan Baubau is 129.79, with 167 as the highest score and 74 as the lowest score. The researcher found as well that reading comprehension in Unidayan Baubau is considered as moderate because the mean score of reading comprehension is 54.53. The highest score of the students' reading comprehension is 92 and the lowest score is

24. If we take a simple conclusion, it can make sense if the students' reading comprehension is moderate because their reading habit is moderate as well.

The researcher found that there is significant correlation between reading habit and reading comprehension. Annamalai and Muniandy [3] investigated that reading habit and reading attitude among polytechnic students are low. Then they assume that it will affect their reading comprehension although they have not conduct the researcher in it. This present research then tried to prove it, and the result is expected. From the calculation of the correlation between reading habit and reading comprehension, the researcher found that there is a significant correlation of reading habit to reading comprehension. The result of test of regression meaningfulness showed that value of  $F_{\text{observed}}$  is 248.06 on the significance level 0.000. Because the significance on  $\alpha=0.000<0.05$ , so the regression (the increase or decrease) that happened to the reading comprehension as a result of variation on students' reading habit could be accepted in this research.

Therefore, this study has proved that there is a significant correlation between reading habit on the reading comprehension. The value of simple correlations that state the degree of relation between reading habit toward reading comprehension is 0.748 with the determinant coefficient ( $r^2$ ) is 0.560. This means 56% the variation of students' reading comprehension is determined by the variation of reading habit, and the rest 44% is determined by other factors which is not observed in this research.

### 3.2 Discussion

From the result, the researcher assumes that the role of reading habit is important to increase the students' reading comprehension which is moderate especially for Unidayan students. It means that the reading habit contribute a high portion to the reading comprehension. The other effects may come from many aspects such as the students' background knowledge, interest in the topic, vocabulary. As said by Torgesen in

Westwood [19] that a reader's understanding of text is influenced by a broad range of factors, including his or her interest, vocabulary, general knowledge, knowledge of particular subject, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and an appreciation of text structure.

This effect can be understood, since reading habit is one of the important elements in reading comprehension. The comprehension will not be achieved maximally if the students do not have the willingness to read. As Guthrie et al. in Grabe [20] stated a relationship exists between amount of reading and reading comprehension. In other words, if the students comprehend the text easily, it requires the students to read more and more by enhancing their reading habit. As Guthrie stated that students only become skilled readers when they read a lot, and motivation for reading is critical for addressing this challenge. [20]. The result of this research may trigger the next step to overcome the moderate score of the students' reading comprehension in Unidayan Baubau that is the lecturer may encourage the motivation of the students to read more and make it their habit to gain the better reading comprehension especially in English text. It is because they will need it for their course assignment or thesis writing or even when they are in the real work.

#### 4. METHODS

The researcher conducted a research on reading habit and reading comprehension of the students in Unidayan Baubau. From this research, the researcher concluded that there were three conclusions as follow:

1. The researcher found that the students' reading habit in Unidayan Baubau is in moderate level. This conclusion obtains from descriptive data which reveals that mean score of students' reading habit is 129.79 and 89 students or 45.2 % of all participants has moderate reading habit with range score from 123.91 to 135.68.
2. The researcher found that the students' reading comprehension in Unidayan

Baubau is in moderate level. This conclusion obtains from descriptive data which reveals that mean score of students' reading comprehension is 54.53 and 95 students or 48.2 % of all participants has moderate reading comprehension with range score from 48.97 to 60.09.

3. The researcher found that there is significant correlation between reading habit and reading comprehension. It can be seen that students' reading habit and reading comprehension denote a positive correlation. It can be seen from  $r$  coefficient is 0.748. The researcher also found that there is significant correlation between reading habit toward reading comprehension. It can be seen from the computation which reveals that  $F_{\text{observed}}$  is 248.06 with probability value or  $p$  is 0.000 and determinant coefficient ( $R$  Square) is 0.560. It means that reading habit influenced 56 % of students' reading comprehension while 44 % influenced by others.

