

**CORRELATION BETWEEN READING HABIT AND
READING COMPREHENSION ACHIEVEMENT OF
ENGLISH DEPARTMENT STUDENTS OF
IAIN PALANGKA RAYA**

THESIS



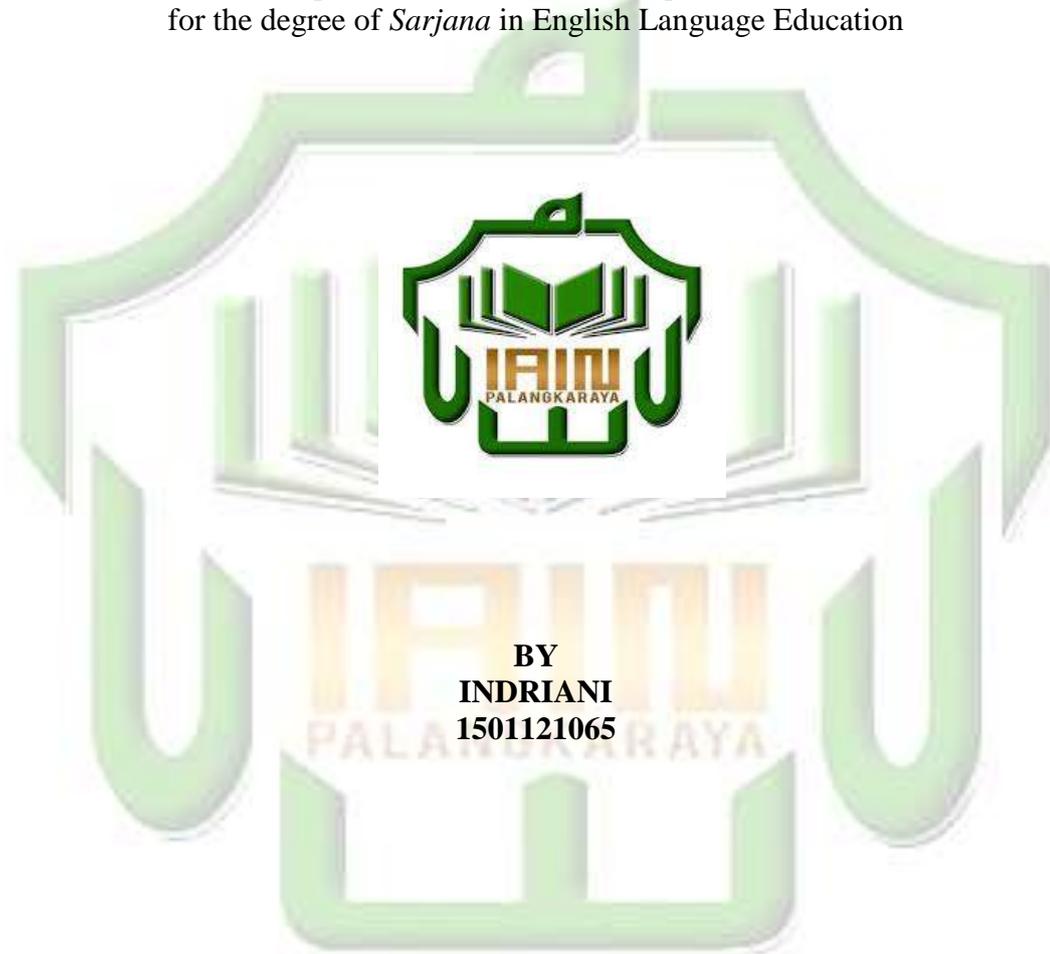
**BY
INDRIANI
1501121065**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHING TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAMS OF ENGLISH EDUCATION
2019 M / 1441 H**

**CORRELATION BETWEEN READING HABIT AND
READING COMPREHENSION ACHIEVEMENT OF
ENGLISH DEPARTMENT STUDENTS OF
IAIN PALANGKA RAYA**

THESIS

Presented to State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



**BY
INDRIANI
1501121065**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHING TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAMS OF ENGLISH EDUCATION
2019 M / 1441 H**

ADVISOR APPROVAL

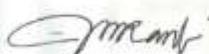
Thesis Title : Correlation Between Reading Habit And Reading
Comprehension Achievement Of English Department
Students Of IAIN Palangka Raya
Name : Indriani
SRN : 1501121065
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for
Thesis Examination/Munaqasah by the Board of Examiners of the Faculty of
Teacher and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, September 2019

Advisor I,

Advisor II,



Hj. Apni Ranti, M.Hum.
ORN. 198101182008012013



Akhmad Ali Mirza, M.Pd.
ORN. 198406222015031003

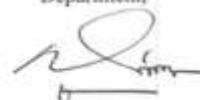
Acknowledged by:

Vice Dean in Academic Affairs,

Secretary of Language Education
Department,



Dr. Nurul Wahdah, M.Pd.
ORN. 198003072006042004



Akhmad Ali Mirza, M.Pd.
ORN. 198406222015031003

PERSETUJUAN PEMBIMBING

Judul Skripsi : Hubungan Antara Kebiasaan Membaca Dan Prestasi
Pemahaman Membaca Mahasiswa Jurusan Bahasa
Inggris Di IAIN Palangka Raya
Nama : Indriani
NIM : 1501121065
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan : Pendidikan Bahasa
Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa skripsi telah disetujui oleh kedua pembimbing untuk sidang skripsi/munaqasah yang dilaksanakan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu keguruan Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, September 2019

Pembimbing I,

Hj. Apni Ranti, M.Hum.
ORN. 198101182008012013

Pembimbing II,

Akhmad Ali Mirza, M.Pd.
NIP. 198406222015031003

Mengetahui:

Wakil Dekan Bidang Akademik,

Dr. Nurul Wahdah, M.Pd.
NIP. 198003072006042004

Sekretaris Jurusan Pendidikan
Bahasa,

Akhmad Ali Mirza, M.Pd.
NIP. 198406222015031003

THESIS APPROVAL

Thesis Title : Correlation Between Reading Habit And Reading Comprehension Achievement Of English Department Students Of IAIN Palangka Raya
Name : Indriani
SRN : 1501121065
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasah* on:

Day : Friday
Date : September, 27th 2019

BOARD OF EXAMINERS

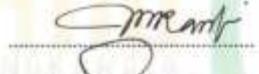
Zaitun Qamariah, M.Pd.
(Chair/Examiner)



Sabarun, M.Pd.
(Main Examiner)



Hj. Apni Ranti, M.Hum.
(Examiner)



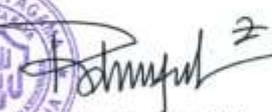
Akhmad Ali Mirza, M.Pd.
(Secretary/Examiner)



Approved by:
Dean, Faculty of Teacher Training
and Education



Dr. Hj. Rodhatul Jennah, M.Pd.
ORNS 196710031993032001



OFFICIAL NOTE

Palangka Raya, September 2019

**Cases: Examination of
INDRIANI Thesis**

To
The Dean of Faculty
of Teacher Training
and Education of
State Islamic Institute
of Palangka Raya
In-
Palangka Raya

Assalamualaikum Wr. Wb

By reading and analyzing of this thesis in the name of:

Name : Indriani
SRN : 1501121065
Thesis Title : CORRELATION BETWEEN READING HABIT AND
READING COMPREHENSION ACHIEVEMENT OF
ENGLISH DEPARTMENT STUDENTS OF IAIN
PALANGKA RAYA

Can be examined in partial fulfillment of the requirement of the Degree of
Sarjana Pendidikan in the study program of English Education of the language
Education of the Faculty of Training and Education of the State Islamic Institute
of Palangka Raya.

Thank you for attention,

Wassalamualaikum Wr. Wb

Acknowledged by:

Advisor I,

Advisor II,



Hj. Apni Ranti, M.Hum.
ORN. 198101182008012013



Akhmad Ali Mirza, M.Pd.
ORN. 198406222015031003

NOTA DINAS

Palangka Raya, September 2019

**Hal : Permohonan Ujian Skripsi
INDRIANI**

Kepada
Yth. Dekan Fakultas Tarbiyah dan
Ilmu Keguruan Institut Agama Islam
Negeri Palangka Raya
Di
Palangka Raya

Assalamualaikum Wr. Wb

Setelah membaca dan menganalisa skripsi ini, kami menyatakan bahwa:

Nama : Indriani
NIM : 1501121065
Judul Skripsi : HUBUNGAN ANTARA KEBIASAAN MEMBACA
DAN PRESTASI PEMAHAMAN MEMBACA
MAHASISWA JURUSAN BAHASA INGGRIS DI IAIN
PALANGKA RAYA

Dapat diujikan sebagai syarat untuk memenuhi kewajiban dan mencapai gelar Sarjana Pendidikan pada program studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.

Terima kasih atas perhatiannya.

Wassalamualaikum Wr. Wb

Mengetahui :

Pembimbing I,

Hj. Apni Ranti, M.Hum.
ORN. 198101182008012013

Pembimbing II,

Akhrud Ali Mirza, M.Pd.
NIP. 198406222015031003

MOTTO AND DEDICATION

“Develop An ‘Attitude Of Gratitude’. Say Thank You To Everyone You Meet For Everything They Do For You.”

“Kembangkan ‘sikap bersyukur’. Ucapkan terima kasih pada setiap orang yang kamu temui atas segala sesuatu yang mereka lakukan untukmu.”

(Brian Tracy)

This Thesis is dedicated to; My beloved Father Jamingan and Mother Sunarmi for their valuable endless prayer, sacrifice, and support. My beloved brother Heri Wahyudi, and my younger sister Anggraeni Maulina Saputri.

DECLARATION OF AUTHORSHIP

Herewith, I:

Name : Indriani
NIM : 1501121065
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Declare that:

1. This thesis is purely the result of my own work. There is no other person's work that I use without mentioning the source..
2. I hereby certify that the thesis I am submitting is entirely my own original work except where otherwise indicated. I am aware of the Institution regulations concerning plagiarism, including those regulations concerning disciplinary actions that may result from plagiarism. Any use of the works of any other author, in any form, is properly acknowledged at their point of use.

Palangka Raya, September 2019

Yours Faithfully



Indriani
Indriani

SRN.1501121065

ABSTRACT

Indriani. 2019. *Correlation Between Reading Habit And Reading Comprehension Achievement Of English Department Students Of IAIN Palangka Raya* Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Hj. Apni Ranti, M. Hum; (II) Akhmad Ali Mirza, M.Pd.

Key Words: reading habit, reading comprehension achievement.

The aim of this research was to find out the correlation between reading habit and reading comprehension achievement of eight semester students of English department at IAIN Palangka Raya.

This research used quantitative method to collect the data with correlation design. The population of this research was the eight semester of English Department students on the academic year 2015/2016 at IAIN Palangka Raya which consisted of 30 students as the sample for the questionnaire and test. The technique of collecting the data used questionnaire and test. In analyzing the data, some procedures were used such as collecting the data, measure the data with SPSS 20 program, and conclusion data.

The result of this research showed that: 1) the students reading habit is very high with score was 88 from data calculation of questionnaire. 2) the students reading comprehension achievement is fair with score was 60 from data calculation of test. 3) the students' reading habit and reading comprehension achievement have correlation with the total calculation was fair correlation. Based on the result of product moment correlation analysis, the correlation coefficient between students' reading habit and reading comprehension achievement is higher than r table ($0.400 > 0.361$). It showed that alternative hypothesis (h_a) was accepted and null hypothesis (h_o) was rejected. So, between two variable has a positive significant correlation.

Based on the result above, the researcher recommendation that: students must be have good reading habit to increase students reading comprehension achievement and to teacher English subject must give motivation to students to apply reading habit as activity in the class, so the students can build their habit to read especially English book.

ABSTRAK

Indriani. 2019. *Hubungan Antara Kebiasaan Membaca Dan Prestasi Pemahaman Membaca Mahasiswa Jurusan Bahasa Inggris Di IAIN Palangka Raya*, Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Hj. Apni Ranti, M. Hum; (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci: kebiasaan membaca, prestasi pemahaman membaca.

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kebiasaan membaca dan prestasi membaca siswa semester delapan jurusan Bahasa Inggris di IAIN Palangka Raya.

Penelitian ini menggunakan metode kuantitatif untuk mengumpulkan data dengan desain korelasional. Populasi penelitian ini adalah mahasiswa Jurusan Bahasa Inggris semester delapan tahun akademik 2015/2016 di IAIN Palangka Raya yang terdiri dari 30 siswa sebagai sampel untuk angket dan tes. Teknik pengumpulan data menggunakan angket dan tes. Dalam menganalisis data, beberapa prosedur digunakan seperti mengumpulkan data, mengukur data dengan program SPSS 20, dan kesimpulan.

Hasil penelitian ini menunjukkan bahwa: 1) kebiasaan membaca siswa sangat tinggi dengan skor 88 dari hasil data angket. 2) prestasi pemahaman membaca siswa cukup dengan skor 60 dari hasil data tes. 3) kebiasaan membaca siswa dan prestasi pemahaman membaca memiliki korelasi dengan hasil perhitungan cukup. Berdasarkan hasil analisis korelasi product moment, koefisien korelasi antara kebiasaan membaca siswa dan prestasi pemahaman membaca lebih tinggi dari r tabel ($0,400 > 0,361$). Ini menunjukkan bahwa hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Jadi, antara dua variabel memiliki hubungan yang positif.

Berdasarkan hasil di atas, peneliti merekomendasikan bahwa: siswa harus memiliki kebiasaan membaca yang baik untuk meningkatkan prestasi belajar membaca siswa dan untuk guru mata pelajaran bahasa Inggris harus memberikan motivasi kepada siswa untuk menerapkan kebiasaan membaca sebagai kegiatan di kelas, sehingga siswa dapat membangun kebiasaan membaca terutama buku bahasa Inggris.

ACKNOWLEDGEMENTS

Praise and gratitude we pray for the presence of Allah SWT, for the grace and His gift ever bestowed upon us all. Sholawat and greetings are hopefully given to the Prophet Muhammad SAW that had been in communicating the message and the Shari'a of Islam to all mankind. For the grace of Allah, the author finally able to complete the thesis entitled "CORRELATION BETWEEN READING HABIT AND READING COMPREHENSION ACHIEVEMENT OF ENGLISH DEPARTMENT STUDENTS OF IAIN PALANGKA RAYA".

