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

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Abstract

This research aims to know the correlation between students' reading habits and reading achievement at 8th-grade MTS Bilingual Muslimat Nu. The method used in this research is a quantitative correlational research design. The sample of this research was 37 students chosen by using cluster random sampling. The data collection used a questionnaire and reading achievement score. The questionnaire was used to score the students' reading habits, while the daily tests served to evaluate their reading achievement. Then, the data was analyzed by SPSS 26 with a correlational design to correlate both reading habit (variable X) and reading achievement (variable Y). The finding in this research showed that the r-obtained is 0.617 with a significant level of 0,000 which means that there is a significant correlation between students reading habits and reading achievement. It means that the acquired r-obtained (0.617) is higher than the table r-table (0.325), the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Therefore, there was a positive correlation between students' reading habit and their reading achievements.

Key Words: Correlation, Reading Habit, Reading Achievement.

Introduction

English is the most actively used language in the world, so its significance cannot be downplayed or overlooked [1]. English is one of the most widely languages used in the world. In learning English, students must be able to master the four most important skills, namely speaking, listening, writing, and reading. The most important and practical skill for people is reading [2]. Having good reading skills will be a determinant of the success rate of students to understand and learn all aspects of the science they learn. This is one of the things that need to be considered by the teacher to provide improvements and good strategies so that, students are able to understand the readings well. The ability to read and perform academically is necessary for researchers and educators to understand that every learner should be educated according to his or her unique needs, regardless of whether the student is gifted, average, typical, or behind in other academic areas, etc. Students who practice appropriate study techniques about reading can succeed in class and in any environment [3]. In short, reading is a means of comprehending textual material which involves an intelligent process [4].

Reading is one of the most important skills in human life because reading is an activity to get information by understanding the reading in the text. In addition, reading really helps students to overcome problems in learning their jobs, solve their problems in the household, help them become good citizens, and have the ability to cope with their personal lives [5]. Reading habit is the first factor to create good reading comprehension. To get good grades in reading comprehension, students must be able to understand the passages in the text. 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 [6]. So, reading habit is an appetite or interest in reading in an activity that is carried out as often as possible every day with the aim of adding and enriching knowledge in reading. Reading habits such as how often, how much, and what readers read. Reading is a good habit that has the ability to change lives. Significantly, people can be entertained, amused, and their knowledge and experience can be enhanced [7].

Habit is a routine that is often done automatically and unconsciously [8]. Habit is an activity that humans do repeatedly every day. Habit is a behavior or attitude that develops over time by continuous repetition of a demanding process in a person's bodily and mental being [9]. Any event or experience in our lives that keeps happening repeatedly, year after year, is referred to as a habit. Even though people are aware, either consciously or unconsciously, this is not the ideal circumstance for us in life, this still happens [10]. Habit is an abstract concept, there is no one right definition for it. People who are in habit repeat actions without thinking about why they must do so [11]. According to the definition, a habit is an action that is continued and repeated over time. For this reason, having the reading habit is one form of achieving student consistency in understanding the text. It takes time to develop habits, therefore they do not appear instantaneously. The following elements have an impact on habits: interest, motivation, and society. These elements are intertwined in a way that makes them inseparable [12]. It is important to encourage students to have good reading habits, because reading habits can convey meaning, understand reading and express ideas. Developing a reading habit is similar to developing a daily need for nutrition. Students will always engage in this activity as part of their routine, but developing a habit of reading is not simple. Making reading a habit takes time, some effort, and high motivation from the reader to make reading as a habit [13]. In addition, reading habits also greatly determine the academic achievement of students. Both are very important and interdependent on each other.

There are six different purposes for reading: (1) to find information (readers tend to read faster), (2) to learn (readers tend to remember and understand information), (3) to integrate information (readers can compare information), (4) to evaluate (readers can analyze an issue), (5) to use the information (readers can make decisions), and (6) to understand (readers can read for comprehension) [14]. With those goals in mind, one should choose the one that best fits their reading activity. For students, reading can be done for enjoyment, information, and comprehension. Thus, each reader approaches their reading with a different goal in mind [15]. So one of the other goals of reading is to get factual information and provide pleasure for readers to fill their spare time.

