

THE CORRELATION BETWEEN READING HABIT OF THE SECOND GRADE STUDENTS OF SMP N 2 PADANG AND THEIR READING ABILITY

Frisca Ayu Paradisonya¹, Khairul¹, Ernati¹

¹English Department, the Faculty of Teacher Training and Education Bung Hatta University

E-mail: paradisonyafriscaayu@yahoo.co.id

ABSTRACT

The type of this research was correlational design. This research was aimed to find out the correlation between reading habit of the second grade students of SMPN 2 Padang and their reading ability. The population of this research was all of the second grade students of SMPN 2 Padang who register in 2014/2015 academic year. The number of population members was 249 students. They were distributed in eight classes. To choose the sample, the researcher used cluster random sampling technique, and the sample of this research was class VIII.5, size of the sample was 30 students. The researcher used two instruments to collect the data. First was questionnaire to collect data on students' reading habit (X) and second was reading test to collect data on students' reading ability (Y). Based on the result of data analysis, it was found that r^{counted} was 0.72. The value of r^{table} with level of significance 0.05 and degree of freedom ($df = n-2$) was 0.36. It means that r^{counted} was bigger than r^{table} ($0.72 > 0.36$). The hypothesis "there is a significant correlation between reading habit of the second grade students of SMPN 2 Padang and their reading ability" was accepted. From the result of data analysis, it can be concluded that there was a significant correlation between reading habit of the second grade students of SMPN 2 Padang and their reading ability. It means that if the students' reading habit is good, their reading ability is good too. The researcher proposes suggestions. First is for teachers, in order to improve students' reading ability, teachers should make effort to increase students' habit in reading and make their students' reading skill become better. Second is for students, in order to improve their reading ability, they should learn more, generate and build good reading habit.

Key words: *Correlation, Reading Habit, and Reading Comprehension*

INTRODUCTION

Reading is one of important language skills. Farr in Dalman (2013: 5) says "reading is the heart of education." It means that reading is important. Without reading, we cannot get knowledge. If people like to read, their knowledge will be wider.

From whatever we read, we can know everything. In other word, we can conclude that reading is important in our life. So, everybody should possess this skill well.

Reading is very useful for us. Reading is an important way to improve own general language skills in English.

Reading has many functions for us. Mikulecky & Jeffries (2004, p. vi) state that reading can help us to: (1) help you learn to think in English, (2) enlarge your English vocabulary, (3) improve your writing, (4) practice your English if you live in a non-English-speaking country, (5) help you prepare for study in an English-speaking country, and (6) to find out about ideas, facts, and experiences.

According to Dalman (2013: 6), reading is a decoding process like written thing that the meaning should be interpreted so, what the writer wants to share can be comprehended well. It means that readers look all the written things and catch the meaning by understanding them. In a nutshell, reading is an effort to investigate meaning in the written things.

According to the curriculum of English used at Junior High School, reading is taught by using genre-approach. By this approach, there are three types of text that are learned at junior high school. They are descriptive, recount, and narrative. Descriptive text is a text that describes the feature of someone, something, or a certain place. It focuses on specific participants. The description includes parts, qualities and characteristics. Rugayamanan (2012) defines

that recount text is text that retell about a story, experience, and other. According to Kistonto (2007) a narrative text is a type of spoken or written text that tells a story of one character or more who face certain problematic situations.

There are many factors that can influence reading ability, and one of them is reading habit. Habit (or wont) is a routine of behavior that is repeated regularly and tends to occur unconsciously (Wikipedia). Reading habits are behavior of reading that people do while they are reading. Habit can identify the reader's ability in reading. If people have good reading habits, it will be easy for them to comprehend the reading text. It makes them become a good reader.

Based on the phenomenon above, the researcher wanted to know whether there is a correlation between reading habit and the ability to comprehend reading text. Therefore, she was interested in conducting a research entitled: "The Correlation between reading habit of the second grade students of SMPN 2 Padang and their reading ability.

Dalman (2013: 1) defines reading is an activity or process applies some skills processing reading text in order to comprehend the text. Reading ability

means the students' skill in comprehending about reading text. There are many kinds of reading text. They are descriptive, recount, narrative, procedure, explanation, report, news item, hortatory, analytical, spoof, etc.