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd, for her invaluable assistance both in academic and administrative matters.
3. Secretary of Department of Language Education, Akhmad Ali Mirza, M.Pd, for his invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, Zaitun Qmariah, M.Pd., for her invaluable assistance both in academic and administrative matters.
5. Advisors Hj. Apni Ranti, M. Hum., and Akhmad Ali Mirza, M.Pd., for all their time and hard work in guiding her so that this thesis is finished.
6. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.

7. Classmates of Study Program of English Education, especially the 2015 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish her study.
8. Beloved parents, Mr. Jamingan and Mrs. Sunarmi for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all. *Aamiin.*

Palangka Raya, September 2019

The Writer

Indriani
NIM 1501121065

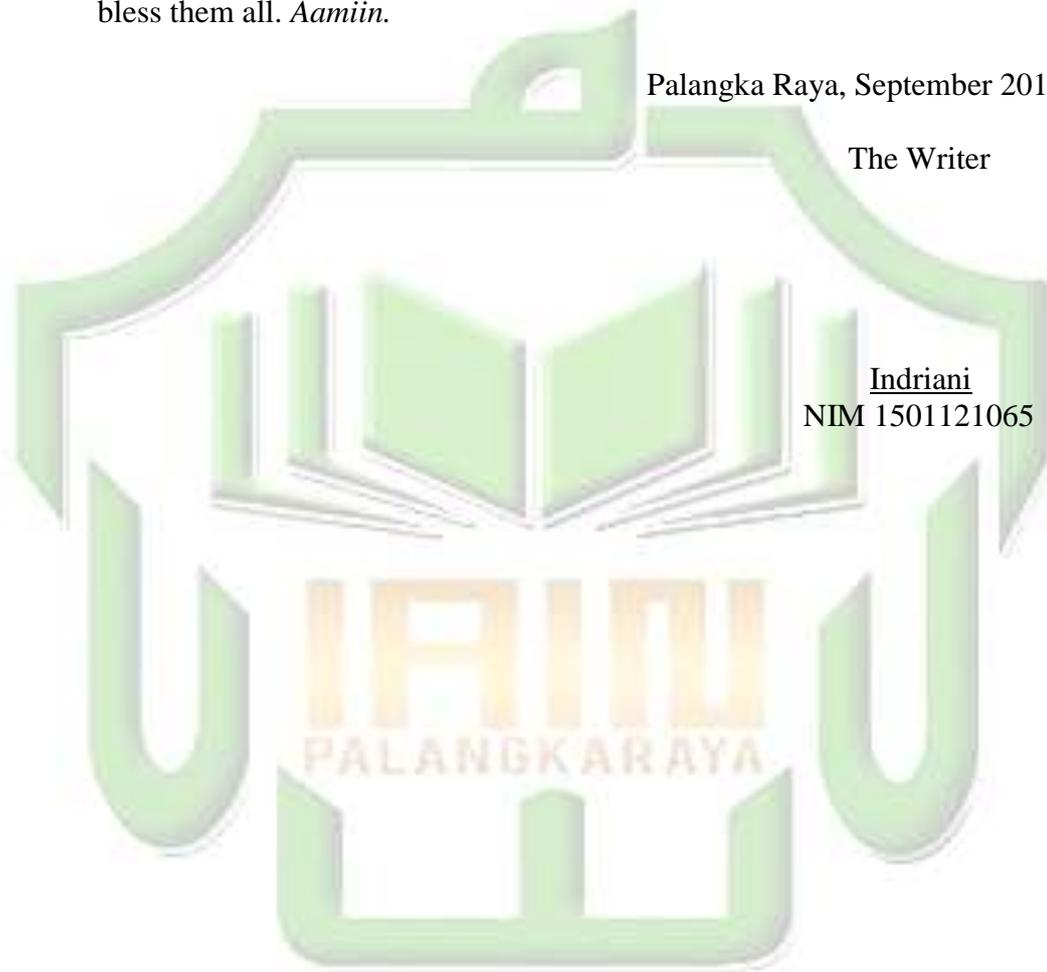
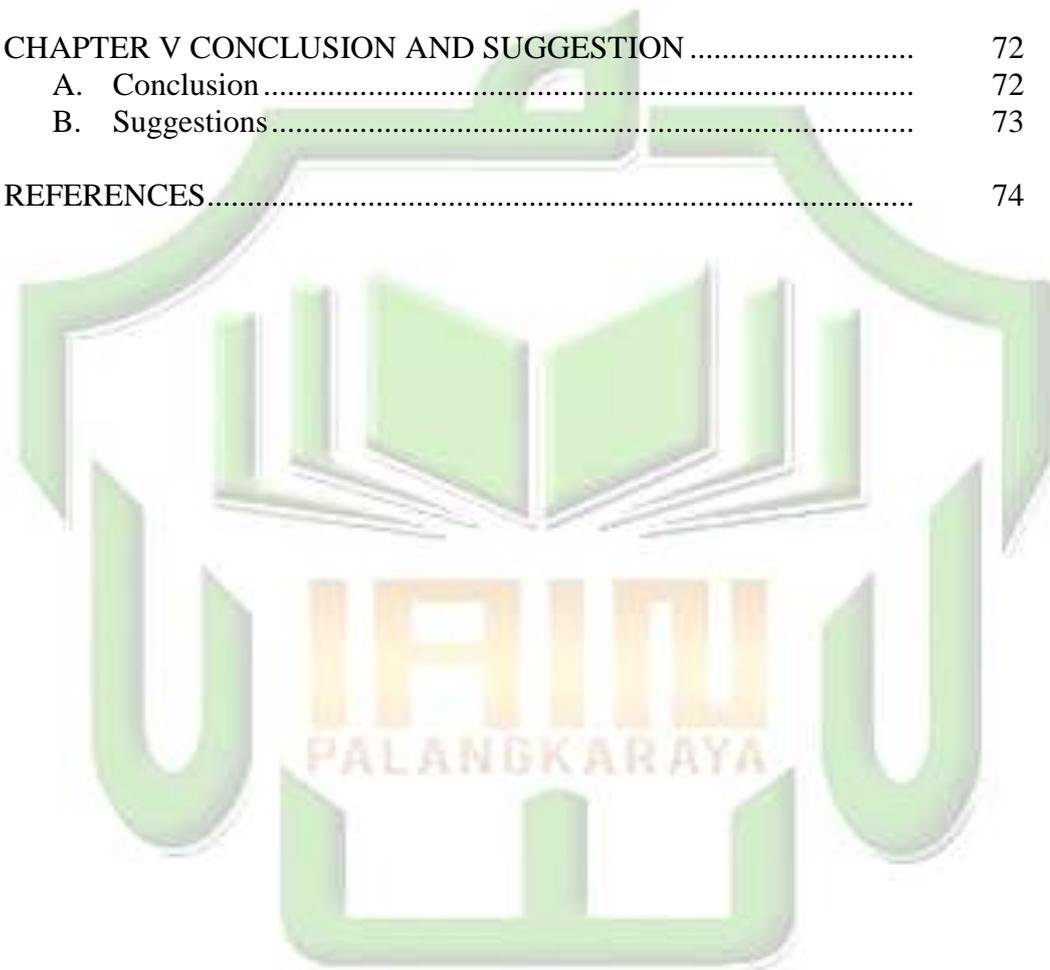


TABLE OF CONTENT

	Page
COVER	i
COVER (Second Page)	ii
ADVISOR APPROVAL	iii
PERSETUJUAN PEMBIMBING.....	iv
THESIS APPROVAL	v
OFFICIAL NOTE	vi
NOTA DINAS	vii
MOTTO AND DEDICATION	viii
DECLARATION OF AUTHORSHIP	ix
ABSTRACT	x
ABSTRAK	xi
ACKNOWLEDGEMENTS	xii
CONTENTS	xiv
LIST OF TABLE	xvi
LIST OF FIGURE.....	xvii
LIST OF APPENDICES	xviii
CHAPTER I INTRODUCTION	1
A. Background of the study	1
B. Problem of the study	5
C. Objective of the study	5
D. Hypothesis of the study.....	5
E. Assumption	5
F. Scope and Limitation	6
G. Significance of the study.....	6
H. Definition of Key Terms	7
CHAPTER II REVIEW OF RELATED LITERATURE	9
A. Related of Study.....	9
B. Reading habit	11
C. Reading comprehension achievement.....	18
D. Correlational design	23
CHAPTER III RESEACRH METHOD	25
A. Research Design.....	25
B. Place and time.....	26
C. Variable of the study	26
D. Population and Sample.....	27
1. Population	27
2. Sample.....	27
E. Research Instrument.....	28
1. Research instrument development	28
a. Questionnaire.....	28

b. Test.....	29
2. Instrument validity	31
3. Instrument reliability.....	33
F. Data Collection Procedure	35
G. Data Analysis Procedure	35
CHAPTER IV RESEARCH FINDINGS AND DICUSSION.....	38
A. Data Presentation	38
B. Research Findings	58
C. Discussion	70
CHAPTER V CONCLUSION AND SUGGESTION	72
A. Conclusion	72
B. Suggestions.....	73
REFERENCES.....	74



LIST OF TABLES

	Page
1. Table 3.1 (Variable Of The Study)	27
2. Table 3.2 (Reading habit indicators).....	29
3. Table 3.3 (Classification of students' reading habit)	29
4. Table 3.4 (Content spesification of reading comprehension achievement test).....	33
5. Table 4.1 (Indicator of student's reading motivation)	38
6. Table 4.2 (Indicator of reading frequency)	43
7. Table 4.3 (Indicator of the material readers read).....	45
8. Table 4.4 (Indicator of the average readers spent to read).....	48
9. Table 4.5 (Students' responses to English reading habit based on mean, median, and standard deviation).....	49
10. Table 4.6 (Students' reading habit).....	54
11. Table 4.7 (The result of reading comprehension achievement test).....	56
12. Table 4.8 (The students' reading habit and reading comprehension achievement test score).	57
13. Table 4.9 (The normality test result).....	59
14. Table 4.10 (Result of linearity test).....	60
15. Table 4.11 (The correlation between students' reading habit and reading comprehension achievement).....	61
16. Table 4.12 (Coefficient correlation interpretation)	63
17. Table 4.13 (The calculation of pearson product moment correlation using SPSS 20.0 program)	66

LIST OF FIGURES

	Page
1. Figure 4.1 (Scatterplot)	64



LIST OF APPENDICES

1. Questionnaire
2. Reading comprehension achievement test
3. Research schedule
4. Curriculum Vitae



CHAPTER I INTRODUCTION

This chapter discusses the background of the study, problem of study, objective of the study, hypothesis of the study, assumption of the study, scope and limitation, significance of the study and definition of the key terms.

A. Background of study

English is used as an international language by the majority of countries of the world. As an international language, English has a very important role in the development of education, communication, commerce, diplomacy, social, and scientific research. In education field, English therefore prompted become an important subject learn by the student throughout the world (Samrotul, 2014, p.6).

One of the main goals of students that learn a language is to be able to read. By reading, students can build language skills, adding their vocabulary knowledge, and fluency in reading. The meaning of reading is not just about reading aloud and being able to pronounce the words correctly, but in reading students should understand the meaning of the whole idea of reading materials that they read. Reading is ability to recognize and examines words of sentences and understand the information within (Lone, 2011). Further, he adds that reading is a cognitive process of understanding a written linguistic message and to examine and grasp the meaning of written or printed characters, words or sentences.

It is supported by Patel and Jain (2008, p.13) that reading is most useful and important skill for people. This skill is more important than speaking and writing. Palani (2012, p.92) continues that reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving. In short, reading is an active process which involves making sense and deriving meaning from printed or written word as a means of understanding what has been read.

According to Pang, et.al (2003, p.6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Department for Education and Skills (2005, p.2) states that reading comprehension is an essential part of the reading process. Furthermore, Nunan (2006, p.71) adds that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and it is much more complex than merely decoding specific word. Therefore, as the students read, they have to understand what they have read as a part of their reading process because the aim of reading is comprehension. Reading habit is very important to make it easier for readers to understand a text.

Reading habits are indicated by the amount of the materials that the readers read, the frequency of reading, the average of the time that readers spent of reading, and also the purpose of reading (Shen, 2006). Reading habits also indicated by the readers positive attitude toward reading, their enjoyment in reading practices and motivation to read. Furthermore, Zwiers (2004, p.3), reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Thus, by this activity the readers can improve their reading ability.

The habit of reading is the basis of lifelong learning. For the purpose of the individual being someone that learns throughout his/her life, it is necessary for the act of reading to be conducted regularly throughout life (Odabaş, Odabaş & Polat, 2008).

Reading and academic achievement are essential for research workers and educationists to know that every child whether he or she is gifted, average, normal or backward etc, should be educated in his or her own way but if he or she possesses good study habits, he or she can perform well in academics and in every situation. It is the reading habits which help the learner in obtaining meaningful and desirable knowledge. Good reading habits act as a strong weapon for the students to excel in life (Bashir & Mattoo, 2012). According to Palani (2012), reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas.

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 University in March 2016. Indonesia was ranked 60th of 61st countries about reading interest. Indonesia's ranked is under Thailand (59th) and above Botswana (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 habit of students in English Department at State Islamic Institute of Palangka Raya researcher has conducted unstructured observation. The result of observation, students' still have a low-interest reading and reading habits. According to some students, reading is boring especially text that is too long, so it makes students are lazy to read.

Based on the background above, the researcher conducted this study to determine whether there is a correlation of reading habit with reading comprehension achievement in English Education at IAIN Palangka Raya.

B. Problem of the study

Based on the explanation above, the researcher formulates these problems as below:

1. How is the students' reading habit?
2. How is the students' reading comprehension achievement?
3. Is there any significant correlation between reading habit and reading comprehension achievement?

C. Objective of the study

The aim of this research are:

1. To describe the students' reading habit.
2. To describe the students' reading comprehension achievement.
3. To find out whether or not there is a significant correlation between reading habit and reading comprehension achievement of English department students of IAIN Palangka Raya.

D. Hypothesis of the study

H_a : There is significant relationship between students' reading habit and reading comprehension achievement.

H_o : There is no significant relationship between students' reading habit and reading comprehension achievement.

E. Assumption of the study

The assumption of the research is if students have good reading habit they will have good reading comprehension achievement.

F. Scope and limitation

In this research, the researcher was focused only on reading habit of the eighth-semester of English department students of IAIN Palangka Raya academic year 2015/2016. There are two focus level of comprehension, they are appreciative reading and critical reading. The type of text is journal, then the students' make paraphrase and summary about the contents of journal.

