

Exploring the Correlation between Reading Habit and Reading Achievement at MTs. Bilingual Muslimat NU

Oleh:

Shafa Ayu Faramida

Advisor:

Dr. Dian Novita, M.Pd.

English Language Education

Faculty of Psychology and Educational Science

University of Muhammadiyah Sidoarjo

Introduction

- The most important and practical skill for people is reading (P. M. Patel, M.F. Jain 2008)
- Reading habit is an important aspect to create a literate society because it shapes individual personality, helps develop appropriate thinking methods, and create new ideas (S. Sadan 2012)
- To have an effective reading habit, one should have six important aspects, they are: reading frequency, books read, time spent on academic reading, time spent on non-academic reading, motivations in the family environment, motivation in the academic environment (C. G. Gaona and E. R. V. González 2011)
- Reading comprehension will only be referred to as reading comprehension if the reader is able to comprehend the text's meaning. If readers can read but do not comprehend what they have read, they are not engaging in reading comprehension (S. Muawanah 2014)
- In reading comprehension, there are various levels. There are three levels: literal comprehension, inferential comprehension, and critical comprehension (A. W. Heilman, T. R. Blair, and W. H. Rupley 1981)

However, many students consider that reading is difficult. The Researcher also find out some problems in MTS Bilingual Muslimat NU.

Research Question

Is there any correlation between reading habit and reading achievement at 8th grade students of MTs. Bilingual Muslimat NU?

Research Objective

To find out the correlation of reading habit with reading achievement at 8th grade students of MTs. Bilingual Muslimat NU.

Research Gap

First, a study by Wahyudi (2016), this research was conducted at Ma. Pp. Qodratullah Langkan.

Second, a study by Bishry (2021). The subject of this research was conducted In English at Economic College of Riau.

Third, a study by S. Andreani, S. Muniroh, Suharyadi, U. P. Astuti, and Yulizar (2021), this study was conducted in Department of English of a state-owned university in East Java, Indonesia

→ This study differs from previous studies; while those previous researches discussed the reading habit and reading comprehension in University and Senior High School, this research will be conducted in a junior high school, especially a bilingual school.

Novelty

This research is expected that teacher can be developed useful strategy in teaching and learning to improve reading comprehension students through reading habit that students do in the classroom and continuously.

Research Methods

Research Design

This research used quantitative correlation approach. Correlational research is defined as the interdependence of two or more research aspect situations, in which the research explains the causal relationship between variables in a phenomenon (M. Darwin *et al.* 2020)

Research Subject

The subject of this research is 37 students of 8th grade in MTs. Bilingual Muslimat NU.

Research Setting

This study took place in MTs. Bilingual Muslimat NU. Located on Jl. Jenggolo No. 53, Pucang, Sidoarjo. Then, it is conducted around January – March 2023.

Data Collection

This research collect the data using primary data in the form of questionnaires and reading achievement score. For this, the questionnaire is adopted from Muawanah (S. Muawanah 2014)

Data Analysis

To analyze the data, this research using Pearson Product Moment. This research employed SPSS 26 software calculate the correlation between students' reading habit and their reading achievement.

Findings

- **Reading Habit Questionnaire Score** : According to the data above, there were 37 students with 5 students were in very good level, 22 students were in good level, and 10 students were in fair level. In this data, the maximum level of students' reading habits is 90, the lowest level is 43, the mean is 2.14, and the standard deviation is 0.631. Most of the students are 8th grade at MTs. Bilingual Muslimat NU considered to have good reading habits.
- **Students' Reading Achievements** : According to the table above, there are 29.7% students in the very good category, 32.4% in the good category, 18.9% in the enough category, 10.8% in the bad category, and 8.1% students in the very bad category. Analyzed using the SPSS 26 program, the maximum student score is 91 and the lowest student score is 40. The mean is 2.35, and the standard deviation is 1.252. The result of the reading achievements show that the student's reading achievement are at a good level because most of them get very good, good, and enough predicates. In addition, there are only a few students who get bad and very bad level. This shows that students who do not master the reading achievement well get very bad scores, while student's who master the reading achievement well have a good scores.