There are four levels of comprehension (Dalman, 2013: 87). They are literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension. Literal comprehension is the lowest level. In this level, the readers just comprehend explicit meaning. Interpretative meaning requires the readers to catch the implicit meaning. Critical comprehension requires the readers to analyze information from reading text. Creative comprehension leads the readers try to make a new thing based on the reading text.

There are seven indicators of reading habit. They are attitude toward reading, reading frequency, books read, time spent on academic reading, time spent on non - academic reading, motivation in family environment, and motivation in academic environment.

Based on the identification of the problem of this study, the researcher limited this research to the correlation between reading habit of the second grade students of

SMPN 2 Padang and their reading ability. Further, their reading ability was only focused on literal comprehension. The researcher limited this research to three types of text. They were descriptive, recount, and narrative.

The researcher proposed a hypothesis as follows: "There is a significant correlation between reading habit of second grade students of SMPN 2 Padang and their reading ability." The purpose of this research was to find out the correlation between reading habit of the second grade students of SMPN 2 Padang and their reading ability.

Research Method

The type of this research was correlational research. In correlational research design, investigators use the correlational statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets or scores (Creswell. 2012: 338). Correlational research has at least two variables. In this research, independent variable was reading habit (X). According to Creswell (2012: 116), independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Dependent variable in

this research was reading ability (Y). Dependent variable is an attribute or characteristic that is dependent on or influenced by independent variable (Creswell, 2012: 115).

Population of this research was all of the second grade students of SMPN 2 Padang who register in 2014/2015 academic year. The number of population members was 249 students, and they were distributed in eight classes, VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6, VIII.7, and VIII.8.

Since the population members were very large, the researcher used sample in conducting this study. Sample is a subgroup of target population that the researcher plans to study for generalizing about the target population (Creswell, 2012: 142). In selecting sample of this research, the researcher used cluster random sampling. The researcher used cluster random sampling because the members of population were distributed in groups or classes and members of population had the same characteristics or a homogenous; they were taught in same syllabus, teaching materials, and time allocation.

There were two instruments of this research. The first was questionnaire to collect the data on students' reading habit

and the second was reading test to collect data on students' reading ability.

Reading Habit

The researcher used questionnaire as instrument to collect data on students' reading habit. According to Arikunto (2013: 194), questionnaire is a set of written questions used to get information from respondents in report meaning about their privacy or things that they know. Based on how to answer the question, there are two kinds of questionnaire, they are open questionnaire and close questionnaire (Arikunto, 2013: 195). Open questionnaire gives a chance to respondents in answering the questions with their own word. In close questionnaire, respondents choose the answer that the researcher has prepared. The researcher used close questionnaire in this research. There were 16 items of the questionnaire. The questionnaire was constructed in the form of Likert scale. The Likert scale consists of five points where the interval between each point of the scale is to extend of agreement and disagreement toward a particular statement of an attitude, belief, or judgement. The points are always, often, sometimes, hardly ever, and never. Positive response rates 5 - 1 and negative response 1 - 5. To know the reliability of the

questionnaire, the researcher used Alpha Formula.

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma b^2}{\sigma^2 t} \right)$$

Reading Test

The researcher used reading test to find out the reading ability of students. The test consisted of three types of text, they were descriptive, recount, and narrative. The test was in the form of multiple choices. There were 28 items. The researcher used Pearson Product Moment correlation formula as follows (Arikunto, 2013: 317) to find out the reliability index of this test.

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}}$$

To know the reliability of the whole test, the researcher used Spearman – Brown formula (Arikunto, 2013: 223) as follows:

$$r_{11} = \frac{2 \times r_{1/2/2}}{(1 + r_{1/2/2})}$$

The researcher analyzed item difficulty to know whether the items were easy or difficult.

$$P = \frac{B}{JS}$$

The researcher analyzed item discrimination to separate the students into high and low group.

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

To collect the data on students' reading habits, the researcher followed four steps of collecting data of questionnaire.