G. Significance of the study

The significance of this research are:

1. Theoretical

This research is expected to assist students in applying reading habit in daily activity to provide more understanding when reading a text and able to draw conclusions from the text. The purpose of reading habit is to improve students reading comprehension achievement.

2. Practical

For students the result of this research may become references to be more familiar in reading any text to improve reading comprehension, to motivate students to reading and build a good reading habit student to develop the student's reading comprehension achievement. for teacher this research can be used as one way for students to improve reading comprehension throught reading habit that

students do in the classroom and continuously. For other researcher, this research can be references to other research if use the same topic.

H. Definition of key term

a. Creswell (2012, p.21) states that the correlational designs are procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlation analysis.

b. Reading habit

Reading habit is a force that encourages to pay attention, feel interested and happy to the activity of reading so that they want to do activities of reading with their own volition. Reading habit refers to the behaviour which expresses the likeness of reading of individual types of reading and tastes of reading (Sangkaeo, 2011).

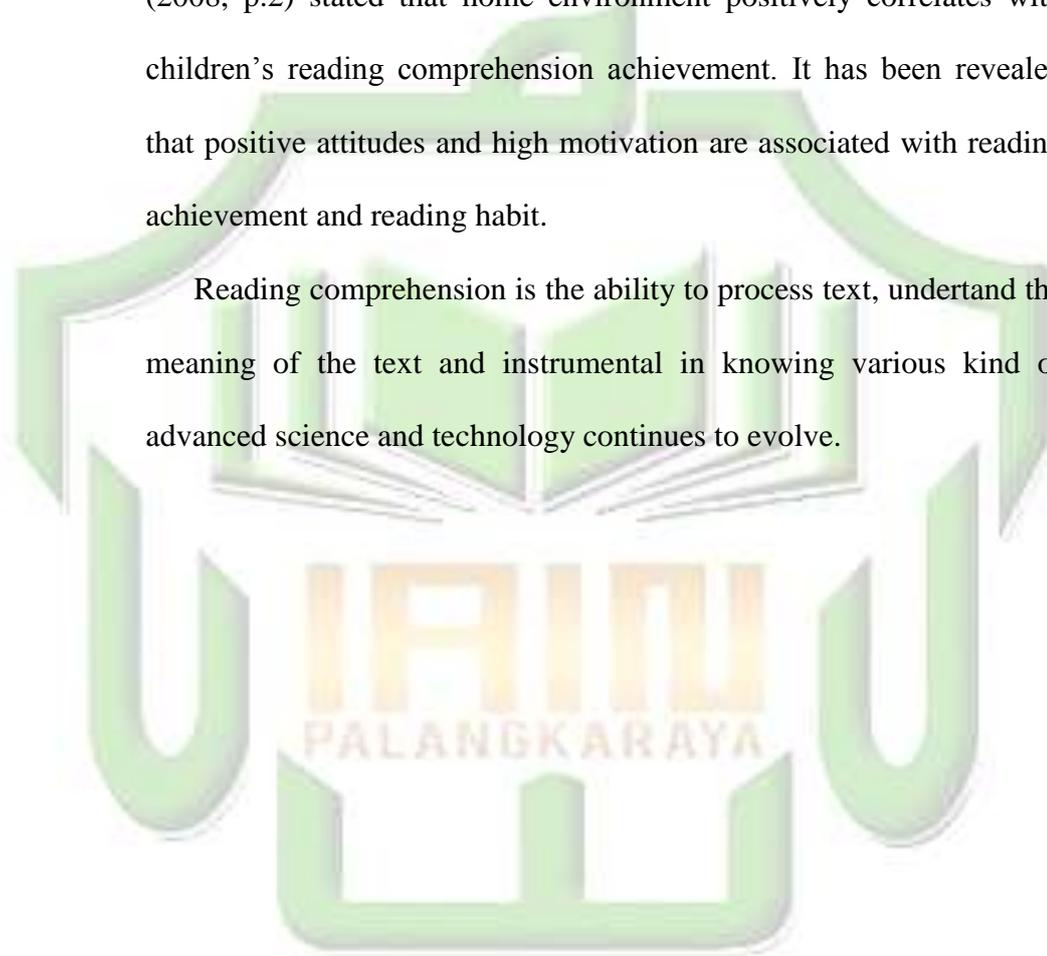
Reading habit is activities need to be socialized from an early age and if students have good reading experiences and build a positive attitude toward reading. Reading habit is the process and comprehension is the essence of it. By accustoming a good reading habit as a daily activity.

c. Reading comprehension achievement

Based on Department for Education and Skills (2005, p.2) states that reading comprehension is an essential part of the reading process. Nunan (2006, p.71) adds that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order

thinking skills and is much more complex than merely decoding specific word. Therefore, as the students read they have to understand what they have read as a part of their reading process because the aim of reading is comprehension. There are several issues related to reading habit and reading comprehension achievement. Cha, Ko, and Tse (2008, p.2) stated that home environment positively correlates with children's reading comprehension achievement. It has been revealed that positive attitudes and high motivation are associated with reading achievement and reading habit.

Reading comprehension is the ability to process text, understand the meaning of the text and instrumental in knowing various kind of advanced science and technology continues to evolve.



CHAPTER II

REVIEW OF RELATED METHODOLOGY

This chapter discusses the related study, reading habit, reading comprehension achievement and correlational design. The reading habit discusses about definition of reading habit, purpose of reading habit, aspect of reading habit, advantages of reading habit. The reading comprehension achievement discusses about definition of reading comprehension, level of reading comprehension, and important of reading comprehension.

A. Related studies

In order to provide strong foundation of the present study, in this section the researcher presents some studies those closely related to the study. First of all, Julio Cesar Galicia Gaona and Erwin Rogelio Villuendas González (2010) that tried to measure Relationship Between Reading Habits, University Library And Academic Performance In A Sample Of Psychology Students. The result of the study of Academic performance showed statistically significant correlations with some components of reading habits, such as attitudes toward reading ($\rho = .413$, $p < .001$) and with the frequency reported by the person about strategies used to find information in the library ($\rho = .239$, $p < 0.001$), among others.

The second related study is Samrotul Muawanah (2014) that tried to measure The Relationship Between Students Reading Habit And Their Reading Comprehension (A correlation study at the second grade of SMA

Dua Mei Ciputat). The result of her study showed that there is a strong relationship between students reading habit and their reading comprehension at the second grade of SMA Dua Mei Ciputat in academy year 2013/2014. The score of relationship coefficient obtained is t-observed 0,799 and t-table is 0,320. It mean that the value is higher than t-table and H_a is accepted and H_o is rejected.

The third related studies by Agus wahyudi (2016). He measured The Correlation Between Reading Habit And Reading Comprehension Achievement Of 12th Grade Students Of Ma. Pp. Qodratullah Langkan. The result of the study from the analysis, it showed that the t-obtained was 0.309. It could be concluded that there was no significance correlation between the two variables since the t-obtained was higher than 0.05.

The fourth related study by **Rahmayuni Wulandari, Sudirman, Huzairin (2016) that tried to measure The Correlation Between Students' Reading Habit And Their Reading Comprehension Ability. The result of the study** showed that there was a statistically significant correlation (0.642) between the students' reading habit in English and their reading comprehension ability with the significant level ($0.00 < 0.05$).

The last related studies by Sakinah (2018) tried to measure The Correlation Between Students' Reading Habits And Reading Achievement In English Education Study Program At Jambi University. The result of the study showed that there was correlation between students reading habits and reading achievement. However, the result showed that only

reading materials and purposes of reading had moderate relationship with reading achievement. For correlation between students' reading materials and reading achievement, it has 0.473 Pearson's score. For correlation between students' purpose of reading and reading achievement, it has 0.470 Pearson's score. It means, reading materials and purpose of reading has correlation with reading achievement. Frequency of reading and time spent in reading has negligible relationship. For correlation between frequency of reading, it has 0.147 Pearson's score. For correlation between time spent in reading and reading achievement, it has 0.162 Pearson's score. It means there is a low correlation between frequency of reading and time spent in reading with reading achievement.

The similarities of current study and the previous studies is similar to correlational study and focus on reading habit. But there are also some differences such as the previous researchers correlated among English skills or some other language components and from the five previous study there were 3 researchers whose result were significance correlation, 1 was no significance correlation and 1 was low significance correlation.

B. Reading habit

1) Definition of reading habit

Reading habit can be acquired by readers if they are frequently read a book with any reason that they have. When they get used to read and search a book to read, reading can become their habit. Reading habit can be achieved by someone in younger age. If in young age,

they formed reading habits it will last long in their life (Greene, 2001). Furthermore, Shen (2006) adds that reading habit can be identify by reading materials that students read, frequency of reading, time spent in reading and the purpose of reading.

According to Zwiers (2004, p.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. Reading habits can be acquired by readers if they are frequently read a book with any reasons that they have. When they get used to read and search a book to read, reading can become their habit. Reading habits can be achieved by someone in younger age. If in young age, they formed reading habits it will last long in their life (Greene, 2001).

Reading habit is activities need to be socialized from an early age and if students have good reading experiences and build a positive attitude toward reading. Reading habit is the process and comprehension is the essence of it. By accustoming a good reading habit as a daily activity.

2) The benefit of reading habit

According to Samrotul (2014, p. 14), the benefit of reading habits are enormous; gaining reading habit will enable the students open a new world and broaden their perspective. Thus reading habit will help

students to speak with confidence and build an expertise. Simultaneously, reading comprehension and habit are both interrelated. Reading habit is the process and comprehension is the essence of it. By accustoming a good reading habit as a daily activity, it will help the student to read and to comprehend English text fluently and accurately. Pursuing reading as a habit will help the students to become more intelligent. Practicing reading habit also improves analytical skill in comprehension task.

Based on Zwiers, (2004, p.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, p.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.

3) The purpose of reading habit

Based on Ochanya (2010, p. 231-235) there are some reading habits purposes which have either positive or negative result. They are grouped into four segments they are: hobbial, recreational, concentration, deviational.

a) Hobbial

A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, politic, religious, and economic. This purpose of reading habit not only makes one satisfied but also positive.

b) Recreational

A good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the reader's brain and to avoid mental fatigue; the example activities on reading for relaxation are reading newspaper, and magazine.

c) Concentration

One of the reading habit purposes is concentration. Concentration means the readers acknowledge their reading process to understand the meaning of passage. Reading for concentration is recommended for use in school by stakeholders;

this reading habit purpose shows positive result in student's achievement in school.

d) Deviatonal

The last purpose of reading habit is deviatonal. This is the only reading habit which has a negative norm. The reader sometimes pretends to read, and deviates from the actual reading. This should be avoided by the students. If this reading habit attitude acquired by the student, it may lead to loss of interest in the acquisition of knowledge.

4) Aspect of reading habit

According to Julio cesar (2011, p.69-60) reading habit have six aspect, they are : reading frequency, books read, time spent on academic reading, time spent on no-academic reading, Motivation in the family environment, and Motivation in the academic environment.

- a) Reading frequency is the frequency at which the person reports to read books in their spare time. It is considered from the frequency reported in questionnaire item.
- b) Books read: The number of books that the person reports having read in the last three months. It is considered from the amount reported in question 6 of the questionnaire.
- c) Time spent on academic reading: is the time that the person reports to devote to reading books on his or her study subjects. It is

considered from the time reported as devoted to “Books for Class” in questionnaire item.

- d) Time spent on non-academic reading: is the time that the respondent reports to devote to reading books that are not directly related to the subjects of his or her studies. It is considered from the time reported as devoted to “Books that are not for class”, questionnaire item.
- e) Motivation in the family environment is often reported by the person on the purchase of books, recommending books and reading interest in the family. It is considered as the sum of the reported incidence in question 2 of the questionnaire (never = 0, almost never = 1, sometimes = 2, frequently = 3, very often = 4).
- f) Motivation in the academic environment is the frequency the student reports on the teacher using activities to promote contact with psychology literature. It is considered as the sum of the reported incidence in question 11 (never = 0, almost never = 1, sometimes = 2, frequently = 3, very often = 4).

5) Advantages of reading habit

According to Steel Jack (2008) he mentioned several advantage of reading habit. They are: (1) habit of reading help the mind performs effectively; (2) habit of regular reading helps us develop a good vocabulary, (3) habit of reading boots intellectual curiosity, (4) habit of

reading means psychological activity (5) habitual reading helps readers to have positive set of mind.

a) Habit of reading help the mind performs effectively

To read frequently, the people will have abilities to communicate and think well.

b) Habit of regular reading helps us develop a good vocabulary

Habitual reading develops their alertness in identifying error in a sentence.

c) Habitual reading boosts intellectual curiosity

Regular habit of reading exposes a reader to read a variety of a book. Habitual reading also helps the readers to understand the complexity of different book. A reader become knowledgeable about various literacy skills and leads the reader to think independently and critically.

d) Habitual reading means a psychological activity

Regular habit as a psychological activity means a reader link with their mind to feel the writers' imagination.

e) Habitual reading helps readers to have a positive set of mind

Efficient frequent readers should be active, positive mind set and critical.

Good reading habit can be a strong weapon for people to excel their life (Bashir & Matoo, 2012). Furthermore, Sakinah (2018, p.5) When students read varieties of book, they spend more time to read,

read more than 5 times a week and find enjoyment in reading, it is considered as a good reading habit. Students' purpose of reading is also considered to know students' reading habit. When students read for pleasure and enjoyment, they tend to read more and continue to read because of their willingness. This behaviour is indicated as good reading habits.

C. Reading Comprehension Achievement

1) Definition of reading comprehension achievement

According to Aydın Bulut (2017) Reading comprehension is defined as students' "acts of thinking and constructing meanings in pre-reading, while-reading and post-reading stages". It is one of the main language skills that require making inferences and understanding the details in written materials, and it is expected that it will be acquired by pupils at primary school. In fact, reading comprehension is placed at the heart of many school subjects as it plays a key role in the process of cognitive development. Snow (2002, p.11) explains reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements; the reader, the text, and the activity the purpose of reading.

Reading comprehension is a process of understanding the information in the text by using the reader's background information (Facharyani, Masrupi and Rahmawati, 2018, p.84). According to

Klingner, Vaughn, and Boardman (2007, p.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, p.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.

Achievement is something that is accomplished, particularly by great effort, courage or special skills. Lawrance and Vimala (2012, p.211) declare that academic achievement is measurement of knowledge which gained in formal education usually indicate by test score, grade, grade point, average and degrees.