Findings

- **Correlation Coefficient**

Correlations			
		Reading Habit	Reading Achievement
Reading Habit	Pearson Correlation	1	.617**
	Sig. (2-tailed)		.000
	N	37	37
Reading Achievement	Pearson Correlation	.617**	1
	Sig. (2-tailed)	.000	
	N	37	37

** . Correlation is significant at the 0.01 level (2-tailed).

From the table, the obtained coefficient (r-obtained) is 0.617 with the level significance 0,000. Furthermore, (r table) $df-2 = 37-2=35$ is 0.325. The value of r-obtained is higher than the value of r-table ($0.617 > 0.325$), indicating that there is a correlation between students' reading habits and their reading achievements. From 37 respondents, the index value of correlation is 0.617. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected since the obtained r-obtained (0.617) is higher than the table r-table (0.325). As a result, there was a positive correlation between students' reading habits and their comprehension skills.

Discussion

Based on the result, the score of students' reading habit, most of them were in high category. There were 22% of students in this category. Besides, the score of students' reading achievement, most of them also were in high category. There were 12% of students in this category. The correlational test shows that the obtained (r -obtained is higher than r -table ($0.617 > 0.325$), in two-tailed testing at the 0.000 significant level which means that there is a significant correlation between reading habit and reading achievements ($0.000 < 0.05$). Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore, there was positive correlation between students' reading habit and their reading achievements.

Benefits of Research

- For the author : This research activity is used as a valuable experience in an effort to improve the author's ability to develop knowledge and can provide an overview of the learning outcomes regarding the correlation between students' reading habits and students' reading achievement.
- For Schools : The benefit of this research for schools is that it can improve and apply the methods used in the teaching and learning process, especially in reading comprehension learning.
- For Further Researchers : The results of this study can be used as a basis for further research and as thought material for learning development to continue research in improving reading comprehension learning. In addition, as a form of source and as input to other writers to explore and also conduct (experiments) regarding the correlation between reading habits and other skills.

References

- 1.) P. M. Patel, M.F., & Jain, M . F . Patel , Praveen M . Jain-English language teaching _ methods , tools & techniques . pdf. 2008.
- 2.) S. Sadan, "CENTRAL BOARD OF SECONDARY EDUCATION Promoting Reading Habits," vol. 12, no. 54, pp. 1–4, 2012, [Online]. Available: www.cbse.nic.in.
- 3.) J. C. G. Gaona and E. R. V. González, "Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students," *Rev. La Educ. Super.*, vol. 1, no. 157, p. 59, 2011.
- 4.) S. Muawanah, "The relationship between students' reading habit and their reading comprehension," pp. 1–80, 2014, [Online]. Available: [http://www.repository.uinjkt.ac.id/dspace/bitstream/123456789/25026/3/SAMROTUL MUAWANAH-FITK.pdf](http://www.repository.uinjkt.ac.id/dspace/bitstream/123456789/25026/3/SAMROTUL%20MUAWANAH-FITK.pdf).
- 5.) A. W. Heilman, T. R. Blair, and W. H. Rupley, "Principles and Practices of Teaching Reading." 1981.
- 6.) Wahyudi, "the Correlation Between Reading Habit and Reading Comprehension Achievement of 12Th Grade Students of Ma. Pp. Qodratullah Langkan," *Edukasi J. Pendidik. dan Pengajaran*, vol. 2, no. 2, pp. 93–106, 2016.
- 7.) H. Bishry, "The Correlation between Reading Habit and Students' Reading Comprehension In English I Subject at Economic College of Riau," *Diklat Rev. J. Manaj. Pendidik. dan ...*, vol. 5, 2021, [Online]. Available: <https://www.ejournal.kompetif.com/index.php/diklatreview/article/view/629>.
- 8.) S. Andreani, S. Muniroh, Suharyadi, U. P. Astuti, and Yulizar, "The contribution of genre awareness and reading habits towards students' reading comprehension," *Indones. J. Appl. Linguist.*, vol. 11, no. 2, pp. 463–476, 2021, doi: 10.17509/ijal.v11i2.35260.
- 9.) M. Darwin *et al.*, *Metode Penelitian Pendekatan Kuantitatif Kualitatif*, no. August. 2020.

