**THE CORRELATION BETWEEN READING HABIT AND STUDENTS’ ENGLISH READING ACHIEVEMENT AT THE EIGHTH GRADE OF JUNIOR ISLAMIC BOARDING SCHOOL PLOSO JOMBANG**

**Chilyatus Sariroh**

[chilyatus2015@gmail.com](mailto:chilyatus2015@gmail.com)

**English Department of STKIP PGRI Jombang**

**ABSTRACT**

The main objective of this reseach is to determine the correlation between the students' reading habits and their reading achievements. The researcher used correlational quantitative design. The population of this research was the eighth grade of Junior Islamic Boarding School Ploso Jombang in the 2020/2021 academic year. However only 89 students were chosen as the sample. Questionnaire and students’ reading score were used as the instrument of this research. The result of this research indicated that reading habit had positive significant correlation with the students’ reading achievement. It can be seen that the correlation coefficient value was 0.830. The results of the study showed that students’ reading achivement was influenced by the reading habit variable. It was illustrated by the results of the hypothesis test which means Ho is rejected, Ha is accepted. This rejection of Ho is confirmed by the significance of 0.000 < 0.05 in Sig (2-Tailed) table, because the significance value = 0.000 < α = 0.05 it means that the alternative hypothesis was greatly proven true. The result can be concluded that there is very strong correlation between students’ reading habit and their reading achivement at the eighth grade of Junior Islamic Boarding School Ploso Jombang.

Keywords : Reading habit, Reading achievement, Correlation.

ABSTRAK

Tujuan utama dari penelitian ini adalah untuk menentukan korelasi antara kebiasaan membaca siswa dan prestasi membaca mereka. Peneliti menggunakan desain kuantitatif korelasional. Populasi penelitian ini adalah siswa kelas VIII Pondok Pesantren Ploso Jombang tahun akademik 2020/2021. Namun hanya 89 siswa yang dipilih sebagai sampel. Skor membaca angket dan siswa digunakan sebagai instrumen penelitian ini. Hasil penelitian ini menunjukkan bahwa kebiasaan membaca memiliki hubungan positif yang signifikan dengan prestasi membaca siswa. Dapat dilihat bahwa nilai koefisien korelasi adalah 0,830. Hasil penelitian menunjukkan bahwa prestasi membaca siswa dipengaruhi oleh variabel kebiasaan membaca. Itu diilustrasikan oleh hasil uji hipotesis yang artinya Ho ditolak, Ha diterima. Penolakan Ho ini dikonfirmasi oleh signifikansi 0,000 <0,05 dalam tabel Sig (2-Tailed), karena nilai signifikansi = 0,000 <α = 0, 05 itu berarti bahwa hipotesis yang diajukan sangat terbukti benar.

Hasilnya dapat disimpulkan bahwa ada korelasi yang sangat kuat antara kebiasaan membaca siswa dan prestasi membaca mereka di kelas delapan di Pondok Pesantren Ploso Jombang.

Kata Kunci: Kebiasaan membaca, Prestasi membaca, Korelasi.

**INTRODUCTION**

Reading is one of the skills in learning English which has an important role such as giving information to readers. Wallace (1993:4) stated reading is interpreting, that means responding as a piece of communication to a written text. Reading is always related to comprehension.Reading comprehension is the main problem to develop appropriate and efficient understanding strategies (Brown: 2001). With the purpose to increase the students’ reading achievement, Reading habits are crucial to get the better reading achievement. Diem (2011, p. 5) states that student reading habits can live around many books because they can select what they wan**t to read. Furthermore, A**ccording to Hassan, Olaseni, and Mathew (2012, p. 239), reading habit refers to how much, how often, and what the students read. Students can choose whatever they read for increasing their reading achievement. It related to the students’ preference, hobby, and the willingness to read.Reading habits make students increasingly understand the contents of the reading as reading comprehension. from reading comprehension itself is proven through student learning outcomes through reading achievement Additionally, reading comprehension competence is one of the important factors connected to the achievement of the students. Therefore, reading achievement becomes the main variable of this research.

Most Indonesians student tend to be usually limited to oral traditional culture. They do not get the right habit of reading. They read only when having assignments in their school or home. They enjoy watching TV in their free time, playing games and talking with friends, probably going to the shopping mall or having fun at some events. Additionally, the education system does not develop a reading habit as well for students. In the family, parents do not try to push a reading habit in their children (Soebadio, 1993). Appropriately, reading habit is seen as one of the factors contributing to the effectiveness of understanding reading. In particular, to improve reading comprehension, students' reading habits need to be changed. However, there is no a single right description inhabit theory, according to Gardner (2013:32) only through habit, people are highly repeated sort of behaviour without having to think about why this general definition from their self will happen.

