

ARTICLE

THE CORRELATION BETWEEN STUDENTS' READING HABITS AND READING ACHIEVEMENT IN ENGLISH EDUCATION STUDY PROGRAM AT JAMBI UNIVERTSITY

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ABSTRACT

Reading habits refer to behaviour which expresses readers' likeness toward reading. This research aimed to find out; (1) students' reading habits and (2) the correlation between students' reading habits and reading achievement. The participants were students in the first semester of English Education Study Program. Correlation was chosen as research design and the data were collected by using questionnaire given to the participants. There are four elements that indicate students' reading habits; reading material, frequency of reading, time spent in reading, and purpose of reading. The result showed that there was correlation between students reading habits and reading achievement. However, the result showed that only reading materials and purposes of reading had moderate relationship with reading achievement. For correlation between students' reading materials and reading achievement, it has 0.473 Pearson's score. For correlation between students' purpose of reading and reading achievement, it has 0.470 Pearson's score. It means, reading materials and purpose of reading has correlation with reading achievement. Frequency of reading and time spent in reading has negligible relationship. For correlation between frequency of reading, it has 0.147 Pearson's score. For correlation between time spent in reading and reading achievement, it has 0.162 Pearson's score. It means there is a low correlation between frequency of reading and time spent in reading with reading achievement.

Key words: reading habits, reading achievement, correlation

INTRODUCTION

One of the main goals of students that learn a language is to be able to read. By reading, students can build language skills, adding their vocabulary knowledge, and fluency in reading. The meaning of reading is not just about reading aloud and being able to pronounce the words correctly, but in reading students should understand the meaning of the whole idea of reading materials that they read. Reading is ability to recognize and examines words of sentences and understand the information within (Lone, 2011).

As students in English education study program, it is important for them to establish good reading habits. Students are much involved in reading materials written in English. To improve reading habits, readers need to read frequently and repeated this activity. If this reading activity repeated by students often and regularly, it will become their behavior as long as they have positive attitude toward reading activities.

Reading habits indicated by the amount of the materials that the readers read, the frequency of reading, the average of the time that readers spent of reading, and also the purpose of reading (Shen, 2006). Reading habits also indicated by the readers positive attitude toward reading, their enjoyment in reading practices and motivation to read.

One of the problems that students have in reading is not because the inability in reading, but the lack of interest in reading. If students like to read, it will be easy for them to acquire reading habits. Reading habits can be achieved if students have good reading experiences and build a positive attitude toward reading. Students will find the enjoyment of reading and they will develop reading habits later on. However, this attitude should be reinforced in order to make this attitude remain positive and for the cycle to continue.

1.1 Research Questions

The questions of this research are:

1. What are reading habits among the first semester English Education Study Program students' at Jambi University?
2. What is the correlation between reading habits and reading achievement in English Education Study Program at Jambi University?

1.2 Research Purposes

The purposes of this research are:

1. To find about reading habits (style) among first semester students of English Education Study Program students at Jambi University.
2. To assess the correlation between students' reading habits and reading achievement in English Education Study Program.

1.3 Scope and Limitation of the Research

In order to avoid misunderstanding and clarify the problem, the researcher will limit the research on:

1. The participants are first semester English Study Program students' at Jambi university.

2. Researcher would collect the data about the correlation between students' reading habits and reading achievement.
3. The aspects that include on reading habits are reading materials, frequency of reading, time spent in reading and purpose of reading.
4. The place for this research is in Jambi University.

1.4 Significance of the Research

The research might be used as a references for the next researcher who want to conduct a study in the same field. This research is expected to provide information about the correlation between students' reading habits and reading achievement. It is also expected to encourage college students' awareness about reading habits toward their reading achievement.

REVIEW OF RELATED LITERATURE

2.1 Reading

Definition of reading is the ability to understand the words and sentences that contain in the text and used background knowledge for personal growth and development (Dedzie, 2008). Background knowledge is helping students to understand the meaning of the text. If readers have limited background knowledge, it is hard for them to understand the meaning of the text and they cannot perfectly absorb the information that contain in the text. It is because when readers read, sometimes they find unfamiliar words that they never know before, if they can relate to their background knowledge they will easily carry on the text and guess the meaning of the words that they do not know before.

Noor (2011) stated that reading is valued as the most important academic language skill for all second language learners. Through reading, students can get and learn new information and become more competent in their subject. Reading also influencing EFL students' academic achievement because from reading students can acquire other skills such as reading skill, writing skill, and adding their vocabulary knowledge.

