NOVATEUR PUBLICATIONS
JournalNX- A Multidisciplinary Peer Reviewed Journal
ISSN No: 2581 - 4230
VOLUME 6, ISSUE 11, Nov. -2020

CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR READING COMPREHENSION SKILL AT HEALTH SCIENCES

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ABSTRACT:

Reading is a complex process of decoding symbols to construct or derive meaning. Reading is a good activity to increase knowledge and experiences. People can get much information, idea, and also opinion by reading. The method used in this research is quantitative correlational study. The data of 80 students were collected through a simple random sampling technique. Questionnaires and tests were used as the instruments of this research. The researcher took the online data by Google form. Reading habit questionnaires were given first to the students. This test aims to know the students' reading habit score. Second, reading comprehension tests was conducted to measure students' reading comprehension skill. Based on the results obtained the average level of the reading habits and reading comprehension of students is high, with an average score of 97.86 for reading habit and 71.90 for reading comprehension. Then the researchers analyzed the correlation using Pearson's Product Moment Formula to correlate both reading habit (Variable X) and reading comprehension (Variable Y). The result showed that the r-value is 0.924 and the r-table is 0.220. It means that the r-value is higher than the r-table and Ha is accepted and Ho is rejected. It can be concluded that there was a strong and very high correlation between students' reading habit and their reading comprehension skills at Health Sciences Faculty, Kadiri University.

KEYWORDS: Correlation, Reading Habit, Reading Comprehension Skill

INTRODUCTION:

Reading is a good activity to increase knowledge and experiences [1][2]. People can get much information, idea, and also opinion by reading. Reading becomes are of the most important language skill components [3]. The important purpose of reading is the communication efficacy between the ideas and the readers which requires students to have reading skills and strategies to obtain information from printed text [4]. There are also several studies related to this research. Research on book reading habits and media discussing the correlation between their reading habit s and media literacy, then the relationship between reading comprehension [5] which discusses reading comprehension strategies at the Health Sciences faculty of Kadiri University. The research objectives of the research are built on the correlation between students' reading habit and their reading comprehension skill at Health Sciences faculty of Kadiri University [6] [7]

RESEARCH METHODOLOGY:

This research uses quantitative correlational method because to determine whether there is any significant correlation between students' reading habit and their reading comprehension skills in the Health Sciences Faculty of Kadiri University [8]. The respondents of this research are all the students of the Health Sciences Faculty of Kadiri, a sample size of 80 were randomly selected. The research instrument used are questionnaires and tests, the data collection used Google form to collect all of the data that are needed in this research [9]. The first data are from a close-ended questionnaire about reading habits [10]. The questionnaire used a fixed alternative using on Likert Scale. Likert Scale was used to measure attitude, opinion, perception based on a certain object or phenomenon. The purpose of the questionnaire is to know students' reading habits [11]. Before giving the questionnaire for the sample of this research, the researcher brings the questionnaire to the English lecture of the Health Sciences Faculty of Kadiri University to get validation. In this research, the researcher asked the students to choose one opinion that the answer reflects with their personality or their life about their reading habit of reading comprehension in English [12][13]. The researcher used five options to choose to answer more effective reading reflecting the respondent's life[14]. The figure for the specification of the questionnaire are summarized below:

Indicators and Likert scale of Reading Habit Questionnaire

Indicators	Scale
Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

The second data are from the reading test. The researchers give a twenty-five multiple-choice question, then the students read the text and also choose the right answer to measure their reading comprehension skill.[12] The test was conducted within 60 minutes. The purpose of the reading comprehension test is to know students' reading comprehension skills. In data analysis, the researcher use *SPSS (Statistical Package for the Social Science*) 22.0 version to calculates the data [15] [16]. The researchers calculates the prerequisite testing requirement analysis such as validity, reliability, normality, and simple regression linearity, before calculating the statistical testing Pearson Product Moment Correlation [17].