2) Level Of Reading Comprehension

Comprehension is understanding what is being said or read. When it comes to reading, It is an active process that must be developed if a learner is to become a proficient reader. Effective reading skill development is further accomplished when the learner becomes proficient in literal, inferential and critical comprehensive reading.

a) Literal comprehension

Literal comprehension involves what the author is actually saying. The reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing. The reader is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying stated conclusion, and identifying explicitly stated relationships and organizational patterns. These organizational patterns can include cause and effect as well as comparison and contrast.

b) Inferential comprehension

Inferential comprehension deals with what the author means by what is said. The reader must simply read between the lines and make inferences about things not directly stated. Again these inferences are made in the main idea, supporting details, sequence, and cause and effect relationships. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view.

c) Critical comprehension

Critical comprehension concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. The reader will react emotionally and intellectually with the material. Because everyone's life experiences are varied, answers to some of the following questions will vary.

To conclude, literal, inferential and critical comprehensive reading is what makes a skilled, strong reader. This skill must be learned and developed. It does not just happen. With that thought in mind, it has also been shown that strong readers make good reading comprehension achievement. Sustained exposure to the English language does allow for an expanded vocabulary and knowledge of correct grammar usage. When this is combined with literal, inferential and critical reading experiences, it enables writers to better express themselves. With good reading habits students are expected to be able to understand reading texts in the form of literal and inferential comprehension texts.

3) The importance of reading comprehension

Having excellent reading comprehension skills is crucial. It increases the enjoyment and effectiveness of reading and helps not

only academically, but professionally, and in a person's personal life. Imagine being given a document by your boss. You can read the document, but you cannot understand what it is fully asking, or maybe you are applying to jobs and do not understand a question that is being asked. Being able to understand the meaning behind the text helps children develop intellectually, socially, and professionally.

In order to have good reading skill, reading fluency is an important aspect for students. If students have reading fluency, they will easily read without any difficulties, such as losing idea in the middle of reading. Reading fluency can students get when students practice reading day by day and also the amount of reading material is also influence their reading fluency. Students should have a lot of oppurtunities to read, they can continuously reading a simple text first, after that they can read a complex text and they can take their time to read and reread the text Pikulski (2005). It means in reading, the fluency grows when there are oppotunities, encourages and supports to read a wide range of reading materials.

There are several important of reading comprehension achievement in life:

- a) It helps you to discover new things by enabling you to educate yourself in any area of life you are interested in and to do your own research and thinking.

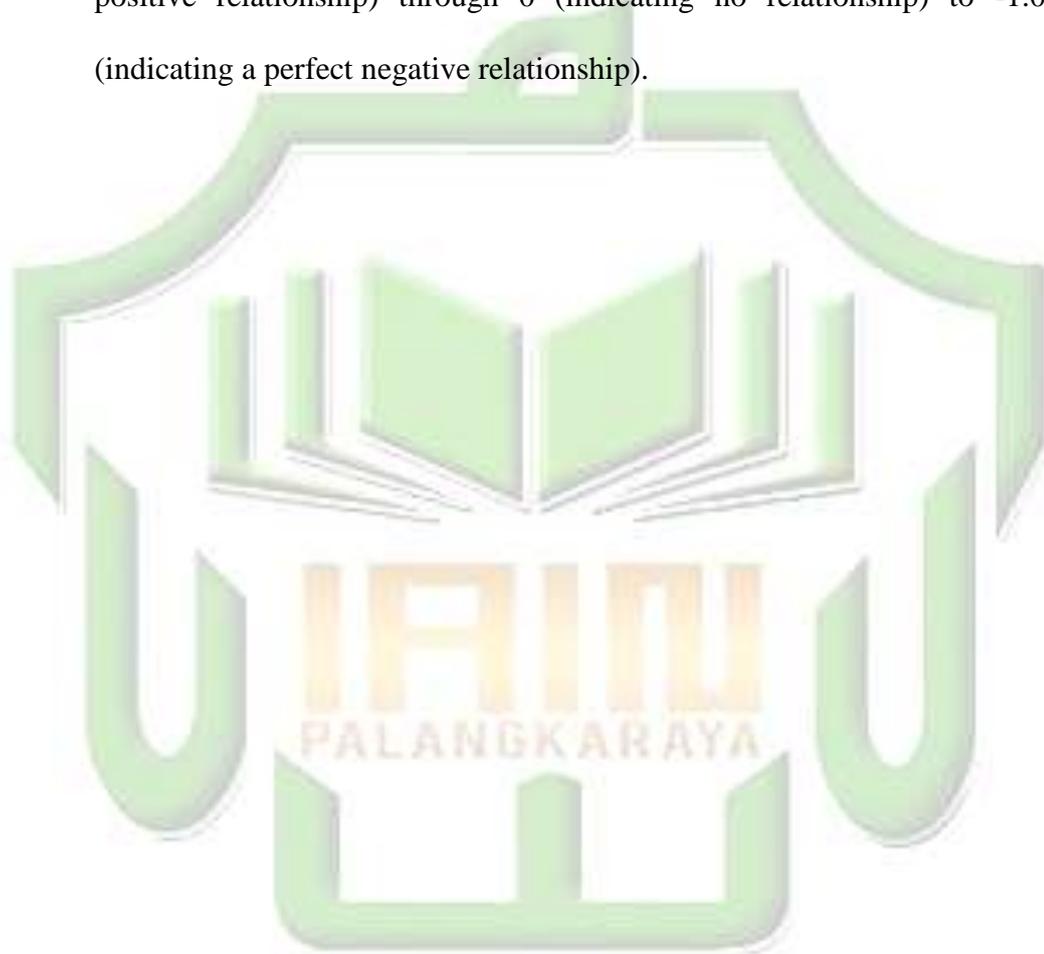
- b) It helps develop the mind and imagination and the creative side of a person.
- c) It helps to improve (vocabulary and spelling) communication both written and spoken.
- d) It plays an important part in building a good self-image.
- e) It is a function that is necessary in today's society.

According to Samrotul (2014, p. 7), many students actually still have reading comprehension problem. Some even conclude why more and more students have become poor in reading comprehension. There where several things may go wrong. Those negative attitudes toward reading habit were viewed as a number of reasons why this self-concept affected everyone in the school negatively. First, the students were lack practice of reading habit task. Second, the students view reading as boring activities. For the problem, family and environment also bring effect on the students' perspective about reading, particularly those whose reading habit remained low.

D. Correlation design

Creswell (2012, p.21) states that the correlational designs are procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlation analysis. Furthermore, Correlation research assesses between two or more variables in a single group (Ary, Jacobs & Sorensen, 2010). An advantage of correlation research is that it

provides information about the strength of relationship between variables. Correlation research produces indexes that show both the direction and the strength of relationship among variables. This index is called a Correlation Coefficient. The sign (+ or -) of the coefficient indicated the direction of the relationship. The coefficient can range from +1.00 (indicating a perfect positive relationship) through 0 (indicating no relationship) to -1.00 (indicating a perfect negative relationship).



CHAPTER III RESEARCH METHODOLOGY

This chapter discusses about the research method in the present study. It consisted of research design, place and time, variable of the study, population and sample, research instruments, data collection procedures and data analysis procedures.

A. Research design

Based on the problem of the study, the researcher used quantitative research with correlational design. A correlation is the measurement of the co-relationship between two or more variables using correlational statistic to investigate the precise degree of their relationship (Latief, 2014, p.112). Arikunto states the correlation study is a study to find the relationships between two or more variables (Arikunto, 2013).

The correlation is indicated by correlation coefficient represented with numbers from 0 to 1 showing the degree of relationship, and the direction of the correlation indicated with (-) showing negative correlation and (+) showing positive correlation.

The correlation coefficient is a measure of correlation strength can range from -1.00 to 1.00. According to Nunan, (1992) there are three possible results of a correlation study, those are; a positive correlation, a negative correlation, and no correlation.

1. Positive correlation: both variables improve or decrease at the same time. A correlation coefficient close to 1.00 indicates a strong positive correlation. Perfect positive correlation would result in a source of 1.

2. Negative correlation: the amount of one variable improves the other decreases. A correlation coefficient close to -1.00 indicates a strong negative correlation. Perfect negative correlation would result in -1.
3. No correlation: indicates that no relationship between the two variables. A correlation coefficient of 0 indicates no correlation.

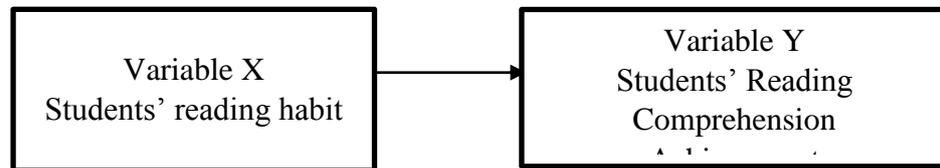
The researcher was tried to measure the correlation between students' reading habit and reading comprehension achievement at IAIN Palangka raya.

B. Place and time

This research was conducted at IAIN Palangka Raya, which is located at Complec Islamic Centre, jl. G. Obos, Menteng, Jekan raya, Palangka Raya, Kalimantan Tengah. The place to collecting the data at F2.2B room and the time on Thursday, Mei 2nd 2019 at 09.00 am.

C. Variable of the study

Variable is defined as "characteristics that tend to differ from individual to individual, though or more individuals may have the same variable trait or measure"(Latif, 2014, p.11). In this research there are two continuous variables, they are reading habit and reading comprehension achievement. When an attribute have an infinite number of values within a range, it is a continuous variable (Ary, 2010, p.37).

Table 3.1. Variable of the study**D. Population and sample**

1. Population

According to Creswell (2005, p.145) population is a group of individuals who have the same characteristic. The population of the study is eight semester students of English department at IAIN Palangka Raya. The total is 45 students.

2. Sample

Sample is a subgroup of target population that is observed by the researcher (Creswell, 2012). In this research, the sample was taken by using total sampling technique, because the number of population is small. In total sampling treatment was given to examine the **entire population**. The sample of this research is 30 students eight semester in IAIN Palangka Raya from 45 students, because 15 students not willing to take the test because the students have a busy schedule to make thesis proposal and also have other activities that make it difficult for students to answer the test.

E. Research Instruments

1. Research instrument development

a. Questionnaire

The questionnaire in this research was used to measure students reading habit. The questionnaire adapted from Dony Prasetyo research. The researcher was translate the questionnaire into bahasa to help students to understand the meaning of sentence in the questionnaire. According to Hendriyadi, if the researcher adapted the questionnaire, the researcher can adjust the statement by changing the physical appearance, the number of the statement, or the negative snetence (Hendriyadi, 2016, p.172).

The questionnaire in this research was used to measure the students' reading habit. There will be 30 items. The researcher used the Likert scale as the rating scale of the questionnaire. In this study, the questionnaire was given to the students' to find numerical data of their reading habit. The questionnaire have five options, they are:

SS : Sangat Setuju (Strongly Agree)

S : Setuju (Agree)

KS : Kurang Setuju (Neither Agree)

TS : Tidak Setuju (Disagree)

STS : Sangat Tidak Setuju (Strongly Disagree)

The questionnaire was given to students' consist of many indicator. Indicator are taken from Shen's theory about reading habit indicated, they are: reading motivation, the frequency of reading, the materials readers read, the average readers spent to read. The following figure presents the indicator use by writer in the questionnaire:

Table 3.2 Reading Habit Indicators

No.	Reading habit indicators	Item Number
1	Reading Motivation	1,2,3,4,5,6,7,8,9,10,11,12
2	Reading Frequency	13,14,15,16,17,18
3	The Material Readers Read	19,20,21,22,23,24,25,26
4	The Average Readers Spent To Read	27,28,29,30

In addition, to measure the students' reading habit, the researcher categorized the classification of students' reading habit and presented the means of reading habit questionnaire to see the ranking of their responses. The classification can be seen as follows:

Table 3.3 Classification of students' reading habit

No.	Category	Score
1.	Very High	80-100
2.	High	60-79
3.	Middle	40-59
4	Low	20-39
5.	Very Low	0-19

Source: Rasyid, D (2012)

b. Test

A test is a systematic procedure for observing one's behavior and it with the aid of numerical or category system (Samrotul, p.29). Djiwandono (2008) stated that there are two kind of test based on the way of scoring, they are objective and subjective tests. Objective test is a form of questioning which has single correct answer. It consist of matching test, true false test, fill in the blank and multiple choice test. Then, the subjective test is a form of questioning which may have more than one correct answer (or more than one way of expressing the correct answer).

Test in this research used to find out the reading comprehension of students and kind of test is subjective test. This test students make paraphrase and summary of journal. This journal consists of 5 journals from the different researcher with the same topic that is reading habit. To paraphrase students just focus on introduction section, and to summarizing students just focus on discussion section.

1) Paraphrase test

Paraphrase is to rewrite something using different words without changing the original meaning. This is what is usually meant by the phrase 'in your own words'. The paraphrase should be clearer and more easily understood than the original

and is often about the same length. Paraphrases are a good alternative to using direct quotations.

This test researcher choosed introduction section because the introduction section consists of two main components, namely a description of the background and statement of purposes, so that researchers assume that in this section contains many statements about the issues raised by the journal. from the statement, one of them is taken and then presented.

2) Summarizing test

Buckley (2004), in her popular writing text *Fit to Print*, defines summarizing as reducing text to one-third or one-quarter its original size, clearly articulating the author's meaning, and retaining main ideas. Diane Hacker (2008), in *A Canadian Writer's Reference*, explains that summarizing involves stating a work's thesis and main ideas "simply, briefly, and accurately" (p. 62).

This test researcher choosed discussion section because in the discussion section explains why and how these results can be obtained and also to explain whether the results of the study successfully meet the main objectives of the study. From the results in the discussion section students are expected to

summarize the results of the translation into short and clear sentences.

2. Instrument Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what is claimed to measure (Ary, 2010, p.225). A test said to be valid when it can measure what is intended to be measured. In this research, instrument validity includes face validity, content validity and construct validity.

a. Face validity

According to Ary face validity is a term sometimes used in connection with a test's content (Ary, 2010, p.228). Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. The reading habit questionnaire instrument will be used to measure the reading habit ability, and the reading comprehension test will be used to measure the reading comprehension achievement.

b. Content validity

It is especially important for achievements tests. It is also a concern for other types of measuring instruments, such as personality and aptitude measures (Ary, 2010, p.228). Content validity refers to the degree to which the sample of items, tasks, or questions on a test representative of some defined universe or

domain of content. In the present study, reading habit questionnaire consisted of 30 test items. Meanwhile for the reading comprehension test consist 2 test items, it is presented by paraphrasing journal and summary journal.