Some studies were conducted by the researcher, one of them is Wulandari (2016). The research was conducted to find out whether there is a significant positive correlation between students’ reading habit in English and their reading comprehension ability in the first grade of SMP PGRI 1 Gunung Pelindung, East Lampung . The result can be concluded that there is a positive significant correlation between students’ reading habit in English and their reading comprehension ability .

Another research was conducted by Muawanah (2014). The research discusses the relationship between students’ reading habit and their reading comprehension at the second grade of SMA Dua Mei Ciputat. The result can be concluded that there is a strong relationship between students’ reading habit and their reading comprehension.

ln previous studies, many of English college students rarely investigated reading habits in Islamic boarding schools. Even a lot of studies on reading habits and student' reading achievement, but few or perhaps rarely researchers who investigate the reading abilities of students with basic education experience in Islamic boarding school. Furthermore, the research intended to fill in the gap by emphasizing more on the ability of students reading habits in Islamic boarding school by comparing them to student achievement outcomes. Most of the previous studies sometimes just focused on the frequency and the amount of time in reading habits. But in this study, not only the frequency and amount of time in a reading habit, but the kind of reading books, family motivation, and motivation in the academic environment also will be measured. Based on the supporting statement before, The researcher has aim to investigate the correlation between students’ reading habit and their reading achievement.

METHODOLOGY

This research was conducted by quantitative researched which was non-experimental design. According to Ary (2010:26), non-experimental was used to identify variables and to investigate correlations between variables. In this researched, the researcher choose researched correlation, because the researcher wants to know the correlation between students’ reading habit and student’s english reading achievement. Researchers used the statistical correlation test in correlation researched designs to define and calculate the degree of association (or relation) between two or more variables or sets of scores. In this design, the researchers did not tried to regulate or manipulate the variables as in an experiment; instead, they relate two or more scores for each participant using the correlation statistics (Creswell:2012). Another researcher stated that correlation researched was a measurement of the correlation between one variable and another, based on the existing coefficient of correlation (Suryabrata, 2009).

In non-experimental researched, where experimental manipulation was not present, the independent variable was the variable that had some effect on the dependent variable logically (nabavi:2010). Therefore in correlational researched just had an independent variable because there was no manipulation of an independent variable. This researched conducted the correlation between reading habit and students’ english reading achievement. So the independent of a variable was reading habit and students’ english achievement.

The population of this research was the students of the eighth grade of junior islamic boarding school ploso jombang. The population was all participants of the chosen field of researched (lodico et al. 2010:213). The population in this studied was the total of the students of the eighth grade students of junior islamic boarding school ploso jombang. There were 3 classes that consist of 124 total of students. While the sample was the group of people who the researcher selected to be in when the researcher has the studied (nabavi 2014: 24). In this study, the researcher used convenience sampling as the sample technique. Convenience sampling could be used in large undergraduate classes, using students in your own class as a sample, or took volunteers to be interviewed (ary et al. 2010 :156). The researcher will took information from members of the population who want to responded voluntarily. This was because the researched instrument was held online where the researcher could not determine the number of samples. The respondents were expected to fulfill this sample technique with their availability atleast more than half the population.

After collecting the data, the researcher will analyze the data using SPSS. The data were analyzed by using pearson product moment correlation if it was possible to find the assumption of normality. The researcher could also used rank spearman as an alternative way in computation if the data normality assumption was not possible. It was used to identify the correlation between students’ reading habits and their achievement. The data were arranged by combining students reading habits and reading achievement score. The researcher will used ibm spss application program version 20 to help in computation the data

**RESULTS AND DISCUSSION**

**Data Display**

In this research the data display explained the results of the research in each variable, etc. Each variable will be reported referring to the formulation of research problem which include of each variables. In this study, the researcher initially intended to take all samples from the population voluntarily but only got 118 responses from 124 students. Then from the 118 students the researchers only took 89 respondents to examine via google form because some of them did not have the reading achievement score from teacher. Therefore only 89 respondents were absolute samples of this study.