After obtaining the data from the reading habit questionnaire and reading test, the reading comprehension test was calculated by the correct answer divided to the total number

of questions and multiplied by of 100 [18]. The questionnaire scoring procedure was to add up the numbers chosen by students for each item as the total score of students[19] . Then, change the ordinal data of the questionnaire to the interval data and analyze the descriptive statistic to get the number of samples, the minimum score, the maximum score, mean and standard deviation were obtained

2.1. The Validity Test:

An instrument is valid when if it can measure what the researchers are going to measure (Sujarweni, 2015). There are two criteria to determine the validity of test items, as follows:

1. If r value > rtable at the level significance of 5%, it means that the instrument is valid.
2. If r value < rtable at the level significance of 5%, it means that the instrument is not valid.

2.2. The Reliability Test:

The reliability test refers to consistency of the instrument if used repeatedly for different subjects or different times (Sujarweni, 2015). The instrument is reliable if:

1. If alpha cronbach > rtable at the level significance of 5%, it means that the instrument is reliable.
2. If alpha Cronbach < rtable at the level significance of 5%, it means that the instrument is not reliable.

2.3. The Normality Test

The normality test in the regression model is used to measure the outcome of residual value as to whether normal or abnormal (Priyatno, 2014). The researchers use the Kolmogorov-Smirnov method where the data can be defined as a normal distribution residual if the significant level is > 0.05.

2.4. The Linearity Test

After computing the normality test then the researchers continued to analyze the linearity test. The linearity test is used to know the relation between the dependent and independent variables (Priyatno, 2014). The variables have linearity based on these testing criteria:

1. If the value of sig (significance) > 0.05. It means that the variable is linear.
2. If the value of sig (significance) < 0.05. It means that the variable is not linear

FINDING AND DISCUSSION:

Based on the descriptive statistic, the minimum score of reading habit was 66 and the maximum score was 131. Meanwhile, the mean score was 97.86 and the standard deviation was 15.885. The score interpretation of the students' reading habits is presented in the following table. Then the complete result. The findings showed that there are 11 students got good with a percentage 13.75% and 69 students got very good with a percentage 86.25%. It means that the students in the second semester of Health Sciences Faculty Kediri have good reading habits.[20]. Based on the descriptive statistic, the minimum score of reading habit was 44 and the maximum score was 100. Meanwhile, the mean score of reading habit was 71.90 and the standard deviation was 17.591. The score interpretation of the students' reading comprehension is presented in the following:

The Score Interpretation

Interval	Students	Category	Percentage
0 – 45	7	Very poor	8.75%
46 – 55	12	Poor	15%
56 – 65	10	Average	12.5%
66 – 79	12	Good	15%
80 – 100	39	Very good	48.75%

The findings showed that there are 7 students got very poor with percentage 8.75%,

12 students got poor with percentage 15%, 10 students got average with percentage 12.5%, 12 students got good with percentage 15% and 39 students got very good with percentage 48.75%.

3.1. Normality Test:

A normality test is a test that is used to check whether the data is normally distributed or not. To measure the normality test in this research, the researchers used *SPSS* 22 for windows. The result of normality test can be seen in the table below.

Table 3.1. Test of Normality

Kolmogorov-Smirnov[a]			
Statistic		Df	Sig.
Reading Habit	0.183	80	0.121
Reading Comprehension	0.165	80	0.200*

The table showed that sig. value *Kolmogorov Smirnov* were 0.121 for students' reading habit and 0.200 for reading comprehension. A normal distribution of data normal if the value of sig. > 0.05. This table indicated that the data is normal, because the sig. of both of them are 0.121 and 0.200 higher than 0.05.

3.2. The Linearity Test:

The linearity test is used to know the relation between the dependent and independent variables. The linearity can be seen in the table below.

Table 3.2. Test of Linearity

Variable	Sig	Criteria
X*Y	0.690	Linear

The result of the linearity reading habit and reading comprehension test above shows that result of the significance value is 0.690. It means that the value is higher than 0.05. So it can be concluded that variable X and variable Y is linear.