Table 3.4 Content Specification of Reading Comprehension achievement Test

No.	Reading comprehension test	Item summary and paraphrase
1	Paraphrase	Part of introduction section
2	Summary	Part of discussion section

c. Construct validity

The test can be said to have construct validity if it can be demonstrated that it measured what it is supposed to measure. According to Kothari (2004, p.74) Construct validity is the most complex and abstract. A measure is said to possess construct validity to the degree that it confirms to predicted correlations with other theoretical proposition.

Construct validity is one kind of validity that is measures the ability which is supposed to measure. Based on theory above, in the test, the researcher asked the students to make summary and paraphrase based on journal to measure the students' comprehension in reading and this fulfill the construct of reading test and therefore valid in term of construct validity.

In this case, researcher adopted questionnaire from Dony Prasetyo's thesis. This questionnaire has been validated by Dony prasetyo, and the result of all questionnaire were declared valid.

3. Instrument Reliability

Reliability are consistent and dependable. Ary (2002, p.250) states that reliability is concerned with the effect of such random errors of measurement on the consistency of scores. Futhermore (Latief, 2014, p.213) Reliability as referring to consistency of the score resulted from the assessment. Reliability of measuring instrument is the degree of consistency with which it easures whatever it is measuring. In other words, reliablity refers to the consistency of the test score. Reliability is a necessary characteristic of any good test, for it to be valid at all a test must first bee reliable as a measuring instrument.

In this research, researcher adopted questionnaire of Dony prasetyo's thesis. This questionnaire has been tasted for reliability by Dony prasetyo, and the result of all questionnaire were declared reliable.

In this case, researcher used inter-rater reliability method to measure reading comprehension test. According to Creswell (2012, p.161) Interrater reliability is a procedure used when making observations of behavior. It involves observations made by two or more individuals of an individual's or several individuals' behavior. The observers record their scores of the behavior and then compare scores to see if their scores are similar or different. Because this method obtains observational scores from two or more individuals, it has the advantage of negating any bias that any one individual might bring to scoring. It has the disadvantages of requiring the researcher to train the observers and requiring the observers to negotiate outcomes

and reconcile differences in their observations, something that may not be easy to do. In this research the researcher choosed leacturers of English departement students of IAIN Palangka Raya as inter-rater. Inter-rater 1) Mrs. Dellis Pratika, M.A. and inter-rater 2) Novanie sulastris, M.Pd.

F. Data collection procedures

To collect the data, researcher used some steps as follow:

1. The first, the researcher choose the place of the study
2. The second, the researcher asked permission to carry out the study
3. The third, the reading habit questionnaires and reading comprehension achievement test will be given to all respondents.
4. The fourth, the researcher asked the students to answer in certain time.
5. The next, the researcher checked the students answer and measure the answer
6. The last step, obtained the scores of reading habit questionare and reading comprehension test and then computed the data.

G. Data analysis procedure

To analyze the data, researcher was used some steps as follow:

1. The data was obtained from the reading habit questionnaire and reading test to find out the students' reading comprehension.
2. After that the writer made correlation between two variables by Pearson Product Moment in SPSS 20 based on the result of questionnaires and test.

3. To measure students' reading habit, the alternative Option of the intended data on students' reading habit level was scored by Alternative option "Strongly Agree" is scored = 5, " Agree" is scored = 4, "Neither Agree" is scored = 3, "disagree" is scored = 2, and "Strongly Disagree" is scored = 1.
4. To find out the correlation between student' reading habit and reading comprehension achievement, the researcher used the formula of Product Moment by Pearson as follow :

$$r_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where: r_{XY} : Total coefficient of correlation

$\sum X$: Total value of score X

$\sum Y$: Total value of score Y

$\sum XY$: Multiplication result between score X and Y

N : Number of students

5. To know the contribution of the variable X to variable Y the formula below was used :

$$KP = r^2 \times 100\%$$

Where : KP : determinant coefficient score

r : correlation coefficient score.

6. To know the value of t_{hitung} the formula below was used :

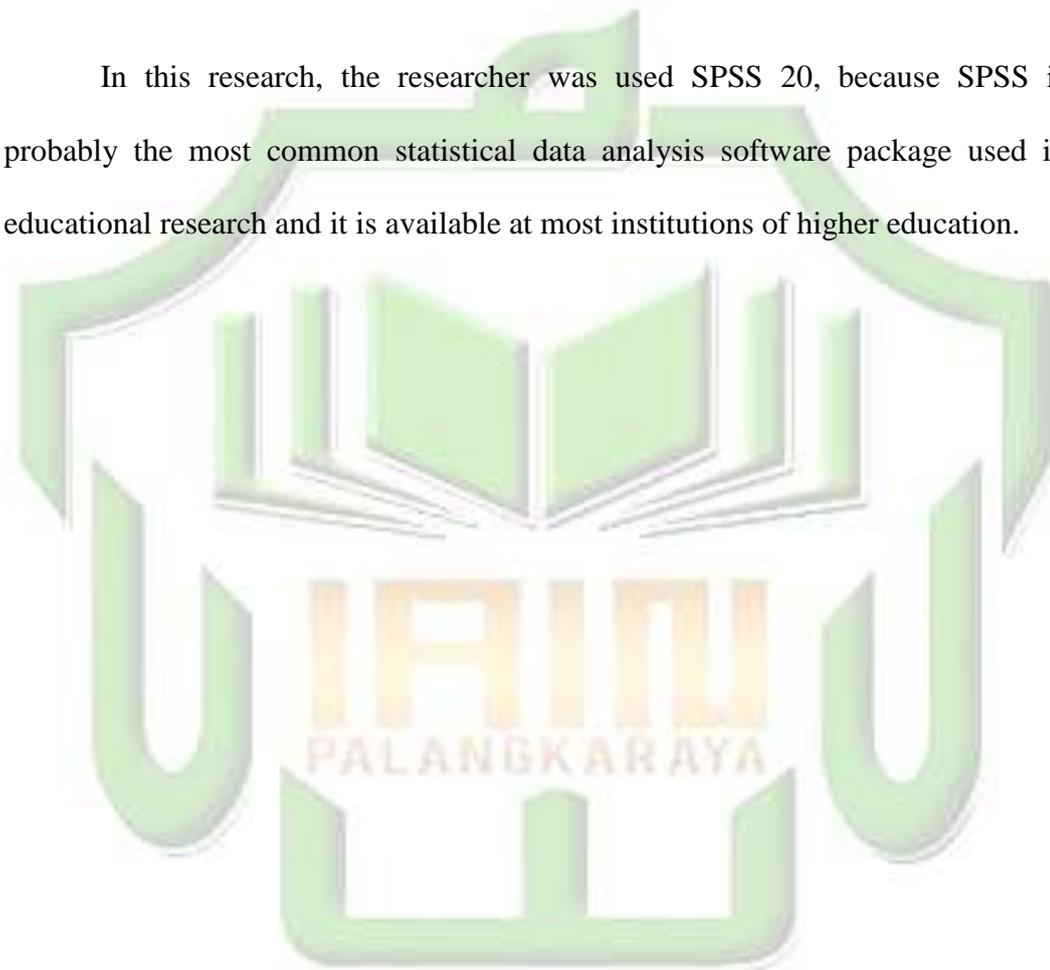
$$t_{\text{value}} = \frac{r\sqrt{n-2}}{\sqrt{n-r^2}}$$

Where : t_{value} : value t

r : the score of coefficient correlation

n : the number of sample.

In this research, the researcher was used SPSS 20, because SPSS is probably the most common statistical data analysis software package used in educational research and it is available at most institutions of higher education.



CHAPTER IV RESEARCH FINDING AND DISCUSSION

This chapter discusses about research finding and discussion in the present study. It consisted of data presentation, research finding and discussion.

A. Data Presentation

1. The result of questionnaire reading habit

The researcher presented the result of reading habit questionnaire by showing frequency and percentage based on item of questionnaire, it can be seen in the tables below:

Table 4.1 Indicator of Students' Reading Motivation

No .	Questionnaire	Classification				
		Strongly Disagree (1)	Disagree (2)	Neither Agree (3)	Agree (4)	Strongly Agree (5)
		Frequency Percentage	Frequency Percentage	Frequency Percentage	Frequency Percentage	Frequency Percentage
1	Item 1	1 (3.3%)	1 (3.3%)	7 (23.3%)	18 (60%)	3 (10%)
2	Item 2	6 (20%)	13 (43.3%)	8 (26.7%)	2 (6.7%)	1 (3.3%)
3	Item 3	3 (10%)	5 (16.7%)	16 (53.3%)	6 (20%)	- (0)
4	Item 4	5 (16.7%)	8 (26.7%)	10 (33.3%)	7 (23.3%)	- (0)

5	Item 5	4 (13.3%)	7 (23.3%)	10 (33.3%)	8 (26.7%)	1 (3.3%)
6	Item 6	4 (13.3%)	10 (33.3%)	15 (50%)	1 (3.3%)	- (0)
7	Item 7	10 (33.3%)	8 (26.7%)	10 (33.3%)	2 (6.7%)	- (0)
8	Item 8	6 (20%)	9 (30%)	10 (33.3%)	5 (16.7%)	- (0)
9	Item 9	6 (20%)	7 (23.3%)	13 (43.3%)	4 (13.3%)	- (0)
10	Item 10	2 (6.7%)	7 (23.3%)	8 (26.7%)	13 (43.3%)	- (0)
11	Item 11	5 (16.7%)	5 (16.7%)	10 (33.3%)	8 (26.7%)	2 (6.7%)
12	Item 12	12 (40%)	4 (13.3%)	12 (40%)	2 (6.7%)	- (0)

Based on the table above item 1 showed that, 60% students choose option “Agree”, 23.3% choose “Neither Agree”, 10% choose “Strongly Agree”, 3.3% choose “Disagree” and 3.3% choose “Strongly Disagree”. It indicated half of the students “Agree” if they read book in English, they want to understand the content.

Based on the table above item 2 showed that, 43.3% students choose option “Disagree”, 26.7% choose “Neither Agree”, 20% choose “Strongly Disagree”, 6.7% choose “Agree”, 6.7% choose “Agree” and 3.3% choose “Strongly Agree”. It indicated some of the

students “Disagree” if they read book in English, they reluctant to understand the content.

Based on the table above item 3 showed that, 53.3% students choose option “Neither Agree”, 20% choose “Agree”, 16.7% choose “Disagree”, 10% choose “Strongly Disagree” and 0% choose “Strongly Agree”. It indicated half of students “Neither Agree” if read book in English is their hobbies.

Based on the table above item 4 showed that, 33.3% students choose option “Neither Agree”, 26.7% choose “Disagree”, 23.3% choose “Agree”, 16.7% choose “Strongly Disagree” and 0% choose “Strongly Agree”. It indicated some of the students “Neither Agree” if read book in English the students just forced or get assignment from lecturers.

Based on the table above item 5 showed that, 33.3% students choose option “Neither Agree”, 26.7% choose “Agree”, 23.3% choose “Disagree”, 13.3% choose “Strongly Disagree” and 3.3% choose “Strongly Agree”. It indicated some of the students “Neither Agree” if English books are more interesting than other languages.

Based on the table above item 6 showed that, 50% students choose option “Neither Agree”, 33.3% choose “Disagree”, 13.3% choose “Strongly Disagree”, 3.3% choose “Agree” and 0% choose “Strongly Agree”.

Agree”. It indicated half of the students “Neither Agree” if Books in other languages are more interesting than English books.

Based on the table above item 7 showed that, 33.3% students choose option “Neither Agree”, 33.3% choose “Strongly Disagree”, 26.7% choose “Disagree”, 6.7% choose “Agree” and 0% choose “Strongly Agree”. It indicated some of the students “Neither Agree” if All family members have a high interest in reading English books.

Based on the table above item 8 showed that, 33.3% students choose option “Neither Agree”, 30% choose “Disagree”, 20% choose “Strongly Disagree”, 16.7% choose “Agree” and 0% choose “Strongly Agree”. It indicated some of the students “Neither Agree” if All family members have a low interest in reading English books.

Based on the table above item 9 showed that, 43.3% students choose option “Neither Agree”, 23.3% choose “Disagree”, 20% choose “Strongly Disagree”, 13.3% choose “Agree” and 0% choose “Strongly Agree”. It indicated some of the students “Neither Agree” if they often buy story books / newspapers / magazines in English.

Based on the table above item 10 showed that, 43.3% students choose option “Agree”, 26.7% choose “Neither Agree”, 23.3% choose “Disagree”, 6.7% choose “Strongly Disagree” and 0% choose “Strongly Agree”. It indicated some of the students “Agree” if they rarely buy story books / newspapers / magazines in English.

Based on the table above item 11 showed that, 33.3% students choose option “Neither Agree”, 26.7% choose “Agree”, 16.7% choose “Disagree”, 16.7% choose “Strongly Disagree” and 6.7% choose “Strongly Agree”. It indicated some of the students “Neither Agree” if they always buy English books recommended / used by the teacher.

Based on the table above item 12 showed that, 40% students choose option “Neither Agree”, 40% choose “Strongly Disagree”, 13.3% choose “Disagree”, 6.7% choose “Agree” and 0% choose “Strongly Agree”. It indicated some of the students “Neither Agree” and also “Strongly Agree” if they never buy an English-language book recommend / use by the teacher.