1. Researcher gave questionnaire to students.
2. Researcher collected the questionnaire that has been responded by students.
3. Researcher read the students' responds.
4. Researcher gave score to students' respond. The maximum score of the questionnaire was 80, and the minimum score of the questionnaire was 16.

To collect the data on students' reading ability, the researcher followed four steps of collecting data of reading test.

1. Researcher gave reading test to students.
2. Researcher collected the answer sheets of students.
3. Researcher read and corrected the students' answer.
4. Researcher gave score to students' answer, one point for correct answer and zero for incorrect answer. The maximum score of the reading test

was 28, and the minimum score of the reading test was 0.

The researcher used Pearson Product Moment formula to analyze the correlation between data on students' reading habit and data on their reading ability.

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}}$$

FINDINGS AND DISCUSSIONS

FINDINGS

Students' Reading Habit

Data on students' reading habit were collected by using questionnaire. There were 16 items. Based on the result of analysis data, it was found the highest score for students' reading habit was 66 and the lowest score was 45. It was also found that the mean was 54.63 and the Standard Deviation was 5.80.

Students' Reading Ability

Reading test is used to collect the data on students' reading ability. Based on the result of analysis data, it was found the highest score for students' reading ability was 28 and the lowest score was 17. The mean of the test was 24.9 and Standard Deviation (SD) was 1.85.

Correlation between Reading Habit and Reading Ability

The researcher used Pearson Product Moment Formula to find out the correlation between reading habit of the second grade students of SMPN 2 Padang and their reading ability. Based on the result of data analysis, it was found that value of r^{counted} between reading habit and reading ability was 0.72. It was a high correlation.

DISCUSSIONS

The findings of this study were that there was a significant correlation between reading habit of the second grade students of SMPN 2 Padang and their reading ability. Its index correlation was 0.72. The value of r^{table} was 0.36. As a matter of fact, r^{counted} was bigger than r^{table} , ($0.72 > 0.36$). It means that the correlation between reading habit and reading ability was significant. Based on Arikunto's classification of correlation, the correlation of two variables (reading habit and reading ability) could be classified as high correlation. Because of the correlation between reading habit of the second grade students of SMPN 2 Padang and their reading ability is high, it can be concluded that reading habit gives effect to

reading ability. If the students' reading habit is good, their reading ability is good too.

CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

Based on findings, it can be concluded that:

1. There is a significant correlation between reading habit of the second grade students of SMPN 2 Padang and their reading ability. It was proved by the value of r^{counted} was bigger than r^{table} on $df = n - 2$ and level of significance 0.05 ($0.72 > 0.36$).
2. The correlation between reading habit of the second grade students of SMPN 2 Padang and their reading ability is classified as high correlation. It means that reading habit gives effect and contribution to reading ability. If students have good reading habit, their reading ability is good too.

SUGGESTIONS

Based on the conclusions above, the researcher proposed suggestions for teachers and students.

1. For teachers, in order to improve students' reading ability become better, teachers should make effort to increase students' habit in reading and make their students' reading skill become better.
2. For students, in order to improve their reading ability, they should do, generate and build good reading habit.

REFERENCES

- Arikunto, Suharsimi. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Creswell, J. W. (2012). *Educational Research*. Boston: Pearson.
- Dalman. (2013). *Keterampilan Membaca*. Jakarta: RajaGrafindo Persada.
- Kistonto. (2007). *Explanation and Examples of Narrative Text*. Available online: <http://www.ad-m-webquest.com/narrative-text/explanation-and-examples-of-a-report-text>. Accessed on March 8, 2015.
- Mikulecky, Beatrice. S and Jeffries, Linda. (2004). *More Reading Power*. United States of America: Longman.

Rugayamanan. (2012). *Definition of Recount, Report, Narrative, Descriptive and Procedure Text*. Available online: <https://rugayamanan.wordpress.com/2012/12/08/definition-of-recount-report-narrative-descriptive-and-procedure-text/>. Accessed on March 8, 2015.

Wikipedia. *Habit*. Available online: <http://en.wikipedia.org/wiki/Habit>. Accessed on March 4, 2015.