In order to have good reading skill, reading fluency is an important aspect for students. If students have reading fluency, they will easily read without any difficulties, such as losing idea in the middle of reading. Reading fluency can students get when students practice reading day by day and also the amount of reading material is also influence their reading fluency. Students should have a lot of opportunities to read, they can continuously reading a simple text first, after that they can read a complex text and they can take their time to read and reread the text (Pikulski, 2005). It means in reading, the fluency grows when there are opportunities, encourages and supports to read a wide range of reading materials.

2.2 Reading Interest

Reading interest is reading activity that students do outside of school (Mckool, 2007). Students who have interest in reading, they do this activity in their spare time. They tend to go to library or just reading in their home. When someone has reading interest, it will show by the amount of the books that they

read and the frequency of reading time. For English as Foreign language (EFL) students, the amount of materials that written in their second language is very important to determined their reading interest.

The early experience of EFL students reading activities determine their attitude toward reading in their second language (Marrero, 2009). This early reading activity experience will develop students interest in reading in their second language. Due this reading activity, students will gain confident to read more reading materials in English and it will lead them to reading interest as well. If students have poor reading experience in their earlier stages of reading, they will lose interest to read text that written in English reading materials. They will find reading is a boring activity, difficult to develop and it will influence their academic achievement. Students who lost interest in reading their second language will feel frustrated if they should read it and they will read it because they have to but not because they want to.

Reading interest has positive relationship toward the successful of students' reading achievement. When students read, they will gain more information and it will wider their knowledge and broader their perspective on certain issues. Reading interest also has been linked by vocabulary development, comprehension, fluency and intellectual development (Guthrie & Wigfield, 2000). For EFL students, vocabulary knowledge is very important to them to learn their second language, because when students acquire vocabulary knowledge, it will be easy for them to acquire their second language skills. Students who have reading interest and love to read will able to write well and have more ideas which is make them more creative and innovative (Grabe, 2003).

Lack of interest of reading is therefore implied to be cause of failure to learn (Lumby, 2011). When students lack of interest in reading they do not have a willingness to engage and to persist in reading. There is positive link between positive attitude toward reading and scoring well on reading assessment (Twist et al, 2007). So, when students show interest in reading it is possible for them to have good score in reading assessment.

2.3 Reading Habits

Reading habits can be acquired by readers if they are frequently read a book with any reasons that they have. When they get used to read and search a book to read, reading can become their habit. Reading habits can be achieved by someone in younger age. If in young age, they formed reading habits it will last long in their life (Greene, 2001). To form this reading habits is not simple as it seems. Sometimes, some students or readers feel reading is a boring activity. It happen because the first book that they read did not catch their interest. It is important to reader to find a book that make them interest in the content, so they will read and tend to finish it. If the reader hooks into a book, they will try to find similar book or genre to read and if it happens, reading will instantly become their habit.

Reading habits can be identify by reading materials that students read, frequency of reading, time spent in reading and the purpose of reading (Shen, 2006). The frequency of reading is refers on the number of time that they spent in reading in a week and also the time of reading is refers how many hours that

students spent when they are reading. Types of reading materials is refers to books, magazines, newspaper, journals, comics and articles. This reading materials motivated students to read.

Reading materials determined of students reading habits. Students that have good reading habits usually read varieties of reading materials. When students read varieties type of reading materials it will develop their reading and writing skill in both native and foreign language (Cecile, 1989).

In reading habits, frequency of reading or how many time students read in one week is determined their reading habits. When students have good reading habits, they tend to read a lot in a week. It is because, when it comes to habits, students do it frequently to keep up with currents event.

Good reading habit can be a strong weapon for people to excel their life (Bashir & Matoo, 2012). When students read varieties of books, they spend more time to read, read more than 5 times a week and find enjoyment in reading, it is consider as a good reading habits. Students' purpose of reading is also considers to know students reading habits. When students read for pleasure and enjoyment, they tend to read more and continue to read because their willingness. This behaviour is indicates as good reading habits.

The early experience of EFL students' determine their attitude toward reading (Marerro, 2009). This reading attitudes will lead them to reading habits. If student form a positive attitude toward reading second language materials, they will have good reading habit but if they have negative attitudes toward reading it is hard for them to acquire reading habit. It will give a negative impact if EFL students do not like to read reading materials in their second language because from reading EFL students will gain a lot of vocabulary knowledge, grammar structure and informations that important for EFL students

2.4 Reading Achievement

According to American Heritage dictionary (2000), achievement is an act of accomplishing and finishing someting. Something accomplishing successfully is especially by means of exertion, skill, practice or perseverance. In other words, there is a meassure of level that should passed by students, if their reading performance is below from expected level it could be reffered as under achievement.