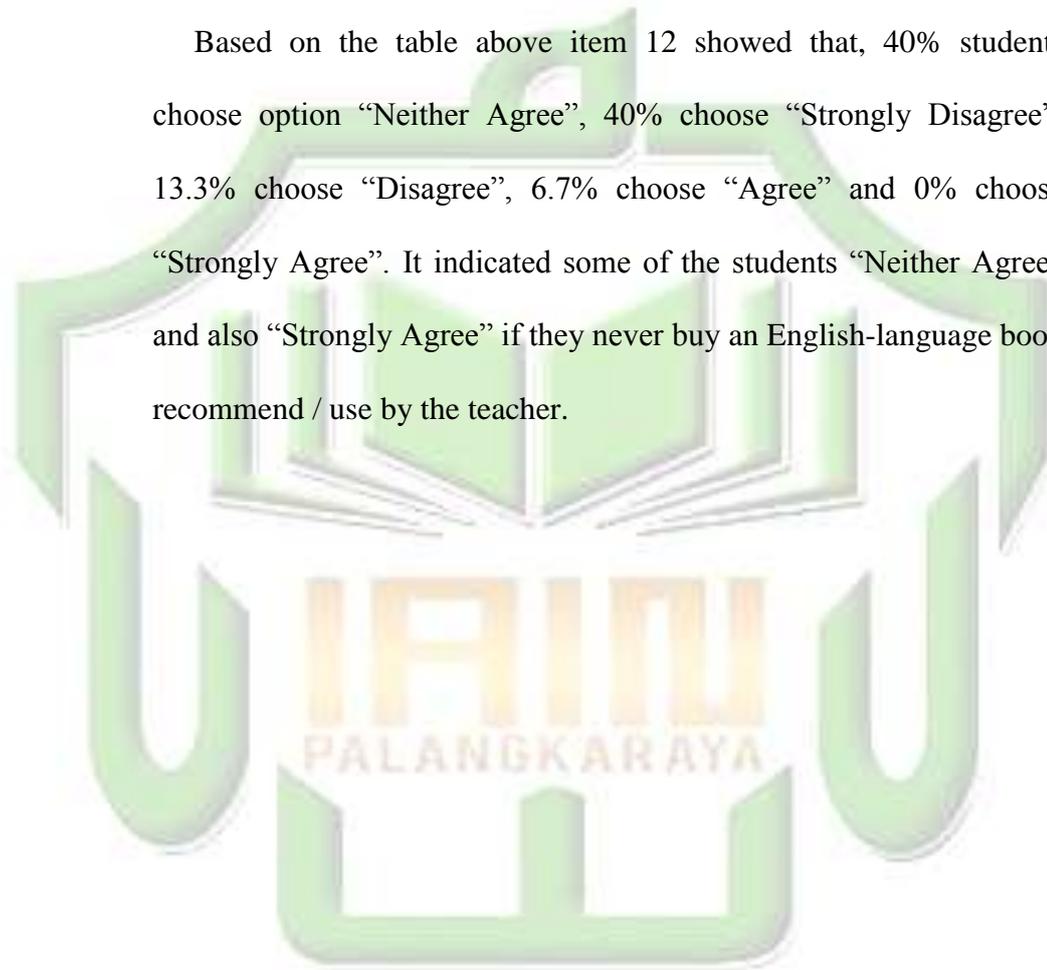


Table 4.2 Indicator of Reading Frequency

No	Questionnaire	Classification				
		Strongly Disagree (1)	Disagree (2)	Neither Agree (3)	Agree (4)	Strongly Agree (5)
		Frequency Percentage	Frequency Percentages	Frequency Percentages	Frequency Percentages	Frequency Percentages
1	Item 13	5 (16.7%)	7 (23.3%)	11 (36.7%)	7 (23.3%)	- (0)
2	Item 14	4 (13.3%)	6 (20%)	10 (33.3%)	10 (33.3%)	- (0)
3	Item 15	8 (26.7%)	6 (20%)	12 (40%)	4 (13.3%)	- (0)
4	Item 16	4 (13.3%)	13 (43.3%)	8 (26.7%)	5 (16.7%)	- (0)
5	Item 17	3 (10%)	7 (23.3%)	8 (26.7%)	10 (33.3%)	2 (6.7%)
6	Item 18	6 (20%)	9 (30%)	10 (33.3%)	4 (13.3%)	1 (3.3%)

Based on the table above item 13 showed that, 36.7% students choose option “Neither Agree”, 23.3% choose “Agree”, 23.3% choose “Disagree”, 16.7% choose “Strongly Disagree” and 0% choose “Strongly Agree”. It indicated some of the students “Neither Agree” if they often take the time to read English books.

Based on the table above item 14 showed that, 33.3% students choose option “Agree”, 33.3% choose “Neither Agree”, 20% choose

“Disagree”, 13.3% choose “Strongly Disagree” and 0% choose “Strongly Agree”. It indicated some of the students “Agree” and also “Neither Agree” if they rarely take the time to read English books.

Based on the table above item 15 showed that, 40% students choose option “Neither Agree”, 26.7% choose “Strongly Disagree”, 20% choose “Disagree”, 13.3% choose “Agree” and 0% choose “Strongly Agree”. It indicated some of the students “Neither Agree” if they always read English books in one day.

Based on the table above item 16 showed that, 43.3% students choose option “Disagree”, 26.7% choose “Neither Agree”, 16.7% choose “Agree”, 13.3% choose “Strongly Disagree” and 0% choose “Strongly Agree”. It indicated some of the students “Disagree” if they never read English books in one day.

Based on the table above item 17 showed that, 33.3% students choose option “Agree”, 26.7% choose “Neither Agree”, 23.3% choose “Disagree”, 10% choose “Strongly Disagree” and 6.7% choose “Strongly Agree”. It indicated some of the students “Agree” if they often learn to use English books.

Based on the table above item 18 showed that, 33.3% students choose option “Neither Agree”, 30% choose “Disagree”, 13.3% choose “Agree”, 20% choose “Strongly Disagree” and 3.3% choose

“Strongly Agree”. It indicated some of the students “Neither Agree” if they rarely read English books every time.

Table 4.3 Indicator of The Material Readers Read

No	Questionnaire	Classification				
		Strongly Disagree (1)	Disagree (2)	Neither Agree (3)	Agree (4)	Strongly Agree (5)
		Frequency Percentage	Frequency Percentages	Frequency Percentages	Frequency Percentages	Frequency Percentages
1	Item 19	4 (13.3%)	7 (23.3%)	13 (43.3%)	5 (16.7%)	1 (3.3%)
2	Item 20	7 (23.3%)	9 (30%)	9 (30%)	4 (13.3%)	1 (3.3%)
3	Item 21	6 (20%)	4 (13.3%)	12 (40%)	8 (26.7%)	- (0)
4	Item 22	4 (13.3%)	12 (40%)	10 (33.3%)	4 (13.3%)	- (0)
5	Item 23	6 (20%)	5 (16.7%)	10 (33.3%)	9 (30%)	- (0)
6	Item 24	4 (13.3%)	12 (40%)	11 (36.7%)	3 (10%)	- (0)
7	Item 25	4 (13.3%)	10 (33.3%)	10 (33.3%)	6 (20%)	- (0)
8	Item 26	4 (13.3%)	10 (33.3%)	7 (23.3%)	9 (30%)	- (0)

Based on the table above item 19 showed that, 43.3% students choose option “Neither Agree”, 23.3% choose “Disagree”, 16.7%

choose “Agree”, 13.3% choose “Strongly Disagree” and 3.3% choose “Strongly Agree”. It indicated some of the students “Neither Agree” if in 3 months they read more than 4 English books.

Based on the table above item 20 showed that, 30% students choose option “Disagree”, 30% choose “Neither Agree”, 23.3% choose “Strongly Disagree”, 13.3% choose “Agree” and 3.3% choose “Strongly Agree”. It indicated some of the students “Disagree” and also “Neither Agree” if in 3 months they read less than 4 English books.

Based on the table above item 21 showed that, 40% students choose option “Neither Agree”, 26.7% choose “Agree”, 20% choose “Strongly Disagree”, 13.3% choose “Disagree” and 0% choose “Strongly Agree”. It indicated some of the students “Neither Agree” if every 3 months there is always a new book for they to read.

Based on the table above item 22 showed that, 40% students choose option “Disagree”, 33.3% choose “Neither Agree”, 13.3% choose “Agree”, 13.3% choose “Strongly Disagree” and 0% choose “Strongly Agree”. It indicated some of the students “Disagree” if every 3 months there is no new book for they to read.

Based on the table above item 23 showed that, 33.3% students choose option “Neither Agree”, 30% choose “Agree”, 20% choose “Strongly Disagree”, 16.7% choose “Disagree” and 0% choose

“Strongly Agree”. It indicated some of the students “Neither Agree” if every 3 months there is a new book for they to read.

Based on the table above item 24 showed that, 40% students choose option “Disagree”, 36.7% choose “Neither Agree”, 13.3% choose “Strongly Disagree”, 10% choose “Agree” and 0% choose “Strongly Agree”. It indicated some of the students “Disagree” if every 3 months there is no new book that they buy / borrow.

Based on the table above item 25 showed that, 33.3% students choose option “Neither Agree”, 33.3% choose “Disagree”, 20% choose “Agree”, 13.3% choose “Strongly Disagree” and 0% choose “Strongly Agree”. It indicated some of the students “Neither Agree” and also some of the student “Disagree” if every 3 months there is a new book that they buy / borrow.

Based on the table above item 26 showed that, 33.3% students choose option “Disagree”, 30% choose “Agree”, 23.3% choose “Neither Agree”, 13.3% choose “Strongly Disagree” and 0% choose “Strongly Agree”. It indicated some of the students “Disagree” if not every day they take the time to read textbooks.

Table 4.4 Indicator of The Average Readers Spent To Read

No .	Questionnaire	Classification				
		Strongly Disagree (1)	Disagree (2)	Neither Agree (3)	Agree (4)	Strongly Agree (5)
		Frequency Percentage	Frequency Percentages	Frequency Percentages	Frequency Percentages	Frequency Percentages
1	Item 27	7 (23.3%)	9 (30%)	13 (43.3%)	1 (3.3%)	- (0)
2	Item 28	11 (36.7%)	5 (16.7%)	9 (30%)	5 (16.7%)	- (0)
3	Item 29	2 (6.7%)	7 (23.3%)	16 (53.3%)	5 (16.7%)	- (0)
4	Item 30	6 (20%)	10 (33.3%)	9 (30%)	5 (16.7%)	- (0)

Based on the table above item 27 showed that, 43.3% students choose option “Neither Agree”, 30% choose “Disagree”, 23.3% choose “Strongly Disagree”, 3.3% choose “Agree” and 0% choose “Strongly Agree”. It indicated some of the students “Neither Agree” if within 1 day the amount of time they spent reading a book was quite long.

Based on the table above item 28 showed that, 36.7% students choose option “Strongly Disagree”, 30% choose “Neither Agree”, 16.7% choose “Disagree”, 16.7% choose “Disagree” and 0% choose

“Strongly Agree”. It indicated some of the students “Strongly Disagree” if in 1 day the amount of time they spent reading books was almost nonexistent.

Based on the table above item 29 showed that, 53.3% students choose option “Neither Agree”, 23.3% choose “Disagree”, 16.7% choose “Agree”, 6.7% choose “Strongly Disagree” and 0% choose “Strongly Agree”. It indicated half of the students “Neither Agree” if every day they take the time to read English-language writings related to their hobbies.

Based on the table above item 30 showed that, 33.3% students choose option “Disagree”, 30% choose “Neither Agree”, 20% choose “Strongly Disagree”, 16.7% choose “Agree” and 0% choose “Strongly Agree”. It indicated some of the students “Disagree” if not every day they take the time to read English-language writings related to their hobbies.

In addition, to see the ranks of their responses to the English reading habit, the means to the questionnaires result are presented in the table below:

**Table 4.5 Students' Responses To English Reading Habit
Based On Mean, Median and Standard Deviation**

Item	Students responses	Mean	Median	Standard Deviation
1.	I read books in English because I want to understand the contents (Saya membaca buku berbahasa Inggris karena ingin memahami isinya)	3.70	4	0.84
2.	I reluctant to read English books to understand the contents of the books (Saya enggan membaca buku berbahasa Inggris untuk memahami isi buku)	2.30	2	0.99
3.	I read books in English because of hobbies (Saya membaca buku berbahasa Inggris karena hobi)	2.83	3	0.87
4.	I read books in English because of forced or assignments from lecturers (Saya membaca buku berbahasa Inggris karena terpaksa atau tugas dari dosen)	2.63	3	1.03
5.	English books are more interesting than other languages (Buku berbahasa Inggris lebih menarik dari bahasa lainnya)	2.83	3	1.09
6.	Books in other languages are more interesting than English books (Buku dengan bahasa lain lebih menarik dari buku berbahasa Inggris)	2.43	3	0.77
7.	All family members have a high interest in reading English books (Seluruh anggota keluarga memiliki	2.13	2	0.97

	minat yang tinggi dalam membaca buku berbahasa Inggris)			
8.	All family members have a low interest in reading English books (Seluruh anggota keluarga memiliki minat yang rendah dalam membaca buku berbahasa Inggris)	2.47	2,5	1.01
9.	I often buy story books / newspapers / magazines in English (Saya sering membeli buku cerita/koran/majalah berbahasa Inggris)	2.50	3	0.97
10.	I rarely buy story books / newspapers / magazines in English (Saya jarang membeli buku cerita/koran/majalah berbahasa Inggris)	3.07	3	0.98
11.	I always buy English books recommended / used by the teacher (Saya selalu membeli buku bahasa Inggris yang disarankan/digunakan oleh guru)	2.90	3	1.18
12.	I never buy an English-language book recommend / use by the teacher (Saya tidak pernah membeli buku berbahasa Inggris yang disarankan/digunakan oleh guru)	2.13	2	1.04
13.	When there is free time I often take the time to read English books (Saat ada waktu luang sering saya sempatkan diri membaca buku berbahasa Inggris)	2.67	3	1.03
14.	When there is free time I rarely take the time to read English books (Saat ada waktu luang saya jarang	2.87	3	1.04

	sempatkan diri membaca buku berbahasa Inggris)			
15.	In one day I always read English books (Dalam satu hari saya selalu membaca buku berbahasa Inggris)	2.40	3	1.04
16.	In one day I never read English books (Dalam satu hari saya tidak pernah membaca buku berbahasa Inggris)	2.47	2	0.94
17	I often learn to use English books (Saya sering belajar menggunakan buku berbahasa Inggris)	3.03	3	1.13
18.	Every time I study, I rarely read English books (Setiap kali belajar saya jarang membaca buku berbahasa Inggris)	2.50	2.5	1.07
19	In 3 months I read more than 4 English books (Dalam 3 bulan saya membaca lebih dari 4 buku berbahasa Inggris)	2.73	3	1.01
20	In 3 months I read less than 4 English books (Dalam 3 bulan saya membaca kurang dari 4 buku berbahasa Inggris)	2.43	2	1.10
21.	Every 3 months there is always a new book for me to read (Setiap 3 bulan selalu ada sebuah buku baru untuk saya baca)	2.73	3	1.08
22.	Every 3 months there is no new book for me to read (Setiap 3 bulan tidak ada buku baru untuk saya baca)	2.47	2	0.90
23.	Every 3 months there is a new book	2.73	3	1.11

	for me to read (Setiap 3 bulan ada buku baru untuk saya baca)			
24.	Every 3 months there is no new book that I buy / borrow (Setiap 3 bulan tidak ada buku baru yang saya beli/pinjam)	2.43	2	0.86
25.	Every 3 months there is a new book that I buy / borrow (Setiap 3 bulan ada buku baru yang saya beli/pinjam)	2.60	3	0.97
26.	Not every day I take the time to read textbooks (Tidak setiap hari saya sempatkan diri untuk membaca buku pelajaran)	2.70	3	1.06
27.	Within 1 day the amount of time I spent reading a book was quite long (Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku cukup lama)	2.27	2	0.87
28.	In 1 day the amount of time I spent reading books was almost nonexistent (Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku hampir tidak ada)	2.27	2	1.14
29.	Every day I take the time to read English-language writings related to my hobbies (Setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya)	2.80	3	0.81
30.	Not every day I take the time to read English-language writings related to my hobbies	2.43	2	1.01

	(Tidak setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya)			
--	--	--	--	--

Based on the table above, shows of data mean, median and standard deviation of students' responses to English reading habit. From data above shows that mean of 30 item questionnaire is item number 1 because of the value from 30 items, item number 1 higher rather than other items, which indicated students read books in English because their want to understand the contents. Median of 30 item questionnaire is item number 1 because of the value from 30 items, item number 1 higher rather than other items, which indicated students read books in English because their want to understand the contents. And to standard deviation of 30 item questionnaire is item number 11 because the value from 30 items, item number 11 higher rather than other items, which indicated I always buy English books recommended/used by the teacher.