Table 3.3. Correlation between Students' Reading Habit and their Reading Comprehension Skill

Correlations			
		Reading Habit	Reading Comprehension
Reading Habit	Pearson Correlation	1	0.924**
	Sig. (2-tailed)		0.000
	N	80	80
Reading Comprehension	Pearson Correlation	0.924**	1
	Sig. (2-tailed)	0.000	
	N	80	80

Table 3.4. The Level of Correlation

Product Moment (r)	Correlation
0.00 – 0.20	Very low correlation
0.20 – 0.40	Low correlation
0.40 – 0.70	Moderate correlation
0.70 – 0.90	High correlation
0.90 – 1.00	Very high correlation

After processing the data it showed that the null hypothesis is rejected and the alternative hypothesis is accepted. The result of the correlation analysis revealed that the correlation coefficient or the *r* (0.924) was higher than *r*-table (0.220). It can be concluded that the correlation between students' reading habits and reading comprehension skills was on a very high correlation. According to the findings, there was a significant correlation between students' reading habit and their reading comprehension skills. The result of the reading habit questionnaire showed that from 80 participants the minimum score was 66 and the maximum score was 131. The mean score was 97.86 and the standard deviation 15.885. 11 students got good with a percentage 13.75% and 69 students got very good with a percentage 86.25%. For the result of reading comprehension skill showed that from 80 participants the minimum score of reading

comprehension test was 44 and the maximum score was 100. The mean score was 71.90 and the standard deviation 17.591. The distribution of reading comprehension showed that there are 7 students got very poor with a percentage 8.75%, 12 students got poor with a percentage 15%, 10 students got average with a percentage 12.5%, 12 students got good with a percentage 15% and 39 students got very good with percentage 48.75%.

Based on the result of the analysis *Pearson Product Moment*, it is shown that was a positive and significant correlation between students' reading habit and their reading comprehension skill of the second grade at the Health Sciences Faculty of Kadiri University with a significant value of 0.000 less than 0.05. The correlation coefficient of this research is 0.924 which was in the interval 0.90 – 1.00 based on the Arikunto interpretation. It means that the correlation between students' reading habit and their reading comprehension skills was on a very high correlation. The result of calculation by applying SPSS version 22 it obtained that > than r-table. The assumption of hypothesis Rxy is higher than r-table (Rxy > r-table), so the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. According to the findings, there was a significant correlation between students' reading habit (X) and their reading comprehension skills (Y).

In reading habits, there are so many advantages that the student can absorb. Reading habit is a powerful and long-lasting tool in the development of students' academic success. Reading habits also help the student to build expertise and become more intelligent.

The finding of this research is in line with the result of research conducted by Muawanah (2014), it has a positive correlation between students' reading habit and their reading comprehension of the eleventh grade at SMA Dua Mei Ciputat. It concludes that the correlation was on a high correlation level with Rxy 0.779. In this research, the researcher researched the second grade at the Health Sciences Faculty of Kadiri University, it has the same topic but in the different levels of students.

Further, the same result conducted by Maula (2015), it has a positive correlation between students' reading habit and their ability to write a narrative text of the eleventh grade of SMAN 1 Kajen.[19]. It concludes that the correlation was on a high correlation level with Rxy 0.629. In this research, it has the same topic about reading habits but in the different level of students and also a different skill.

CONCLUSION:

Based on the result of the research, the researcher concludes that the result of reading habit was a very good category since 86,25 % got > 80 [21]. Then the result of the reading test was in the good category since 63,75 got > 66. Based on the result of *Pearson Product Moment Correlation* showed that there is a positive and significant correlation between students' reading habit and their reading comprehension skills at students of Kadiri University. The result of this study indicates the value of sig. Rxy results are greater than r-table that is (0.924 > than 0.220). Coefficient correlation of this research was in the interval 0.90 – 1.00, it means that there is a very high correlation with a significant value of 0.000 less than 0.05.

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