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. Reading frequency relates to how frequently pupils read outside of class. Books read is asked how many books the students had read in the previous three months. Time spent on academic reading is taken into consideration when students set aside time to read academic books, particularly those related to their area of specialization. Time spent on non-academic reading is discussed how much time the students spent reading non-academic books and magazines like romance, horror, and novel fiction. Motivations in the family environments focuses on the suggested book that the family bought based on their interests. Motivation in the academic environments depends on teacher's report; it focuses on the frequency with which students read books in a classroom setting. Finding out if students have good reading habits comes from student habits that are repeated in order to obtain information, which is not only an intellectual activity but also a pleasurable one using printed reading ingredients, reveal the text's contents [16]. To conclude from these several aspect, developing the reading habit helps retrain the brain to work more efficiently. The practice of reading helps the addition and enrichment vocabulary. This will improve the brain's ability to think positively, effectively, and critically.

Reading is the aspect of knowledge to obtain and enrich information in this globalization era. Reading is the

process of creating meaning, which is accomplished through instruction by taking into account the reader's prior knowledge, the text's material, and the situational environment in which they are reading [17]. Reading proficiency has an impact on a variety of areas, including improving other qualities of an individual as well as the student's vocabulary and understanding [18]. It means that reading can broaden the experience and knowledge of the reader to get the correct reading comprehension in accordance with the existing information text. Effective reading is based on correct reading comprehension. As a result, comprehension and reading are two connected concepts that cannot be separated. If the reader can comprehend the context, it is said to be reading comprehension. Reading itself is all about comprehension. 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 [19].

In reading comprehension, there are three levels of comprehension: literal comprehension, inferential comprehension, and critical comprehension. Literal comprehension is the most basic degree of reading comprehension. Usually at this level, students can use reading skills in a text by scanning, skimming, and keywords. Inferential comprehension is a prerequisite for comprehending the meaning of a text. By inferring or determining a deeper meaning that is not stated explicitly. The skills used by the reader can use drawing conclusions, combining ideas and identifying voice and tone. Critical Comprehension is the most advanced and difficult level. The reader must use critical thinking when reading a work at this level. Readers must be able to identify the author's point of view and attitude, conclude themes, be critical and form an idea or opinion. This skill will help the reader think more critically in a matter and also be an effective way [20].

However, many students consider that reading is difficult. Reluctant readers believe that understanding the material is difficult, are unable to recognize the words, and have decreased fluency when reading the text [21]. Consequently, they have a negative attitude about reading; they think they cannot read and do not enjoy it. They think that English is very difficult because it is pronounced and written differently. To understand reading, students must know the vocabulary in the text. Based on the writer's observation, some students have good reading habits but they are still lacking in vocabulary mastery and reading comprehension. For this reason, it is the obligation and responsibility of teachers and parents to provide motivation and foster reading habits in children from an early age to adulthood. From reading habits there are positive benefits that can develop vocabulary and reading comprehension, develop and help positive thinking patterns and create effective working thoughts. Considering the above problems, it is important to find a way or strategy to make students interested in reading. Reading Comprehension strategies involve an interactive process between the reader and the reader text that has the aim of obtaining meaning through connected texts [22]. A strategy can minimize students' reluctance to read and can also help students to face their problems in reading. Therefore, students need to build reading strategies to help them find the best way to read effectively.

The previous studies relating to reading habit and reading comprehension in students showed that there is no significant correlation between reading habits and reading comprehension. (1) students' misconceptions about good reading habits; (2) students' preference for leisure reading (comics, newspapers, sports magazines), so the tests of this research were taken from reading for academic purpose materials. This research was conducted at MA. PP.

Qodratullah Langkan [23]. Besides, the results indicated that genre awareness and reading habits contribute to reading comprehension simultaneously and significantly, as evidenced by the analysis's finding that genre awareness and reading habits contributed 0.203 or 20.3% to reading comprehension. This study was conducted in Department of English of a state university in East Java, Indonesia [24]. Other previous studies found the result that there was strong correlation between reading habit and reading comprehension in the fifth semester at STIE Riau [25].