Table 4.6 Students' Reading Habit

No.	Option									
	Strongly Disagree		Disagree		Neither Agree		Agree		Strongly Agree	
	F	P	F	P	F	P	F	P	F	P
1	1	3.3%	1	3.3%	7	23.3%	18	60%	3	10%
2	6	20%	13	43.3%	8	26.7%	2	6.7%	1	3.3%
3	3	10%	5	16.7%	16	53.3%	6	20%	-	0
4	5	16.7%	8	26.7%	10	33.3%	7	23.3%	-	0
5	4	13.3%	7	23.3%	10	33.3%	8	26.7%	1	3.3%
6	4	13.3%	10	33.3%	15	50%	1	3.3%	-	0
7	10	33.3%	8	26.7%	10	33.3%	2	6.7%	-	0
8	6	20%	9	30%	10	33.3%	5	16.7%	-	0
9	6	20%	7	23.3%	13	43.3%	4	13.3%	-	0
10	2	6.7%	7	23.3%	8	26.7%	13	43.3%	-	0
11	5	16.7%	5	16.7%	10	33.3%	8	26.7%	2	6.7%
12	12	40%	4	13.3%	12	40%	2	6.7%	-	0
13	5	16.7%	7	23.3%	11	36.7%	7	23.3%	-	0
14	4	13.3%	6	20%	10	33.3%	10	33.3%	-	0
15	8	26.7%	6	20%	12	40%	4	13.3%	-	0
16	4	13.3%	13	43.3%	8	26.7%	5	16.7%	-	0
17	3	10%	7	23.3%	8	26.7%	10	33.3%	2	6.7%
18	6	20%	9	30%	10	33.3%	4	13.3%	1	3.3%
19	4	13.3%	7	23.3%	13	43.3%	5	16.7%	1	3.3%
20	7	23.3%	9	30%	9	30%	4	13.3%	1	3.3%
21	6	20%	4	13.3%	12	40%	8	26.7%	-	0
22	4	13.3%	12	40%	10	33.3%	4	13.3%	-	0

23	6	20%	5	16.7%	10	33.3%	9	30%	-	0
24	4	13.3%	12	40%	11	36.7%	3	10%	-	0
25	4	13.3%	10	33.3%	10	33.3%	6	20%	-	0
26	4	13.3%	10	33.3%	7	23.3%	9	30%	-	0
27	7	23.3%	9	30%	13	43.3%	1	3.3%	-	0
28	11	36.7%	5	16.7%	9	30%	5	16.7%	-	0
29	2	6.7%	7	23.3%	16	53.3%	5	16.7%	-	0
30	6	20%	10	33.3%	9	30%	5	16.7%	-	0
TOTAL SCORE	159		232		317		180		12	
Mean	5.30		7.73		10.57		6.00		1.50	
Median	5		7		10		5		1	
Standard Deviationn	2.51		2.83		2.39		3.67		0.76	

From the data above, it described that option “Strongly Agree” has 12 frequencies with mean 1.50, median 1, standard deviation 0.76. Option “Agree” has 180 frequencies, with mean 6.00, median 5, standard deviation 3.67. Option “Neither Agree” has 317 frequencies, with mean 10.57, median 10, standard deviation 2.39. Option “Disagree” has 232 frequencies, with mean 7.73, median 7, standard deviation 2.83. Option “Strongly Disagree” has 159 frequencies with mean 5.30, median 5, standard deviation 2.51.

2. The result of Reading Comprehension Achievement Test

After the reading comprehension achievement test answer were collected, the researcher gave the scores to the students' answer. The following table shows about the reading comprehension achievement test scores.

Table 4.7 The result of Reading Comprehension Achievement Test

CODE	READING COMPREHENSION ACHIEVEMENT (Y)	Y ²
M1	40	1560
M2	49	2377
M3	42	1764
M4	34	1139
M5	41	1681
M6	46	2070
M7	60	3630
M8	44	1892
M9	49	2426
M10	40	1620
M11	29	841
M12	40	1600
M13	33	1056
M14	32	1040
M15	41	1640
M16	20	380
M17	34	1139

M18	25	600
M19	31	977
M20	52	2652
M21	35	1225
M22	35	1225
M23	43	1806
M24	49	2401
M25	36	1278
M26	35	1190
M27	46	2139
M28	40	1600
M29	42	1722
M30	46	2070
SUM	1184	48742
LOWEST SCORE	20	
HIGHEST SCORE	60	
MEAN	39.45	
STANDAR DEVIATION	8.41	

Based on the calculation variable Y was found $\sum Y = 1184$ and $\sum Y^2 = 48741$. Based on the data above, it is known that the highest score was 60 and the lowest score was 20.

3. The Result Of Students' Reading Habit And Reading Comprehension Achievement

The researcher presented the result of reading habit questionnaire and reading comprehension achievement, it can be seen in the table below:

Table 4.8 The Students' Reading Habit and Reading Comprehension achievement test score

CODE	Reading Habit Questionnaire (X)	Reading Comprehension Achievement Test (Y)
M1	76	40
M2	81	49
M3	83	42
M4	76	34
M5	82	41
M6	85	46
M7	79	60
M8	83	44
M9	78	49
M10	82	40
M11	73	29
M12	69	40
M13	78	33
M14	79	32
M15	76	41
M16	78	20
M17	76	34
M18	74	25

M19	74	31
M20	79	52
M21	77	35
M22	77	35
M23	76	43
M24	80	49
M25	79	36
M26	75	35
M27	80	46
M28	88	40
M29	80	42
M30	81	46
Total	2354	1184
Mean	78.47	39.45
Median	78.50	40
Standard deviation	3.84	8.41

From data above, $\sum X = 2354$ with mean 78.47, median 78.50, standard deviation 3.84. $\sum Y = 1184$ with mean 39.45, median 40, standard deviation 8.41.

B. Research Finding

1. Testing normality

The normality test is aimed to know whether the variable data research distribution is normal distributed or not. The variables is normal if it :

- a. A normal distribution of data normal if the value of sig (significance) > 0.05 .
- b. An abnormal distribution of data normal if the value of sig (significance) < 0.05 .

For this research the researcher used *One-Sample Kolmogorov-Smirnov* test to obtained the data. Based on descriptive analysis by using SPSS 20, the value of normality test can described below:

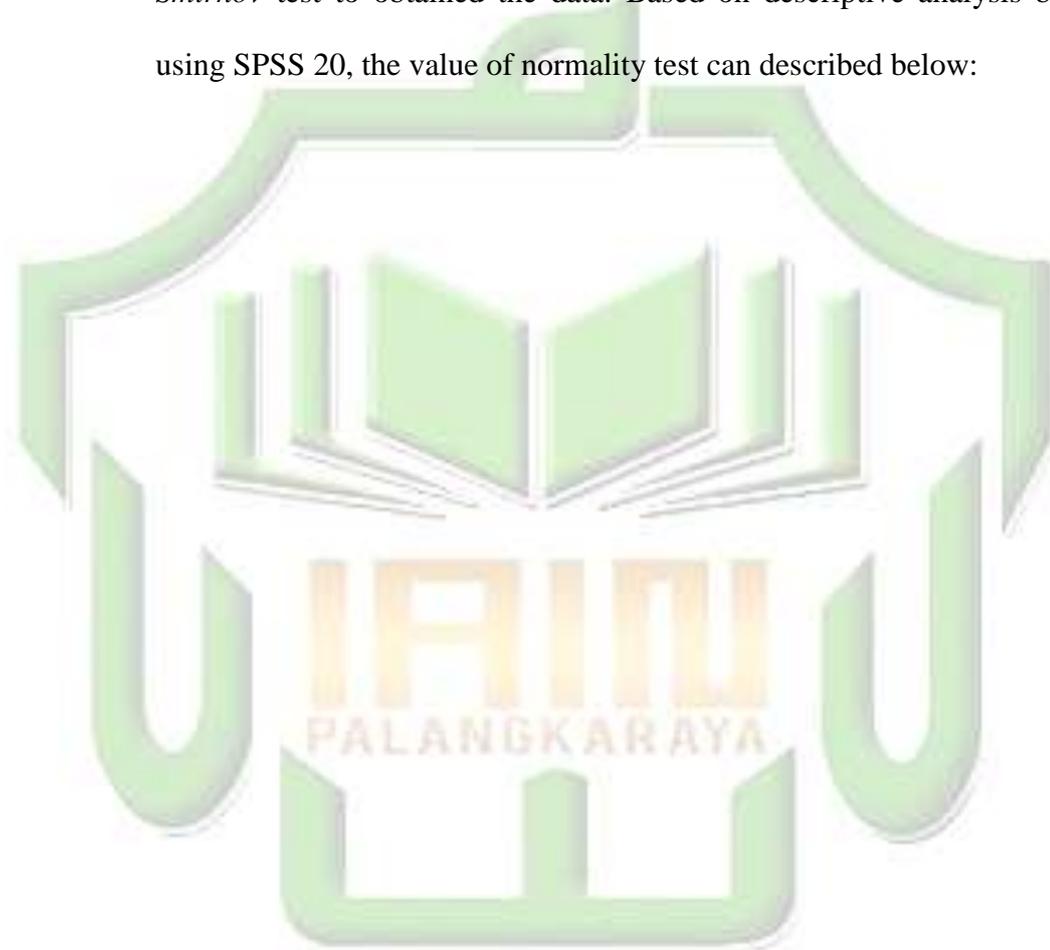


Table 4.9 The Normality Test Result

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	7.66767522
Most Extreme Differences	Absolute	.115
	Positive	.115
	Negative	-.079
Kolmogorov-Smirnov Z		.630
Asymp. Sig. (2-tailed)		.823

a. Test distribution is Normal.

b. Calculated from data.

Based on the result of normality above, a normality test showed the value of probability = 0.823 > significance level = 0.05. It means that variable data normally. It can be concluded that the pairs of all data are both reading habit and reading comprehension coming from distributed samples normal.

2. Testing linearity

After computing normality test then researcher continued to analyze the linearity test. Thus, linearity test is used to know the relation between dependent and independent variable. The variables have linearity based on these testing criteria:

- 1) If the value of sig (significance) > 0.05. it means that the variables is linear.

- 2) If the value of sig (significance) < 0.05 . it means that the variable is not linier.

Table 4.10 Result of linearity test

ANOVA Table			
			Sig.
reading comprehension * reading habit	Between Groups	(Combined)	.413
		Linearity	.042
		Deviation from Linearity	.646
	Within Groups		
Total			

The result of linearity reading habit and reading comprehension test above shows that result of significance value is 0.646. It means that the value is higher that significance 0.05 ($0.646 > 0.05$). So it can be concluded that the variable X and variable Y is linier.

3. The Correlation Between Students' Reading Habit And Reading Comprehension Achievement

In this case, both of students' reading habit and reading comprehension achievement are related by using SPSS program. The data are showed on the following table:

**Table 4.11 The Correlation Between Students' Reading Habit
And Reading Comprehension Achievement**

No.	Reading Habit Questionnaire (X)	Reading Comprehension Achievement Test (Y)	XY	X ²	Y ²
1.	76	40	3002	5776	1560
2.	81	49	3949	6561	2377
3.	83	42	3486	6889	1764
4.	76	34	2565	5776	1139
5.	82	41	3362	6724	1681
6.	85	46	3868	7225	2070
7.	79	60	4760	6241	3630
8.	83	44	3611	6889	1892
9.	78	49	3842	6084	2426
10.	82	40	3301	6724	1620
11.	73	29	2117	5329	841
12.	69	40	2760	4761	1600
13.	78	33	2535	6084	1056
14.	79	32	2548	6241	1040
15.	76	41	3078	5776	1640
16.	78	20	1521	6086	380
17.	76	34	2565	5776	1139
18.	74	25	1813	5476	600
19.	74	31	2313	5476	977
20.	79	52	4069	6241	2652
21.	77	35	2695	5929	1225
22.	77	35	2695	5929	1225

23.	76	43	3230	5776	1806
24.	80	49	3920	6400	2401
25.	79	36	2824	6241	1278
26.	75	35	2588	5625	1190
27.	80	46	3700	6400	2139
28.	88	40	3520	7744	1600
29.	80	42	3320	6400	1722
30.	81	46	3686	6561	2070
	$\Sigma X = 2354$	$\Sigma Y = 1184$	$\Sigma XY = 93239$	$\Sigma X^2 = 185138$	$\Sigma Y^2 = 48742$

Based on the calculation of correlation between variable X and variable Y above, it can be known of each variable. Based on the product moment will be found the product of r_{xy} , as follow:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{30 \times 93239 - (2354)(1184)}{\sqrt{\{30 \times 185138 - (2354)^2\}\{30 \times 48742 - (1184)^2\}}}$$

$$r_{xy} = \frac{2797155 - 2785959}{\sqrt{(5554140 - 5541316)(1462264 - 1400672)}}$$

$$r_{xy} = \frac{11196}{\sqrt{(12824)(61592)}}$$

$$r_{xy} = \frac{11196}{\sqrt{789849396}}$$

$$r_{xy} = \frac{11196}{2,810425939}$$

$$r_{xy} = 0.40$$

Based on the manual calculation above, it was found that the r_{value} was 0.40. Then the r_{value} was consulted with the table of the interpretation coefficient correlation r as follows :