#### ACKNOWLEDGEMENT

My deepest gratitude I presented to the Dean of Teaching training Education Faculty Dayanu Ikhsanuddin University Baubau for the opportunity given to the researcher in conducting the research. Also, the researcher expressed his thanks to all colleagues lecturers in English Education Study Program, Unidayan for the contribution ideas to the researcher during conducting the research. The last, the researcher showed his thanks to all students in English Education Study Program for their cooperation in doing the research.

#### REFERENCES

- [1] N. Akanda, A.K.M. Ali; Hoq, K.M.G.; & Hassan, "Reading Habit of Students in Social Sciences and Arts: A Case Study of Rajshahi University," *Chinese Librariansh. an Int. Electron. J.*, p. 35, 2013.
- [2] I. H. Oji, Samuel Ejembi, "The Role of Schools and public Libraries in Promoting Reading Habit Among Children and

- Adolescents in Nigeria," *Inf. Knowl. Manag.*, vol. 1, no. 4, 2011.
- [3] S. and B. M. Annamalai, "Reading Habit and Attitude Among Malaysian Polytechnic Students," *Int. Online J. Educ. Sci.*, vol. 5, no. 1, pp. 32–41, 2013.
- [4] K. C. Panigrahib, C. & Panda, "Reading Interest and Information Sources of School Going Children: A case study of two English medium schools or Rourkela, India," *Malaysia J. Inf. Sci.*, vol. 1, no. 1, 1996.
- [5] Eyre, "No Title," 2005.
- [6] S. S.-A. Sani, Azlina Murad, Tengku Faekah Tengku Arifin, "I'll Read in English if ...: A Glimpse into the Nature of Tertiary ESL Reading Motivation," *Prodia- Soc. Behav. Sci.*, vol. 118, pp. 343 – 350, 2014.
- [7] O. O. E. and M. O. O. Hassan, A.A, "Effect of ICT on the Reading Habits of Students of Rufus Giwa Polytechnic, OWO," *Can. J. Sci. Ind. Res.*, vol. 3, no. 4, 2012.
- [8] F. S. Kırmızı, N. Akkaya, E. Bıçak, and C. İşçi, "Teacher Candidates' Attitudes towards Reading Habit (Case of Dokuz Eylül and Pamukkale Universities)," *Procedia - Soc. Behav. Sci.*, vol. 116, pp. 127–131, 2014.
- [9] D. Camp, "Who's Reading and Why: Reading Habits of 1 Grade through Graduate Students," *Read. Horizons J.*, vol. 4, no. 3, pp. 251–258, 2007.
- [10] M. D. Applegate, A. J & Applegate, "The Peter Effect: Reading Habits and Attitudes of Preserve Teachers," in *International Reading Association*, 2004, pp. 554–563.
- [11] Achebe, *No Title*. 2008.
- [12] A. Philip, *The Reading Habit: A Missing Link Between Literacy and Libraries*. 2009.
- [13] S. Sangkaeo, "Reading habit promotion in Asean libraries," in *65th IFLA Council and General Conference, Bangkok, Thailand*, 1999.
- [14] L. Shen, "Computer Technology and College Students' Reading Habit," *Chia Nan annual Bulletin*, pp. 559–572, 2006.
- [15] C. G. Seville, *Research Methods*. Quezon City.: Rex Printing Company, 2007.
- [16] E. Ogeyik, Cosgun M. & Akyay. "Investigating Reading Habits and Preferences of Students Teachers of Foreign Language Departement," *Int. J. Lang. Soc. Cult.*, 2009.
- [17] Ayildiz, *No Title*. 2009.
- [18] L. S. Pardo, "What every teacher needs to know about comprehension. [Electronic version]," *J. Acad. Int. Read. Assoc.*, vol. 58, no. 3, pp. 272–280, 2004.
- [19] P. S. Westwood, *Reading and Learning Difficulties*. Australia: Acerpress, 2001.
- [20] W. Grabe, *Reading in a Second Language: Moving From Theory to Practice*. Cambridge: Cambridge University Press, 2009.