Reading in everyday activity that students engage will influence their studying skill and subsequent the reading performance (Issa., et al, 2012). So in generally it shows that when students have good reading habits they will have good reading achievement. Reading in everyday activity that students do sometimes have different purposes, they can read for relaxation or for information. These activity will affect on their academic performance.

Innefficiency in reading will cause to educational problem (Emenyonu, 2002). The result of educational problem is students will often failed on their examination and they will have score that under achievement. It will be hard for them to obtain good scores and past the standar especilly for student that learn English as second language. The observation by Emenyonu shows that students who have poor reading habit will have poor reading achievement too.

METHODS

3.1 Research Design

In this research, researcher used quantitative approach and the design of this research was correlation. Correlation research design was to identify the correlation of first semester students' reading habits and reading achievement in Jambi University. Quantitative design was used to examining the relationship between and among variables is central to answering question and hypotheses through survey and experiments. These variables tightly controlled through design or statistical analysis, provide measure or observation of testing theory (Creswell, 2013). Particularly, this reseach used correlation and quantitative research.

Correlation research assesses between two or more variables in a single group (Ary, Jacobs & Sorensen, 2010). An advatage of correlation research is that it provides information about the strength of relationship between variables. Correlation research produces indexes that show both the direction and the strength of relationship among variables. This index is called a Correlation Coefficient. The sign (+ or -) of the coefficient indicated the direction of the relationship. The coefficient can range from +1.00 (indicating a perfect positive relationship) through 0 (indicating no relationship) to -1.00 (indicating a perfect negative relationship).

3.2 Population and Sample Procedures

Population is a individual group that have one characteristic that distinguish them from other group (Creswell, 2012). Population is defined as all members of any well-defined class of people, event or subject and the small group that is observed is call a sample. In this research, population of this study are first semester students in English Education Study Program at Jambi University. Reseacher used this population for this study because researcher believe that first year students still try to adjust to learn in English Education Study program environment. Sample is a subgroup of target population that is observed by the researcher (Creswell, 2012). In this research, sampling method that researcher used is total sampling, because the number of the population is small. In total sampling, all of the population include in this research. The population in this study is about 57 first semester students which are 31 students in 001 class and 26 students in 002 class. Researcher gave questionnaire to all first semester students in English Education Study Programat Jambi University.

3.3 Research Site and Acces

This research was conducted in Jambi University which is located at Jl. Lintas Jambi-Muara bulian Km. 15, Mendalo Darat, Jambi Luar kota, Muaro Jambi, Jambi. To get access in conducting this research, researcher asked permission from Chief ofEnglish Education Study Program and the lecturers who teach in participants class.

3.4 Technique of Data Collection

In this research, the researcher used two instruments. In this questionnaire it contains several questions for students' reading habits, it includes reading material that students read, frequency of reading, time spent in reading and the purpose of reading. For this questionnaire there are 18 questions about their reading habits. Researcher was give 5 minutes to answer the questions. For measure students reading achievement, researcher used reading comprehension test. This test is multiple choices that have 15 questions. For this reading comprehension test, participants were given 30 minutes to answer these questions.

Pearson Product Moment Correlation Coefficient (Pearson r) used to determine whether there is significant relationship between reading habits and students reading achievement. In this research, researcher used Pearson Product Moment Correlation Coefficient by using Statical Package for Social Science (SPSS) programme. The result of using this programme will be given in numeric, so researcher interpreted the data.

3.5 Validity and Reliability of the Questionnaire

The validity is important to determine whether this instruments can help researcher to collect the data to answer the research questions. For validity of these instruments the trial was conducted. Researcher used the questionnaire to first semester students in 003 class in English Education Study Program at Jambi University which are not part of this study. The trial used because reseacher need evidence to make sure that the questionnaire that will use in this research is suitable and appropriate. For validity, researcher used Microsoft office Excel to find validity of reading comprehension. For 20 questions of reading comprehension, 15 questions were valid and the rest was not. So, 5 did not included in this questionnaire. For reliability indicates how consistently a test measure whatever it does measure (Ary, Jacobs & Sorensen, 2010).

After checking validity of questionnaire, researcher then used Cronbach Alpha formula to analyze reliability of the questionnaire. The result shows that the questionnaire score is 0.630, this is consider as high score by Sugiyono (2006).

For reading comprehension test, researcher used reading test that already use in Longman Preperation Course for the TOEFL test book by Phillips and reading comprehension from internet source in Grammarbank.com.