Table 4.12 Coefficient Correlation Interpretation

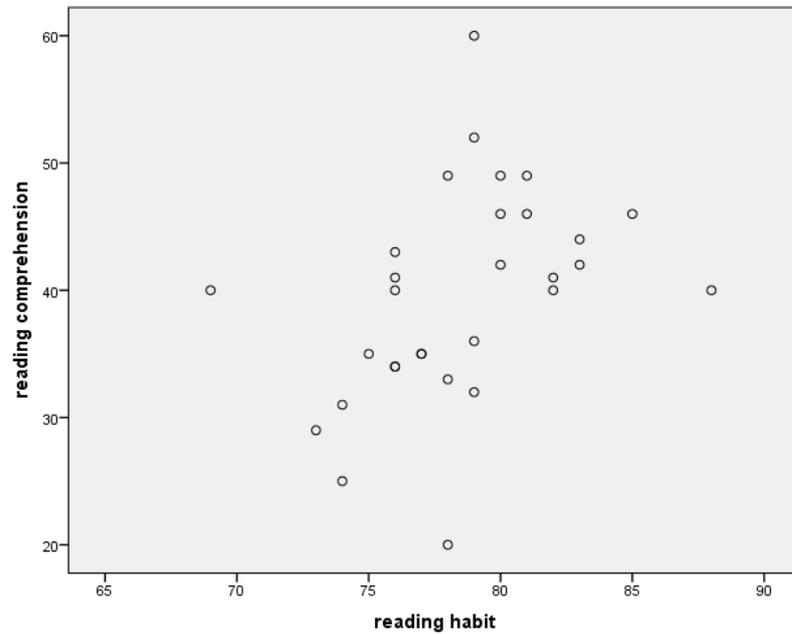
Interval	Category
0.00 – 0.199	Very poor
0.20 – 0.399	Poor
0.40 – 0.599	Fair
0.60 – 0.799	High
0.80 – 1.00	Very high

(Teguh, 2013, p.22)

From the table of above, it can be seen that the r_{value} (0.40) was at the level “fair” correlation. So it meant that the correlation between students’ reading habit and reading comprehension achievement of the sample class was in fair correlation.

For the visually visible strength of correlation between reading habit and reading comprehension achievement, it showed in the following figure:

Figure 4.1 Scatterplot



Based on the scatterplot graph output above, the data plot point forming a straight line pattern from the bottom left up to the right. This shows that there is a linear and positive relationship between reading habit as variable X with reading comprehension achievement as variable Y.

Then, to know the contribution of the variable X to the variable Y is used the formula as below:

$$KP = r^2 \times 100 \%$$

Where:

KP : determinant coefficient score

r : correlation coefficient score

$$KP = r^2 \times 100 \%$$

$$KP = 0.40^2 \times 100 \%$$

$$KP = 0.158702 \times 100 \%$$

$$KP = 15.87017\%$$

So, it means that the variable X gives the contribution to the variable Y for the Students eight semester at IAIN Palangka Raya on Academic years 2015/2016 was 15.87017 %.

To know the value of t_{value} is used the formula:

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t_{value} : nilai t (value t)

r : the score of coefficient correlation and

n : the number of sample.

So that by the formula above it was known that:

$$r = 0.40$$

$$n = 30$$

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{value} = \frac{0.40\sqrt{30-2}}{\sqrt{1-0.40^2}}$$

$$t_{value} = \frac{2,116601049}{0,840650489}$$

$$t_{value} = 2.518$$

Based on the calculation above, $\alpha = 0.05$ and $n = 30$ so, $df = n - 2 = 30 - 2 = 28$ and t_{table} was 1.701. So, it can be seen than $t_{value} \geq t_{table}$ ($2.518 \geq 1.701$), so that the result was the H_a is accepted and H_o is

refused. In this case that students' reading habit have fair relationship to students' reading comprehension achievement.

4. Testing hypothesis using SPSS Program

In this research, the researcher applied SPSS 20.0 program to calculate the Pearson Product Moment correlation in testing hypothesis of the study which the result also supported the result of manual calculation. The result of the test using SPSS 20.0 Program it showed in the following table:

Table 4.13 The calculation of Pearson Product Moment correlation using SPSS 20.0 Program

Correlations			
		X	Y
X	Pearson Correlation	1	.400*
	Sig. (2-tailed)		.029
	N	30	30
Y	Pearson Correlation	.400*	1
	Sig. (2-tailed)	.029	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

From the calculation using SPSS 20.0 program, the data above showed that hypothesis alternative (h_a) was accepted and hypothesis null (h_0) rejected.

5. Interpretation Of The Result

After the researcher calculated the formula of product moment, it showed that have correlation between students' reading habit and reading comprehension achievement and score was on fair correlation. The correlation index is 0.40 in the interval 0.40-0.599. It means that

the relationship between students' reading habit and reading comprehension achievement was on fair correlation.

The result of calculation by applying SPSS version 20 described as follows. It obtained $r_{xy}=0.400 > r_{table} 0.361$. The degree of freedom (df) is $30-2=28$ in the table significance of 5% it is obtained 0.361. The assumption of hypothesis alternative (h_a) was accepted and hypothesis null (h_0) rejected. The researcher concluded that there was a fair relationship between students' reading habit and reading comprehension at the eight semester of English department students at IAIN Palangka Raya.

From the result of hypothesis above, means that there was a fair relationship between students' reading habit and reading comprehension achievement at the eight semester of English department students at IAIN Palangka Raya. In academic, reading habit very important to students to open their mind, to more learning about something and reading can giving good affect in study. Reading habit also help students easily understand the text especially long text without any obstacles.

In benefit of the relationship of students' reading habit and reading comprehension: Samrotul (2014, p. 14), added that the benefit of reading habits are enormous; gaining reading habit will enable the students open a new world and broaden their perspective. Thus reading habit will help students to speak with confidence and build an

expertise. Simultaneously, reading comprehension and habit are both interrelated. Reading habit is the process and comprehension is the essence of it. By accustoming a good reading habit as a daily activity, it will help the student to read and to comprehend English text fluently and accurately. Pursuing reading as a habit will help the students to become more intelligent. Practicing reading habit also improves analytical skill in comprehension task. In the line with, Hasanah (2017, p.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.

In the discussion here, relevant studies also pointed the same positive relationship between students' reading habit and reading comprehension achievement. First, a research was done by Julio Cesar Galacia Gaona and Erwin Rogelio Villuendas Gonzales, the title was "Relationship Between Reading Habits, University Library And Academic Performance in a sample Of Psychology Students. The result showed statistically significant correlation with some components of reading habits, such as attitudes toward reading and with the frequency reported by the person about strategies used to find information in the library (Chapter II, p.9). Second, Samrotul Muawanah the title was "The Relationship Between Students Reading

Habit And Their Reading Comprehension (A Correlation Study At The Second Grade Of SMA Dua Mei Ciputat. The result showed that there was positive correlation between reading comprehension at the second grade of SMA Dua mei ciputat in academy year 2013/2014)(Chapter II, p.9). Further, the same result by Sakinah the tittle was "The Correlation Between Students' Reading Habits And Reading Achievement In English Education Study Program At Jambi Univertsity". The result of the study showed that there was correlation between students reading habits and reading achievement (Chapter II, p.10).

In the other hand, there is a research that has negative correlation result. The tittle of the research is The Correlation Between Reading Habit And Reading Comprehension Achievement Of 12th Grade Students Of Ma. Pp. Qodratullah Langkan. The result of the study showed that there was no significance correlation between the two variables since the t-obtained was higher than 0.05 (Chapter II, p.10).

C. Discussion

The result of the data showed there is significant correlation between students' reading habit and reading comprehension achievement with score of correlation coefficient obtained is 0.40 which is in the interval of 0.40 – 0.599. Based on table of coefficient correlation interpretation this score "fair" correlation. From testing hypothesis it was found hypothesis alternative is accepted and hypothesis null is rejected. Reading habit gives the contribution to the reading comprehension achievement for the Students English Study program eight semester at IAIN Palangka Raya on Academic years 2015/2016 was 15.87017 %.

Based on the result of product moment correlation analysis, the correlation coefficient between students' reading habit and reading comprehension achievement is higher than r table ($0.400 > 0.361$). Thus, it concluded that the hypothesis: "There is a positive relationship between reading habit and reading comprehension achievement.

According to Kucer (2005, p.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, p.69) who said that reading habits are a set of skills that related 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. (Tri septiarini, Aceng rahmad, Darmahusni, 2018, p.189)

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).



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the problem of the study, it can be concluded that: first, the students' reading habit at eight semester of English Department students' of IAIN Palangka Raya is very high, it was showed from the result of data questionnaire, the score showed the highest score was 88. Second, the students' reading comprehension achievement at eight semester of English Department students' of IAIN Palangka Raya is fair, it was showed from the result of reading comprehension achievement test, the score showed the highest score was 60. Third, the students' reading habit and reading comprehension achievement have correlation with the total calculation was fair correlation.

Based on the result of product moment correlation analysis, the correlation coefficient between students' reading habit and reading comprehension achievement is higher than r table ($0.400 > 0.361$). It showed that alternative hypothesis (h_a) was accepted and null hypothesis (h_o) was rejected. So, between two variable has a positive significant correlation. The calculation of t_{value} can be described that, $\alpha = 0.05$ and $n = 30$ so, $df = n - 2 = 30 - 2 = 28$ and t_{table} was 1.701. So, it can be seen than $t_{value} \geq t_{table}$ ($2.518 \geq 1.701$), so the result was H_a is accepted and H_o is rejected. In this case that students' reading habit have fair relationship to students' reading comprehension achievement.

B. Suggestion

Based on the result, researcher would like to offer some suggestion for teacher, students, and other researcher :

1. Teacher of English subject must give motivation to students to apply reading habit as activity in the class, so students can build their habit to read especially English book.
2. For students reading is very important to life to open our mind, to more learning about something and reading can giving good affect in study or life. Reading habit one of skill must be students have to increase strudents reading comprehension achievement, start to build reading habit.
3. For other researcher this research hopefully can be used as a reference for further study on similar problem about reading comprehension. The further researcher recommended constructing the appropriate, use various aspects of reading comprehension test and use various test not only questionnaire and test but also interview, and this tittle can change model as survey or expos facto design.

REFERENCES

- Ary, D., Jacobs, L., & Sorensen, C. (2010). *Introduction to Research in Education*. Canada: Wadsworth, Cengage Learning. Nelson Education Ltd.
- Creswell, J. W. (2012). *Educational Research: Planning, conducting, and evaluating quantitative Research (4th ed)*. Boston, US, MA: Pearson.
- Department for Education and Skill. (2005). *Understanding Reading Comprehension:2. Guidance curriculum and standards*. HMSO, The Licensing Division, St Clements: Raising Standard.
- Dony, P. M. (2016). *The Correlation Between Translation Ability and Reading Habit Toward Writing Ability*. Surakarta: IAIN Surakarta.
- 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.
- Fraenkel J. R. (2012). *How To Evaluate Research in Education (8th ed)*. New York, NY: McGraw-Hill.
- Greene, J. C. (2008). Is mixed methods social inquiry a distinctive methodology? *Journal of Mixed Methods Research*, 2(1), pp.7-22.
- 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.
- Lawrance, A. SA., & Vimala, A. (2012). School Environment And Academic Achievement Of Standar IX Students. *Journal Of Educational And Instructional Studies In The World*, 2(3), 210-215. Retrieved From <Http://Files.Eric.Ed.Gov>.
- Lone, F.A. (2011). *Reading Habits of Rural and Urban College Students in the 21th Century*. Retrieved from <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1617&context=lib> Philprac.

- Latief, M.A. 2014. *Research Methods on Language Learning An Introduction (2nd Ed.)*. Malang: UM Press.
- Leedy, D. P., & Ormrod, E. J. (2001). *Practical Research: Seventh Edition Planning and Design*. New Jersey, NJ: Prantice Hall
- Nunan, D.(2006). *Practical English Language Teaching: Young Learners*. Singapore: McGraw Hill.
- Odabaş, H., Odabaş, Z.Y. & C. Polat (2008). 'Üniversite öğrencilerinin okuma alışkanlığı: Ankara Üniversitesi örneği.' *Bilgi Dünyası* 9(2):431-465.
- Ogbodo, R.O (2010). Effective Study Habits in Educational Sector: Counseling Implication, *Edo Journal of Counseling*, Vol. 3, No. 2, p. 231-235.
- Patel, M.F., & Jain, P. M.(2008). *English Language Teaching*. Jaipur: Sunrise
- Palani, K.K.(2012). *Promoting Reading Habits and Creating Literate Society. International Refereed Research Journal. 2(1), 90-94*. Retrieved from http://www.researchersworld.com/vol3_issue2_1/Paper_10.pdf
- Pang, S. E., et. al.(2003). *Teaching Reading*. Switzerland: The International Academy Education, IAE.
- Samrotul, M. (2014). *The Relationship Between Students' Reading Habit and Their Reading Comprehension (A Correlational Study At The Second Grade Students of SMA Dua Mei Ciputat)*. Jakarta: UIN Syarif Hidayatullah.
- Sengupta, S. (2002). Developing academic reading at tertiary level: A longitudinal study tracing conceptual change. *Reading Matrix: An International Online Journal*, 2(1), pp.1-37.
- Singh, K.Y.(2006). *Fundamental of Research Methodology and Statistics*. New Delhi : New Age International (P) Ltd., Publishers
- Snow. (2009). Language teaching. Retrieved from motivation in second and forigen language learning: <https://ww.cambridge.org/core/journals/language/teaching/article/motivation-in-second-foreign-language-learning/CF6301F6C401F2CB511529925B298004>.
- Steel Jack. (2008). *The Habit Of Reading and Its Advantages-Why You Should Develops Habit of Regular Reading*: <http://voice.yahoo.com/the-habit-its-advantages.com>.

Wahyudi, A. (2016). *The Correlation Between Reading Habit And Reading Comprehension Achievement Of 12th Grade Students Of Ma. Pp. Qodratullah Langkan.* Palembang: UIN Raden Fatah Palembang.

Yılmaz, B., Köse, E. & Ş. Korkut (2009). ‘Hacettepe Üniversitesi ve Bilkent Üniversitesi öğrencilerinin okuma alışkanlıkları üzerine bir araştırma.’ *Türk Kütüphaneciliği* 23(1):22-51.

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