**Data Analysis**

Data analysis will be explained about the analytical techniques applied in the cumputation of the data which is in this research computation using SPSS software version 20. Before computing the correlation between students’ reading habit and their achievement using statistical program of SPSS, the researcher tried to conduct the testing requirement analysis namely normality and linierity. Normality testing was used to know whether normal or not the data distribution assumption. If the distibution of assumptions were normal, it conveyed to use pearson correlation and conversely. Linierity testing was used to know the relation between one variable to another variables. After that the researcher calculated the correlation of two variables in SPSS statistical program version 20.

***Normality Test Assumption***

Testing data normality aims to determine whether the data is normal or not. Data normality testing is performed using Kolmogorov-Smirnov, with the criteria if the probability value> level of significance (alpha = 5%) then the data is declared normal. The results of normality testing data on the correlation of students’ reading habit and reading achivement are mention as the following table:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Tests of Normality** | | | | | | |
|  | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
| Statistic | df | Sig. | Statistic | df | Sig. |
| readinghabit | ,051 | 89 | ,200\* | ,991 | 89 | ,821 |
| Readingachievement | ,162 | 89 | ,000 | ,896 | 89 | ,000 |
| \*. This is a lower bound of the true significance. | | | | | | |
| a. Lilliefors Significance Correction | | | | | | |

Based on the table above, it can be seen that the testing of reading habit normality data with reading achievement on Islamic junior high school students Ploso Jombang produces probability <of level of significance (alpha = 5%). It can be seen that the normality test on reading habit data with reading achievement on Islamic junior boarding school Ploso Jombang is stated to have an abnormal distribution.

***Linierity Test Assumption***

Linearity testing is used to test whether the two variables are linear or not linear. In this study it is shown in the table that the two variables are linear each other. It was indicated by the significant linearity which is .>0.05. Then the variables are linier if the significant linierity is less than 0.05 as shown in table below :

**Table 4.2 The linierity result summary**

|  |  |  |  |
| --- | --- | --- | --- |
| **ANOVA Table** | | | |
|  | | | Sig. |
| Reading achievement \* readinghabit | Between Groups | (Combined) | ,000 |
| Linearity | ,000 |
| Deviation from Linearity | ,479 |
| Within Groups | |  |
| Total | |  |

The probability for value deviation from linierity has Sig. =0.479 > 0.05, it was indicated that reading achievement variable and reading habit variable are linier. It was illustrated that there is no diffference of linierity between reading habit variable and reading achivement variable

***Correlational Computation of Students’ Reading Habit and Reading Achievement***

The first statistical testing based on the result of the normality test assumption can be concluded that the assumption of distribution was abnormal. Therefore the researcher has to use Spearman Correlation to know whether there is a correlation or no between reading habit and reading achievement. The second statistical testing based on liniertity was proven that each variables are linier. Then the researcher took the statistical testing based on Correlation Coefficient. The researcher took 89 absolute respondents to analyze the data correlation. The results of the analysis of the correlation between reading habits and reading achievement at the eighth grade of Junior Islamic Boarding School Ploso Jombang can be seen through the following table:

**Result of Correlation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Correlations** | | | | |
|  | | | readinghabit | readingachievement |
| Spearman's rho | Readinghabit | Correlation Coefficient | 1,000 | ,830\*\* |
| Sig. (2-tailed) | . | ,000 |
| N | 89 | 89 |
| Readingachievement | Correlation Coefficient | ,830\*\* | 1,000 |
| Sig. (2-tailed) | ,000 | . |
| N | 89 | 89 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | | |

The table above informs that the testing of the Correlation Coefficient of reading habits and reading achievement of the eight grade in Islamic Junior boarding school Ploso Jombang produces Correlation Coefficient value was 0,830 and the significance value is 0.000. It could be seen that the significant value was 0,000 so the value is less than <0.05. if the sig value <0.05 (5%), it can be concluded that there is a significant correlation between variables. So the result was siginificant and the Correlation Coeffiecient value was very high.

**CONCLUSION**

Based on the background of research, the theoritical framework, and the correlational computation of data. It can be delivered some points. First, students who develop a good reading habit such as reading amount of academic or non academic book and spent their leissure of time on daily routine of reading show more positive result on their reading achievement. Second, environments in academic motivation such as the willigness to go to library and having much time of reading general subject also contribute to create atmospheres on how the students’ got English reading achivement positively or negatively. Third, habit of reading at school also proves to be one of the effective tools to build a strong foundation on their reading comprehension. From the result of the statistical calculation, it can be synthesized that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejecteted. It means that there is very strong correlation between the students’ reading habit and students’ English reading achievement at the eight grade of Islamic Junior Boarding School Ploso Jombang.

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