The present study differs from previous studies; while the previous research discussed the reading habit and reading comprehension in university, the research conducted in a junior high school, especially a bilingual school. 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. This research will be carried out at the MTs. Bilingual Muslimat NU, located on Jl. Jenggolo No. 53, Pucang, Sidoarjo. Mts. Bilingual Muslimat NU Pucang Sidoarjo is a high-quality school that shapes students into independent, creative, and critical thinkers and it is one of the Cambridge Madrasah Tsanawiyah that was established in 2012, adopting and adapting three curricula (National Curriculum, Ministry of Religion, Cambridge).

From the description above, it is assumed that there is a connection between students' reading habits and reading achievement. Therefore, the research conducted in the school to know the correlation between the students' reading habits and students' reading achievement, especially at 8th-grade students. The hypothesis of this research is there is positive correlation between students' reading habit and reading achievement in learning English.

Methods

This research utilized correlational quantitative research to identify the correlation between students' reading habits and reading achievement. In this research used quantitative correlation approach. The quantitative approach there are two classifications, namely, experimental and non-experimental. The correlation method is a type of non-experimental research where researchers identified data that comes from pre-existing variables. This design is used to investigate the connection between two variables [26]. This research approach uses correlation as its design. 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 [27]. This research seeks to determine whether students' reading habits and reading achievement are related and also wants to find a relationship between students' reading habits and reading achievement. This research will be carried out at the MTs. Bilingual Muslimat NU in semester 2, precisely on January - March, 2023 and located on Jl. Jenggolo No. 53, Pucang, Sidoarjo. The population is the larger group of individuals who have some common characteristic that the researcher can identify and study [28]. The population of this study is students at MTs. Bilingual Muslimat NU and the sample will be chosen by using simple random sampling with 37 students of 8th grade. The sample selection will be carried out in the eight-grade students since they have had good reading habit. This is based on the teacher's responses in the pre-observation interview.

This research using primary data in the form of questionnaires and reading achievement score. The questionnaire is intended for measure eight graders from reading habits. For this, the questionnaire is adopted from

Muawanah [19]. To analyze the data, the correlational design will be used to explain about the relationship between two variables using Pearson Product Moment. The research will employ SPSS 26 software to calculate the correlation between students' reading habit and their reading achievement.

Findings and Discussion

Reading Habit Questionnaire Score

To find out the data reading habits of 8th grade students at Mts Bilingual Muslimat NU, a questionnaire test was conducted to 37 eighth-grade students and was carried out on February 27, 2023. The questionnaire contained 30 items and the students were asked to complete it on a five-point scale. Scores are classified as in table:

Table 3.1. The Score Range of Questionnaire.

Score Range	Value
Never	1
Rarely	2
Sometimes	3
Always	4
Often	5

Scoring rubric from Brown [29]

Following that, the questionnaire results were evaluated using the formula: Formula = score/total score x 100% = result.

Table 3.2. The Percentage Score of Students Reading Habit Questionnaire.

Score	Category	Frequency	Percentage
81 – 100	Very Good	5	13.5%
61 – 80	Good	22	59.5%
41 – 60	Fair	10	27.0%
0 – 40	Bad	0	0%

Scoring rubric from Pao [30]

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, as indicated by the fact that 59.5% of students' reading habits reach into the good category. The remaining 27.0% the surveyed students have average reading habits. The remaining students, respectively consisting of 13.5 % of the total number of students, has very good reading

habits. In general, the students of the MTs. Bilingual Muslimat NU have good reading habits. The description of reading habit of students in each aspect is presented on the data from questionnaire as follows.

Based on the average calculation for aspects reading amount of books. It is determined that one statement has the highest average value and one statement has the lowest average value. For the statement "I read science, technology, mathematics, and other literature because I like to discover new things" with a percentage of 54.1% of students choosing "always", 8.1% of students often and 18.9% sometimes and 18.9% rarely, 5.4% students never. The statement states that many students like to read various kinds of books to find new knowledge. Then, the statement "I don't read books in my spare time" is with 56.8% of students with the choice "sometimes". 7% of students never, and 2.7% rarely. On the other hand, about 8.1% of students often and 2.7% always. This suggests that not many students read books in their spare time. From aspect reading amount of books can said that some of the students do not read in spare free time but sometimes when they read, a lot of students like books such as science, mathematics, and other books to increase their knowledge.