3.6 Technique of Data Analysis

In this correlation research, data analysis used consist of determining the correlation between two variables. *Person product moment correlation coefficients* (Person r) used in this research to indicates both the direction and the magnitude of the relationship between two variables. A statical programme will use to find the mean, frequencies and percentages to help researcher to analyse the data. The Statical Package for Social Science (SPSS) used to analysed the data that collected by researcher. This analysis indicated the relationship among these two variables

FINDING AND DISCUSSION

4.1 Students' Reading Habits

In this research, most of students preferred to read books and article. It followed newspaper comic, magazines and journal. From research that conduct by Abalog (2015), shows the same result for the most reading materials that students read. 72% of her participants preferred to read book among the others reading materials. However, the research that conducted by Noor (2011) shows that 88% of participants read Internet materials. Participants spend their time to read in online sources rather than books.

Another factor that indicated students reading habits is reading frequency or how much students read in one week. In this research most of participants read 2-3 times in a week, it s about 44% of participants. Abalog (2015), shows that most of participants read about 1-2 times a week. Khairuddin (2013) revealed that 45% of participants read less than 4 times in a week. Ifanti (2012) also shows that 92% of participants read less than 5 times in a week. All of the participants in that research are EFL students. From this research and previous research point out most of students do not read English reading materials frequently.

For time spent in reading, this research shows that most of participant read about 15-60 minutes in one reading. However, Abalog (2015) shows that 25% of participants read more than 1 hours in one reading. Research that done by Rasiah, Kaur, and Nagaratnam, it shows that most of their participants read about 1-3 hours, it is about 39.7% of participants. Compared to previous research, students in English Education Study Program at Jambi University read less than 1 hour in one reading. It is consider as a low level compared with previous research.

Students' purpose in reading is also indicated students' reading Habits. Students that have good reading habits sometimes read for their enjoyment. In this research, when students have more than one purposes of reading they tend to have good reading achievement. In this research 61% of participants read for enjoyment and 60% of participants read for their leisure time. However, only 51% participants read for academic purpose. From previous research that conducted by Abalog (2015), indicated that 66% of participants read for their academic purposes.

4.2 Correlation between students' Reading Habits and Reading Achievement

Good reading habits correlates with better reading skill and higher academic achievement (National Endowment for the Art, 2007). When students form good reading habits, they will have good reading skill which is can improve their reading achievement. From research that conduct by Clark and Zoysa in 2011 is also stated that students that have good reading habits they will have good reading achievement too.

Table 1
The Correlation between Students' Reading Habits and Reading Achievement

Reading Habits	Pearson (r)	Interpretation
Reading Materials	0.473	Moderate Relationship
Frequency of Reading	0.147	Negligible Relationship
Time Spent in Reading	0.162	Negligible Relationship
Purpose of Reading	0.470	Moderate Relationship

From the result, it shows the correlation between students reading habits and reading achievement. First, reading materials and reading achievement have moderate relationship, it is about 0.473. In this reading material is about the amount of reading materials that students read, because when students read varieties of reading materials, they tend to have good reading achievement. So, when a student read varieties of reading materials, they will have good reading comprehension too.

Second, for frequency of reading and time spent in reading have negligible relationship with reading comprehension. However, for few students this reading frequency and time spent in reading influence their reading comprehension. So the result is, in English Education Study Program at Jambi University both of frequency of reading and time spent in reading has negligible correlation with reading comprehension.

Last, for purpose of reading is has correlation with reading comprehension, it is about 0.470 which means moderate relationship. It means reading purpose of students correlate with reading comprehension.

In this research, from 4 aspects that indicate students' reading habits, only 2 of them that have correlation with students reading comprehension. Only reading materials and students' purposes in reading that have moderate correlation with students reading achievement. Frequency in reading and time spent in reading has negligible correlation with student's comprehension. From previous research by Abalog (2015) also pointed out those students' reading purposes has moderate correlation with students reading comprehension. Both of reading materials and time spent in reading has low correlation with students' reading comprehension. Frequency of reading has negligible correlation with students' reading comprehension. From the result of this 2 research, reading materials has correlation with students reading comprehension.

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this research, researcher concluded that from 4 criteria of reading habits, reading materials and purpose of reading has moderate relationship with reading achievement. It means both of reading materials and students' purpose of reading correlate with their reading achievement. From this result, if students read

varieties of books they have good score in reading comprehension. Also, students that have more than 1 purposes of reading, they have good score in reading comprehension too. Therefore, frequency of reading and time spent in reading has negligible relationship with reading achievement. It means both of these factors have low correlation with reading achievement.

5.2 Suggestion

Based on the result, researcher find out that not all four aspect of reading habits correlate with reading achievement. Only reading materials and purpose of reading have moderate correlation with reading achievement. Therefore, researcher suggests that for students that learn in English Education Study Program to read varieties of book. Students can read reading materials that they prefer and can encourage them to read more. Also, for lecturers can give students references of books that good for students and encourage them to read varieties of book and continue to read until they form good reading habits.

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