Furthermore, in the aspect of academic reading, there is one statement with the highest and lowest percentage "I took notes while the teacher was explaining textbook content" which has the highest average score of 64.9% of students choosing "always". 24.3% of students often, and 24.3% of students choose sometimes. Conversely, 10.8% of students rarely, with 0% of students never. This suggests that a large number of students take notes on what their teacher explains. In contrast, the statement "I do not complete my statement with a more detailed explanation" also has the lowest average score of 5.4% of students choosing "always". 8.1% of students often, and 54.1% of students choose sometimes. On the contrary, 18.9 % of students rarely, with 13.5% of students never. It can be said that most of the students took notes in detail about the explanations given by the teacher.

In the aspect of reading frequency, there is also one highest and lowest statement. The statement "I like to read books at the same time and place", has the highest average score of 62.2% of students choosing "always". 8.1% of students often, and 13.5% of students choose sometimes. Conversely, 13.5% of students rarely, with 2.7% of students never. It can be said that most students prefer to read books at the same time and place, this can express themselves and maintain concentration in reading books. In the lowest statement, "I make questions to check my understanding" 27.0% of students chose "always", 27.0% of students often, and 24.3% of students sometimes. Meanwhile, 18.9% of students rarely, and 2.7% of students never. This means that not many students make a summary of their own questions to check student understanding.

The average percentage on non-academic reading aspects is one highest and one lowest. For the statement "I read and relate new information to my understanding" 67.6% of students chose "always". Conversely, 0% of students never, and 2.7% rarely. In contrast, about 16.2% of students sometimes and 13.5% often. This states that many students always read and associate any information from reading with students understanding or knowledge. Meanwhile, the lowest statement "I don't have time to read textbooks" has 2.7% of students always, 0% of students often, 56.8% of students sometimes and 29.7% of students rarely, and 10.8% of students never. It can be seen that some of the students have time to read textbooks.

Based on the aspect of reading motivation for the academic environment, there is one highest and lowest statement. In the statement "I read a lot to increase knowledge" 67.6% of students with the choice "always". 0% of students never, and 10.8% rarely. Then about 10.8% of students sometimes and 10.8% often. This suggests that many students make reading a source of knowledge or an addition to student knowledge. With this many students are always reading to increase their knowledge.

On the other hand, the statement "I don't like reading textbooks because the price of the book is too expensive" has the lowest aspect with 5.4% students always, 8.1% students often, 32.4% sometimes and 35.1% rarely and 18.9% students never. It can be seen that only a few students do not like to read textbooks because of the high price, but instead, some students choose to buy books to increase their knowledge.

The last aspect of reading motivation in the family environment there is also one highest and lowest statements "I am one of the children who like to read at school in my family" with a percentage of 45.9% of students always, 18.9% of students often, and 5.4% of students sometimes. Besides that, there are 13.5% of students rarely and 16.2% never. In this statement it is seen that a large number of students like to read books.

As well as the lowest statement "I prefer watching TV to reading" also has a percentage of 67.6% of students choosing "sometimes". 10.8% of students often, and 8.1% of students always choose. Conversely, 10.8% of students rarely, with 2.7% of students never. It can be said that some students prefer watching TV in their free time rather than reading. The statement above is the highest and lowest average percentage of the six aspects of the student's reading habit questionnaire.

Thus, 5 students (13.5%) got the highest score in terms of the reading aspect of books with the statement "I read a lot of books of various genres", non-academic reading with the statement "I read and relate new information to my understanding" and reading motivation for academic environment with the statement "I read a lot to add my knowledge". For 22 students (59.5%) who got good scores consisted of the same aspects as students who had the highest scores but the difference was only in the aspect of reading amount of books, because most students sometimes did not use their spare time to read. Then, for 10 students (27.0%) who have fair grades because they preferred watching TV rather than reading.

Students' Reading Achievements

To measure students' reading comprehension, a daily test score is acquired from the school to assess students' reading comprehension. The daily test is about recount text. The test in the study used multiple choice and essay questions, with students reading the text, answering essay questions, and selecting the best answer based on the indicator of reading comprehension. The following data from student's reading comprehension can be seen:

Table 3.3. The Score of Students' Reading Achievement

Interval	Category	Frequency	Percentage
80 – 100	Very Good	11	29.7%

65 – 79	Good	12	32.4%
55 – 64	Enough	7	18.9%
45 – 54	Bad	4	10.8%
0 – 44	Very Bad	3	8.1%

Scoring rubric from Hasanul [25]

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.

Correlation Coefficient

This research used correlational design analysis to determine the correlation coefficient of the relationship between Reading habit (variable X) and Reading achievements (variable Y). Then the two datasets were analyzed using SPSS version 26. The result of hypothesis testing:

Table 3.4. The Result of Reading Habit on Reading Achievements.

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 above, 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. According to the table of correlation interpretations [31] 0.617 is classified into a moderate positive class of +0.30 --- +0.49. This means that there is a positive correlation between two variables, with the level of correlation is moderate. Furthermore, the obtained coefficient (r-obtained) is 0.617 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). Since the acquired r-obtained (0.617) is higher than the table r-table (0.325), the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Therefore, there was positive correlation between students' reading habit and their reading achievements.

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 (Ha) is accepted and the null hypothesis (Ho) is rejected. Therefore, there was positive correlation between students' reading habit and their reading achievements.

From the result of this research, it can be interpreted that reading habit might have relationship with reading achievement at the 8th grade of MTS Bilingual Muslimat NU. It is also explained that daily reading has a strong correlation with increased reading abilities and higher academic achievement [32]. Furthermore, reading habit has an impact on several of areas, including increasing an individual's other qualities as well as the student's vocabulary and reading achievement [17]. Based on the theory above, it can be said that reading habit improves students' academic achievement, particularly in reading comprehension.

In the discussion here, relevant studies also shows the result that there is a positive relationship between students' reading habit and students' reading achievement. First, a research from Andreani [24] said that the results indicated that genre awareness and reading habits simultaneously and significantly contribute to reading comprehension. Second, the research accomplished by Bishry [25] discussed about the relationship between reading habit and reading comprehension. Both of research reveal that there is correlation between students reading habit and students comprehension. However, this study has different results from the two previous studies above and conducted by Wahyudi [23] with the result that there was no significance correlation between the two variables. He stated that there are several factors that influence it, including students prefer to read light genre books such as (comics, newspapers, magazines), besides that there is a misperception in students' reading habits. Based on the discussion above, showed that there was correlation between reading habit and reading achievement. It means that when students improve their reading habits, their comprehension in reading will increased.

Conclusion

The result of this research shows that the percentage of reading habits in 8th grade MTS Muslimat Bilingual NU is in high category because there are 22% of students who have good reading habit. In addition, most of the students' reading achievement scores were also in high category. There are 12% of students in this category.

There is a considerable relationship between reading habit and reading achievement. The results of research between students' reading habits and the results of reading achievement have a significant and positive relationship. This research shows that the r-obtained is 0.617 with a significant level of 0.000 which means there is a significant relationship between students' reading habits and reading achievement). It means that the r-table (0.617) is higher than the r-table (0.325). Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Therefore, there is a positive correlation between students' reading habits and their reading achievement. It can be stated that the students get used to have reading habit, the reading achievement will be obtained or their reading comprehension will increase.

Based on the findings and discussion above, this study provides recommendations that can be considered both in terms of the research itself and its application in the learning process. First, students are required to have a desire and willingness to improve their reading habits by acknowledging that reading is a requirement. Furthermore, it is advised that future research be conducted on a similar problem of reading habit and reading comprehension using a larger sample size. Third, more researchers can do research to determine the correlation between the habit of reading and other skills.

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